



განათლების ხარისხის განვითარების ეროვნული ცენტრი
NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

Higher Education Institution Authorisation Experts' Final Report

Georgian State University of Physical Education and Sport

Expert Panel Members

Chair: Milan Pol, Masaryk University, Czech Republic

Members:

- Irma Manjavidze – Expert, Tbilisi State Medical University, Georgia
- Inga Diakonidze – Expert, Guram Tavartkiladze Tbilisi Teaching University, Georgia
- Maka Gvelesiani – Employer Expert, Georgian Service Group_2007, Georgia
- Nino Alavidze – Student Expert, Akaki Tsereteli State University, Kutaisi, Georgia

Tbilisi
2020

Authorisation Report Resume

General information on the educational institution

Georgian State University of Physical Education and Sport (Sport Uni) is the only HEI in Georgia that implements educational programs in the field of sport. As for its recent history, the Sport Uni merged with another state university (Ilia State University) in 2007; in 2013 it became an independent institution again – since then it operates under its current name. Sport Uni provides three bachelor programs, three master level programs and one 60-credit training program for prospective physical education teachers.

Sport Uni is structured into two faculties – Coaching Faculty (320 students) and Faculty of Physical Medicine and Rehabilitation (339 students) (numbers are taken from Strategic Development Plan). Vast majority of students follow the undergraduate programs; only small groups are involved in graduate programs. According to the Self-evaluation Report, there is 71 academic staff, 68 of the affiliated with the Sport Uni. At the moment, Sport Uni operates partly in its own buildings, partly in those that it rents from other institutions.

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

Before the site visit, the panel had a chance to read the main documents issued by the Sport Uni (the Self-evaluation Report /SER/ and many other documents), and via email discussed the nature of the process, division of roles etc.

Next steps were influenced with a pandemic of coronavirus. The evaluation panel meeting was therefore held via Zoom technology (March 17, 2020) and more specific discussions took place with the use of already prepared mapping grids and some other materials. The site visit was organized for the period March 18-20, 2020. Over the course of 3 days the panel conducted a series of interviews with people across the Sport Uni structure and beyond (via Zoom technology), two panel members visited the premises of the Sport Uni.

Throughout the whole process the work of the panel was very effectively supported by Ms. Lali Giorgidze, and also by Ms. Ann Gvritishvili and Ms. Tinatin Dvalishvili.

Overview of the HEI's compliance with standards

1. Mission and strategic development of HEI substantially complies with requirements
2. Organisational structure and management of HEI partially complies with requirements
3. Educational Programmes..... substantially complies with requirements
4. Staff of the HEI substantially complies with requirements
5. Students and their support services..... substantially complies with requirements
6. Research, development and/or other creative work ... substantially complies with requirements
7. Material, information and financial resources..... substantially complies with requirements

Summary of Recommendations

Standard 1

Formulate vision statement of the university in such a way that it reflects all main areas covered in mission statement.

Improve mechanisms for sharing mission and vision statement by the university community.

Make sure values as formulated are well understood by the Sport Uni community (for instance academic integrity).

Revise the action plan, with clear budget allocation to each key activity.

Enhance students' participation in strategic and action plan development and evaluation processes.

Standard 2

Enhance and promote the functioning of Scientific Research Service and Career Development and Alumni Employment Service.

Revise and develop the performance of PR Service.

Enhance internationalization mechanisms and student and staff involvement in the internationalization process.

Clearly define financial resources allocated to internationalization activities.

Enhance mechanism for improvement of teaching quality.

Enhance the awareness of internal and external evaluators about significant changes going on at every level of university life.

Ensure better involvement of external stakeholders in internal quality evaluation processes.

Introduce and use anti-plagiarism mechanisms that meets international standards. Use these mechanisms (software) when checking papers of students and academic staff.

Ensure higher student and staff awareness of academic freedom and integrity principles.

Ensure the through implementation of staff evaluation mechanism and the usage of staff evaluation results in decision making process.

Standard 3

Pay more attention to the development and further support of students' practical skills, in cooperation with external stakeholders.

Define clearly in the program proficiency level of English language required to be accepted at master degree program of Physical Education and Sport.

Ensure teaching of corresponding level of English language course at master degree program of Physical Education and Sport by putting it in line with the standards set by the European Qualification Framework for Foreign Languages.

Enhance and apply in practice assessment appellation system mechanisms.

Standard 4

Clarify the impact of the staff performance evaluation results on the system for remuneration and encouragement.

Ensure that all instruments used for staff evaluation and performance review are fit for purpose and provided in a sufficient detail to serve as a basis for improvement.

Ensure that all administrative staff is familiar with new evaluation system.

Ensure that the implementation of the English language courses is carried out perfectly.

Provide benchmarks for all staff and the work completed by them in order to effectively manage the institution's activities.

Develop and use benchmarks for all staff in order to effectively carry out their educational, research, and administrative activities.

Standard 5

Make sure English version of the information about the study issues is available at the webpage of the university.

Make sure a more intensive student involvement in university issues (governance, student associations and more) becomes a reality.

Elaborate more short and long-term international projects for the students.

Make sure student self-government has clearly defined action plan and this plan is well disseminated.

Make sure the work with alumni is more systematic.

Create a structured database of alumni and employers.

Develop a richer offer of cultural and sports activities for the students (with their involvement).

Make sure webpage is informative, with modern interface and make it more interactive.

Standard 6

Enhance cooperation in implementation of joint research projects with economic agents in order to better support integration of teaching and research.

Implement complex, interdisciplinary research activities that would correspond with the specificity and character of the university.

Increase involvement of the staff and students in scientific activities.

Introduce internal research grant mechanisms developed by the university.

Enhance the mechanisms for increasing the involvement of university staff and students in scientific research activities internationally.

Develop practices of joint supervision of research by international and local professors.

Enhance the mechanisms for attraction of a new research staff.

Enhance evaluation results application mechanisms for further development of research activities.

Standard 7

Make sure all facilities are in a satisfactory level.

Improve adaptation of the environment for people with special educational needs.

Develop and implement strategies of how to increase the use of library resources.

Specify concrete actions as for further development of electronic management system.

Develop English version of Sport Uni webpage.

Make sure the budget is more clearly diversified into concrete items for main areas of Sport Uni operation and development.

Make sure there is enough funding for the third role-related university activities, incl. internationalisation (financial parameters to be explicitly stated).

Summary of Suggestions

Standard 1

Make sure surveys are more effective, for instance by inclusion more open-ended questions concerning the involvement and sharing of the university mission by students and staff.

Standard 2

It is desirable that faculties and programs should also be the initiators for international cooperation. It would make the international cooperation more targeted at the program and specialty level.

For the improvement of teaching quality, it would be efficient to introduce such practice as peer observation. It would promote sharing best practices among colleagues.

Expert panel deems appropriate to suggest the university to define minimal GPA and number of scholarship holders for longer period than one academic year.

Standard 3

It is desirable to university considers alumni's need for PhD program development.

It is desirable to introduce integrated, interdisciplinary approaches to educational programs.

Standard 5

Inform students on all their rights before the exact need arises.

Consider involvement of a psychologist in some student counselling services to make sure these services are available to students in need.

Elaborate effective encouragement procedures for the students with distinctive achievement in sports career (scholarships, finance their sports activities or provide them with appropriate facilities, awards etc.).

Provide opportunity to the administrative departments to raise awareness of students on which tasks each of them should be referred to.

Summary of the Best Practices

Standard 2

In 2016-2018 university conducted over 30 trainings for primary and secondary school teachers and also coaches of physical education in different regions of Georgia.

Standard 3

It is noteworthy the graduates of the Coaching Faculty get the Coach Licence of category "C". We consider this a significant contribution to the professional and career opportunities of the graduates.

Summary Table of Compliance of HEI with Standards and Standard Components

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

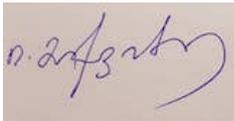
Signature of expert panel members

1. Milan Pol (Chair)

prof. PhDr.
Milan Pol,
CSc.

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prof. PhDr. Milan
Pol, CSc.
Datum: 2020.04.28
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2. Irma Manjavidze (Member).



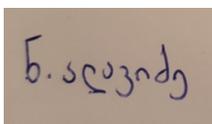
3. Inga Diakonidze (Member).



4. Maka Gvelesiani (Member).



5. Nino Alavidze (Member).



Compliance of the Applicant HEI with the Authorisation Standard Components

1. Mission and strategic development of HEI

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

1.1 Mission of HEI

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

Descriptive summary and analysis of compliance with the standard component requirements

The mission of Georgian State University of Physical Education and Sport (Sport Uni) is formulated in a clear and acceptable way. It is focused on teaching/education (within the framework of programs it provides), on research activities. It also stressed the social responsibility of the Sport Uni. Also, it very briefly formulates the ambition to reach national as well as international level. Considering the specific character of the university, its unique role of supporting 'development of amateur and professional sports in Georgia' is identified. In sum, this can be said that in order to develop active members of society and support their competitiveness on the labor market locally as well as internationally, university has developed threefold mission statement covering education, applied research and public outreach (incl. internationalization).

It is noteworthy that the links between university mission, vision and strategic development plan can also be identified. However, the vision of the university, which is the complimentary part of the mission, drops down one element: scientific research element, which is one of the central points of mission and strategic development plan of Georgian State Teaching University of Physical Education and Sport. The vision contains explicit ambition to succeed on national as well as international levels, by emphasising mainly teaching activities and contribution of the Sport Uni „to the social, cultural and economic development of the country and society, promote the health of the population and healthy lifestyle” (SER, p. 14). Thus, research focus is missing in the vision as formulated by Sport Uni.

It must be said that a set of relevant values is stated as one of the aims of the Sport Uni, among them autonomy, academic freedom, academic integrity (not proved during the interviews persuasively, though), fairness, social responsibility, safeguarding national interests and respecting universal values, and more. (SER, p. 14)

University takes certain measures to support sharing of the university mission by the community of the institution: mission, vision, values and strategic development plan are publicly accessible on the university official website. The institution also carries out the surveys on awareness and sharing of the mission by the students and staff of the university. However, the results of the survey, as well as panel interviews revealed that mission and vision statement awareness and sharing is low. The level and mechanisms for sharing mission should be improved.

<p>Evidences/indicators</p> <p>SER submitted by Sport Uni</p> <p>Interview Results</p> <p>Annex 1.1. The Statute of the Teaching University.</p> <p>Annex 1.2. The Teaching University's Mission, Vision and Values.</p> <p>Annex 1.3. Survey results held at the Teaching University.</p>
<p>Recommendations:</p> <p>Formulate vision statement of the university in such a way that it reflects all main areas covered in mission statement.</p> <p>Improve mechanisms for sharing mission and vision statement by the university community.</p> <p>Make sure values as formulated are well understood by the Sport Uni community (for instance academic integrity).</p>
<p>Suggestions:</p> <p>Make sure surveys are more effective, for instance by inclusion more open-ended questions concerning the involvement and sharing of the university mission by students and staff.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>1.2 Strategic Development</p> <ul style="list-style-type: none"> ○ HEI has a strategic development (7-year) and an action plans (3-year) in place. ○ HEI contributes to the development of the society, shares with the society the knowledge gathered in the institution, and facilitates lifelong learning ○ HEI evaluates implementation of strategic and action plans, and duly acts on evaluation results.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>SPORT Uni has elaborated both 7-year Strategic Plan, and 3-year Action Plan. The link between these two documents is easily identified. In principle, these plans can be viewed as based on the Sport Uni's mission, and partly in some extent also vision and values.</p> <p>The 7-year Strategic Development Plan (2020-2026) contains six main long-term objectives: promotion of the institutional and management system improvement; promotion of the educational programs' improvement; facilitation of scientific-research and creative activities; students and</p>

promotion of their support activities; promotion of personnel management efficiency and development; promotion of the physical, information and financial resources (The 7-year Strategic Development Plan, p. 15). University's strategic goals are based on mission statement and they fully correspond to the priorities of its activities. Strategic development plan, as well as action plan cover all main aspects, which are vital to the operation of an institution, including quality assurance, planning and implementation of educational programs, research, and creative activities, improvement human and material resources, student service, infrastructure, and more. Perhaps a slightly lower attention is paid to the third role of the university which is surprising. LEPL – Georgian State Teaching University of Physical Education and Sport actively contributes to the development of the society and knowledge dissemination by planning and implementing social, cultural and educational activities. In 2016-2018 university arranged over 30 trainings for secondary and primary school teachers in different regions of Georgia namely, for the teachers and coaches of physical education; the university students participate as volunteers in different events organized for charity purposes; arrange different cultural events, participate in world marathon and etc.

As for the 3-year Action plan (2020-2022), it breaks down the main objectives into activities to be taken, responsible units (with QA included), involvement of stakeholders in some extent, timeline, indicators, "source of checking", risks, and finances. This is the document with a number of ambitious activities. During the interviews we have received some complementary explanations as for the plan's details, some others were not fully provided (mainly those related to finances). It cast doubts on their feasibility. In order to better evaluate financial feasibility of the activities envisaged by the action plan, during the panel interviews, the university was asked to provide diversified budget document. Sportuni provided the additional budget document accompanied by the letter of the Ministry of Education, Science, Culture and Sport of Georgia. The letter confirmed that Ministry plans and has already allocated adequate financed to major activities listed in the action plan: such as building a new campus and facilities like training gyms, playgrounds and etc. As for the budget document, it shows that university has state funding and well as its own budget. The last one has been increasing since 2015 and it has good potential to fund such activities as internationalization, support the enhancement of staff qualification, development of international programs. The staff and management of the university of panel interviews confirmed that they have already started to work in this direction. They have already devised the courses of English and computer skills to support internationalization of the programs, qualification enhancement of its staff, have elaborated the several forms of staff encouragement and have applied the some of them in practice: for example, university has already introduced the practice of financing its academic staff publication in international scientific journals (for details, see standard 4 and 6). Nevertheless, expert panel considers that university has to revise financial parameter of the action plan. Action Plan should reflect and clearly define all the financial support possibilities depicted above.

In order to monitor the implementation of Strategic Development and Action plans, University has elaborated Strategic Planning and Monitoring Methodology document. Based on the procedures defined in the document, university conducted SWOT analysis and took certain measures to eliminate drawbacks. According to the documents provided by the university and information collected during panel interviews with university administrative staff and the representatives of structural units, it was confirmed that monitoring results were applied to improve management

efficiency of the university. For example, the university introduced the system of electronic management of the academic process as well as an electronic document processing system – e-flow; new structural units, such as the Scientific Research Department and Student Career Development and Alumni Relations Service, were created in order to promote scientific research and student and alumni services at Sport Uni. The challenges to be faced by these new departments have been defined in a 3-year action plan. The university action plan shows that Sportuni has allocated 3% of budget to the implementation of the scientific research activities planned. Panel interviews confirmed that, for scientific research as well as for internationalization, they allocated an increasing budget up to 5%.

As for the strategic planning methodology, Sport Uni used analysis of relevant internal as well as external documents, and external consultations. It has developed a SWOT analysis, and, on this basis, it formulated main areas of Sport Uni's development. The working group consisted of top leaders of the university – rector, head of administration, QA representatives, academic and administrative representatives as well as representatives of the students. Sport Uni has also the document 'Strategic Planning and Monitoring Methodology' which provides the framework for development and monitoring of its plans.

Strategic planning and monitoring is a participatory process to some extent at Sport Uni. According to the SER presented by the institution, the university tries to actively involve its staff, students, employers and external stakeholders in the strategic planning process. In order to effectively organize the strategic planning and development process, the university has created the working group, which supported the development of the strategic plan and action plan according to the methodology elaborated by the university. The results of the surveys conducted by the university on the involvement of the academic and administrative staff in the elaboration and monitoring of strategic development and actions plans, as well as panel interviews with academic/administrative staff, confirmed quite active participation of the administrative/academic staff in strategic planning and development processes. However, students' involvement in the same processes proves to be relatively low.

Evidences/indicators

SER submitted by Sport Uni

Interview Results

Order N52 by the Minister of Education, science, culture and sport on approval of state program for sport investment and infrastructural projects.

Annex 1.4. Joint Report on the Teaching University Activities (2014-2019)

Annex 1.5. Seven-Year Strategic Development Plan of the Teaching University

Annex 1.6. Three-Year Action Plan of the Teaching University

Annex 1.7. Strategic Planning and Monitoring Methodology of the Teaching University

Recommendations:

Revise the action plan, with clear budget allocation to each key activity.

Enhance students' participation in strategic and action plan development and evaluation processes.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

In 2016-2018 university conducted over 30 trainings for primary and secondary school teachers and also coaches of physical education in different regions of Georgia.

Evaluation

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

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

2. Organisational Structure and Management of HEI

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

2.1 Organisational Structure and Management

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

Descriptive summary and analysis of compliance with the standard component requirements

Formally, structure developed by the university to ensure implementation of the goals and activities described in the strategic plan is well-organized. The normative base supporting functioning of these structural units are also in place. Functions and responsibilities of the structural units of the institution are clearly defined and divided. Panel interviews confirmed that the staff of these structural units understand their duties and responsibilities. In positive context we can bring example of the Service of Informational Technologies. This structural unit stands out positively with proper and orderly management of University e-basis, including university virtual services, its support and monitoring. Panel Interviews and site visit have also confirmed that the Service of Informational Technologies has quite clear plan of the Risk mitigation, in case of failure of IT technologies, or during other local and global emergencies, which significantly supports Business Continuity of the University.

Several structural units are newly developed, such as Scientific Research Service, Career Development and Alumni Employment Service. According to SER and panel interviews it was confirmed that they have been developed based on the recommendations of external evaluator's recommendations. The panel admits that proper normative documents have been elaborated for development of the areas these structural units have to ensure, however, panel interviews with different stakeholders confirmed that the functioning of this newly created structures need more efficiency in real time. For example, Scientific Research Service has developed system of promotion and encouragement of the scientific research work among students and staff. As we have already mentioned above, university has already applied such method of encouragement as funding international publications or textbooks. However,

panel interviews have revealed that university has never applied in practice such activity as scientific grant system, which is also offered as one of the forms of promotion and support of scientific research area; furthermore, majority of the staff members do not know about it. As for the Career Development and Alumni Employment Service, the panel interviews revealed that some stakeholders do not know about the existence of such service.

PR Relation Service has problems with implementation of its functions. The English language website of the university is underdeveloped from the viewpoint of the information provided about the university in English. It does not provide any information on such significant areas as mission of HEI, strategic development plan, or internationalization policy, HEI activities, structure, catalogue or educational programs, enrolment criteria, expected learning outcomes or qualifications to be granted. The stakeholders on site interviews have also expressed their dissatisfaction because of low efficiency of PR promotion level of the university.

Sport Uni has transparent and equitable election system. Election/appointment of management bodies of the university takes place in accordance with predefined requirements. SER, corresponding documents and panel interviews confirmed that Sport Uni has developed all proper regulations for this purpose and effectively applies them in practice. The members of the Academic Council, Representative Council, faculty Councils and academic staff are aware of all procedures connected with the appointment/election of the management bodies of the university.

Each Faculty has clearly defined specific profile, the programs are elaborated based on labour market survey outcomes, presented by the faculties and undergo the approval of Faculty Council, Academic Council, representative Council and students.

Management body of the university ensures effective management of the activities of the institution. Regulations for the document processing is in line with the regulations established by the corresponding law; Institution management uses modern technologies, including electronic document processing system, so-called e-flow. It should be noticed that in the period between submission of the SER and authorization panel visit, the university managed to introduce above mentioned system of electronic document processing. In SER they have claimed just intention for introduction of this system in future. Institution maintains the registry of educational institution in compliance with existing regulations.

Sport Uni has business continuity plan, with diversified risk prevention and mitigation strategy and procedures in place.

Sport Uni has elaborated Internationalization policy document and corresponding structural unit of International Office has also been established. They have made certain steps towards internationalization that is reflected in number of agreements with HEI-s abroad, few Erasmus + mobility projects with quite a small number of student exchange. The university is a member of International Association for Culture and Sport and have participated in the conferences arranged under the aegis of this organization. There are also several episodes confirming international corporation, like hosting international scientific congress and visiting partner organization for a short period for getting acquainted with the course of 'sport management'. However, if we consider the mission and goals of Sport Uni concerning internationalization, the institution has quite ambitious plans in this direction. According to the factual situation existing at this moment, the panel concluded that Internationalization level of Sport Uni is low and mechanisms at hand for achievement the internationalization goals set by the institution seem very weak. Namely, University plans to develop

International programs, however, the level of English language proficiency among students and staff is low. It is true, that university acknowledges this problem and plans to offer English language courses, however, budget allocated to this activity as well as to the internationalization in general is not clear through the action plan. According to the documentation provided by the university, as well as through the panel interviews, we have learnt that Sport Uni strives to become internationally recognizable HEI. However, one of the most important tools to this direction – English website is underdeveloped. In addition, panel interviews have revealed that the main actor in the initiation of international cooperation is the International Relations Office, which refers to the faculties and staff members asking to provide them with contacts of possible cooperation.

Evidences/indicators

SER submitted by Sport Uni

Interview Results

Annex 2.1. The structure of the Teaching University

Annex 1.1. The Statute of the Teaching University

Annex 2.2. Provisions of the structural units of the Teaching University

Annex 2.3. Rule of election and appointment of the management bodies of the Teaching University

Annex 2.4. General rule for the document management of the Teaching University

Annex 2.5. Internal Quality Assurance guidebook of the Teaching University

Annex 2.6. Internationalization Policy of the Teaching University

Annex 2.7. Memoranda of Understanding with international partners

Annex 1.3. Results of the survey conducted at the Teaching University

Annex 1.5. Seven-year Strategic Development Plan of the Teaching University

Annex 1.6. Teaching University 3-year Action Plan

Recommendations:

Enhance and promote the functioning of Scientific Research Service and Career Development and Alumni Employment Service.

Revise and develop the performance of PR Service.

Enhance internationalization mechanisms and student and staff involvement in the internationalization process.

Clearly define financial resources allocated to internationalization activities.

Suggestions:

It is desirable that faculties and programs should also be the initiators for international cooperation. It would make the international cooperation more targeted at the program and specialty level.

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

2.2 Internal Quality Assurance Mechanisms

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

Descriptive summary and analysis of compliance with the standard component requirements

Internal Quality Assurance at Sport Uni is managed and coordinated by Quality Assurance Service. The responsibilities of QA are delegated to Faculty QA Assurance Services. Judging by the documents provided as well by the results of panel interviews, we can confirm that Central QA Service and QA Services of the faculties function in coordinated manner and institution allocates appropriate human, information and material resources to the development of the quality culture at Sport Uni.

It is noteworthy that with the purpose of implementation of effective quality assurance mechanism, by the involvement of different structural units, students, academic and invited staff university has developed Quality Assurance Manual. Based on the manual developed, the QA Service of the University has carried out the survey to evaluate organization quality culture, identify its needs and weaknesses and take necessary measures to eliminate drawbacks. Documents provided by the university, as well as panel interviews confirmed the involvement of the different stakeholders in the evaluation process. However, among external evaluators were those, who have not heard about recent changes in university structure- addition of Career Development and Alumni Employment Service.

Sport Uni administration makes decisions based on the evaluation results presented by Quality Assurance Service. Evaluation results are used for further development of the activities. Changes introduced and activities implemented as a result of the recommendation of QA Service of Sport Uni include the following: (1) improvement of study resources according to the academic programs; (2) development of Scientific Component Evaluation Criteria; (3) support of academic staff's participation in local and international conferences (including financial support rendered to affiliated staff); (4) changes were introduced at program curriculum level by the recommendation of external stakeholders to introduce the course – 'Doping' in the bachelor program of Physical Education and sport. (5) programs have been updated according to the updated standards of National Qualification Framework document; (6) a new structure has been set up – Career Development and Alumni Employment Service to support student and alumni services.

University has developed performance evaluation system for its academic, scientific, invited, administrative and support staff; provided documents as well as panel interviews confirmed that university staff knows the mechanisms for evaluation of their performance, however, it is also noteworthy that the performance evaluation system is newly introduced at the university and the process is not fully implemented. Panel interviews with the staff confirmed that they have not learnt the results of staff performance evaluation yet and the results of these evaluation has not been used in the management decision-making process (for detailed information see standard 4).

Sport Uni has developed monitoring mechanisms for students' academic performance. University conducts the surveys for monitoring of students' academic performance for each program. Survey presents the statistical data based on the following criteria: percentage ratio of the students a. registered for the mid-term/final exams. 2. Students who passed the exams; 3. Students who failed at mid-term/final exams. 4. Students who reset final exams. 5. Students who were registered for the exams but did not attend it. In order to improve academic performance of the students and eliminate the drawbacks, Sportuni offers students consultation service provided by the professor/teacher of each

academic module. It is also noteworthy that in order to further improve students' academic performance, university has developed encouragement mechanism for the students with high academic performance – granting financial support to the students for high academic achievements – scholarship. Amount and terms of granting the scholarship (for example, minimal GPA), as well as the number of students to be granted is defined by Rector's individual order, at the beginning of the academic year. Panel Interviews with different stakeholders confirmed that the system of granting scholarship is being practiced at Sportuni. Expert panel deems appropriate to suggest the university to define minimal GPA and number of scholarship holders for longer period than 1 academic year. It would be more effective to support sustainability of students' academic performance and their motivation if students did not expect the changes in scholarship granting rule at the beginning of each academic year.

Panel interviews with the academic as well as administrative staff revealed that their input for the development of teaching quality, methodology or skills is meagre. Moreover, panel interviews revealed that university staff members have not heard about the IT technology training courses offered by their institution for their professional development.

Sport Uni has developed mechanisms for evaluation and improvement of educational programs. Academic and invited staff together with students and external stakeholders (employers and alumni) are actively involved in their implementation. Panel interviews as well as surveys provided by the institution confirmed that mechanisms for the evaluation and improvement of educational program developed by Sport Uni are practically implemented. For example, as it has already mentioned above, by recommendation of the external stakeholder, the course 'Doping' was developed in bachelor degree program of Physical Education and Sport; a new structure – Career Development and Alumni Employment Service was created to support student and alumni services based on the students' recommendation.

Sport Uni periodically evaluates quality of its services and material and technical resources. University conducts surveys based on the special questionnaire. In addition, institution has developed so called 'idea box' in order to collect students' feedbacks concerning any services offered by the university. Evaluation results are utilized for their further implementation. Quality evaluation procedures and mechanisms are described in detail in Internal Quality Assurance Manual developed by the university (see standard 7 below for further information).

Sport Uni evaluation activities are carried out once or twice a year, frequency of evaluation varies according to the specificity of the evaluation object. Panel interviews confirmed the same frequency of evaluation and the involvement of different stakeholders in the evaluation process.

Sport Uni has elaborated the mechanisms for planning student body which is carried out according to the methodology defined by the university. Student body planning methodology offers flexible system of defining student-academic staff ratio. Panel interviews with the administration confirmed that at this moment, student-academic staff ratio is about 9 to 1. Such important factors for student body planning as classrooms, number of educational programs offered, library, availability of informational and material resources is also considered. It will hopefully give Sport Uni students an opportunity to get a high-quality education.

Evidences/indicators

SER of Sport Uni

<p>Interview Results</p> <p>Annex 2.5. Internal Quality Assurance guidebook of the Teaching University</p> <p>Annex 1.3. Results of the survey conducted at the Teaching University</p> <p>Annex 1.5. Seven-year Strategic Development Plan of the Teaching University</p> <p>Annex 1.4. Joint Report on the Teaching University Activities (2014-2019)</p> <p>Annex 2.8. Methodology for planning student contingent and academic staff</p> <p>Annex 5.2. Rule of Students' financial support mechanisms.</p>
<p>Recommendations:</p> <p>Enhance mechanism for improvement of teaching quality.</p> <p>Enhance the awareness of internal and external evaluators about significant changes going on at every level of university life.</p> <p>Ensure better involvement of external stakeholders in internal quality evaluation processes.</p> <p>Ensure the throughout implementation of staff evaluation mechanism and the usage of staff evaluation results in decision making process.</p>
<p>Suggestions:</p> <p>For the improvement of teaching quality, it would be efficient to introduce such practice as peer observation. It would promote sharing best practices among colleagues.</p> <p>Expert panel deems appropriate to suggest the university to define minimal GPA and number of scholarship holders for longer period than 1 academic year.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input type="checkbox"/> Substantially complies with requirements</p> <p><input checked="" type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>2.3. Observing Principles of Ethics and Integrity</p> <ul style="list-style-type: none"> ○ 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.
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>Sport Uni has elaborated code of ethics for students and staff, which is accessible on the university website. It has defined the procedures for responding to the violation of these regulation. SER claims and panel interviews confirmed that the code of ethics is provided to the students during the first week of their studies, also it is included in students and staff contracts. In addition, university offers special seminars and informative meetings several times during an academic year. University has created a permanent commission for ethics. Their duty is not limited to studying and responding to the violation cases, but it also aims at support of students and staff in prevention of such violations, by keeping them</p>

informed and updated. During panel interviews, it was found out that cases for violation of the code of ethics have not been observed yet.

Regarding plagiarism, university has elaborated special regulations on plagiarism, which is also located on the website and is publicly accessible. University has also signed the agreement on usage of plagiarism detection software in partnership with another state university, however, panel interviews revealed that Sport Uni has never applied this program in practice. As for the detection of plagiarism in bachelor and master's thesis papers, according to the comments of the staff members, it is the responsibility of the bachelor/master thesis supervisor to check students' papers on plagiarism. Another measure to prevent plagiarism that university has taken is the creation of the depositories for the students and staff papers on the website with public access. Plagiarism cases has never been detected. Expert panel do not deem these measures adequate and enough for checking or fighting plagiarism.

At implementation level, we think that anti-plagiarism mechanisms and procedures are not working properly at Sport Uni and this issue required more input from the side of the university. As we have already mentioned above, Sport Uni has already signed the contract with another partner university on application of anti-plagiarism software. However, panel members could not obtain additional information on which software will be used, on financial issues, such as how much it will cost to the university and how prices will be shared. Hence, university has to make practical steps to launch the software for checking the papers on plagiarism.

In its different normative documents and in Code of Ethics Sport Uni declares that it adheres and shares the principles of academic freedom and integrity and implements them in everyday performance.

However, panel interviews with the academic staff revealed that majority of them are not well-aware of the concept or consequences of academic freedom and integrity.

Evidences/indicators

SER of Sport Uni

Annex 2.9. The Code of Ethics of the Teaching University

Annex 2.10. Sample of the contract with a student of the Teaching University

Annex 2.11. 4.1.12. Samples of agreements concluded with the personnel

Annex 2.12. The Internal Regulation of the Teaching University

Annex 2.13. Mechanisms for detection and prevention of plagiarism and procedures of responding on plagiarism cases to be implemented

Annex 2.14. Agreement on the Use of Plagiarism Detection Software (Electronic Software)

Annex 1.3. Survey results of the interviews held at the Teaching University

Interview results

Recommendations:

Introduce and use anti-plagiarism mechanisms that meets international standards.

Use anti-plagiarism mechanisms (software) when checking papers of students and academic staff.

Ensure higher student and staff awareness of academic freedom and integrity principles.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

3. Educational Programmes

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

3.1 Design and Development of Educational Programmes

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

Sport Uni has a specific character and this specificity, first of all, is reflected in its mission statement, which "supports the development of amateur and professional sports in Georgia through the training of highly competent specialists in the fields of physical education and sports training, sports management, physical medicine and rehabilitation. For this purpose, it implements academic education programs and utilizes scientific-research activities to promote the harmonious development of students and their rapid adaptation to the labor market, both nationally and internationally. Teaching University fully recognizes the significance of social responsibility, including the purpose of promoting a healthy lifestyle in the Georgian population". Based on the conception of the mission statement cited above, university has elaborated the policy for planning, developing, approving, modifying and cancelling educational programs. This document presents a comprehensive statement for developing, approving, modifying, and cancelling the educational program. HEI initiate educational programs as a result of identifying the need for its elaboration. University also supports their constant development based on the feedbacks provided by different internal and external stakeholders. Namely, for development of the educational program, the Quality Assurance Service annually evaluates its implementation using the university's internal quality assurance mechanisms, including:

- Conducts surveys on student, graduate, employer satisfaction.
- Conducts surveys on program implementation and the efficiency of the staff.
- Monitors updating of study materials.
- Analyses student's academic performance.
- Conducts regular technical expertise of curriculum and training courses syllabi.
- Conducts regular monitoring of literature, physical and technical base quality.

Panel interviews confirmed that qualified academic and invited staff have been involved in designing and development of education program and syllabi, the head of the program collects data from different surveys, such as students, faculties, stakeholders. Panel interviews confirmed that the change have been

introduced in the master's degree program of Physical Medicine and Rehabilitation based on students' demand. They introduced the course of "Sport's Biochemistry".

Sport Uni consults and considers the recommendations offered by different professional sport associations. For example, based on the International Sport Association, in bachelor's degree educational program of Physical Education and Sport they introduced the course: 'Doping'.

It is also noteworthy that the graduates of the Coaching Faculty, get the Coach Licence of category "C". We consider that this fact is a significant contribution in the professional and career opportunities of the graduates.

In spite of all positive feedbacks provided above, panel of experts considers that students' practical skills need stronger and further support by the university. The need was identified as a result of interviews with the alumni. They wished they had more opportunities of practice in different rehabilitation centres during their studies at the university. They would have had better opportunities to get acquainted with different methodologies and experience in practice; Similar recommendation was sounded by the employer, commenting that Sport Uni alumni lack 'real experience in real time'.

During the interviews it also became clear that it is desirable if programmes on both faculties are further improved with close collaboration with outstanding sportsmen's, educators, healthcare managers, doctors, rehabilitation specialists. It seems, it is a new challenge for further cooperation and for the development of interdisciplinary education.

Graduates also expressed the desire to have possibilities go on their studies to PHD program in the field of sports and medical rehabilitation. It would give them new challenges in their future life.

Besides education program, HEI provide special program for improvement qualification of Coaches at school level, which is perfect example for public outreach of the university.

Regarding modifications to the programs, they are implemented by the head of the program. Implementation of changes in the educational program should serve to its constant improvement. Changes to the educational program can be made no later than two weeks before the start of the respective semester. The program change initiative, after approval by the faculty, will be submitted to the Faculty Council, which, if approved, will submit a package of changes to the educational program to the Faculty Quality Assurance Service and then to then to the Academic Council for approval.

According to the regulations and procedures developed by Sport Uni for approving, amending and annulment of the educational program, it can be cancelled if:

- Program risk factor such as lack of adequate human and /or physical resources are in place.
- Students' lack of interest in the program due to changes in employer and labour market requirements.
- As a consequence of employer and graduate survey results, market study results.
- Low rates of student employment, student enrolment, and completion of the program within the specified timeframe.

- Non-compliance of the educational program with the legislative requirements.
- Other cases envisaged by the legislation.

The cancellation of the educational program is discussed at the Faculty Council, which then submits the decision to the Academic Council for consideration and making the final decision. In the case of inconsistency, the educational program returns to the working group for further processing.

Panel interviews confirmed that university staff members are familiar with this procedure and follow them. In case of amending/annulling of the program, university grants students an alternative to smoothly complete the educational program.

Evidences/indicators

SER of Sport Uni

Interview results

Annex 3.1. Rule for planning, developing, approving, modifying and cancelling educational programs

Annex 3.2. Educational programs

Annex 2.5. Internal Quality Assurance guidebook of the Teaching University

Recommendations:

Pay more attention to the development and further support of students' practical skills, in cooperation with external stakeholders.

Suggestions:

It is desirable to university considers alumni's need for PhD program development.

It is desirable to introduce integrated, interdisciplinary approach to educational programs.

Best Practices (if applicable):

It is noteworthy the graduates of the Coaching Faculty get the Coach Licence of category "C". We consider this a significant contribution to the professional and career opportunities of the graduates.

Evaluation

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

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

3.2 Structure and Content of Educational Programmes

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

At the university the heads of the programs, in close collaboration with academic staff, students and stakeholders, and with the representatives of sport federations develop programs in compliance with the domestic regulations and legislation in force, based on the European System of ECTS Credit Transfer and Accumulation Guidelines.

HEI currently provides 10 authorized/accredited educational programs at the university, including five bachelor programs, three master programs, one 60-credit educational program for teacher training and one 60-credit for Georgian Language course. The credits are allocated to each component of the educational programs and include contact and independent study hours required for the learning outcomes. The bachelor program comprises at least 240 credits and the master program at least 120 credits.

The procedure for planning, elaborating, approving, developing and cancelling of educational program also sets out the obligation to consider specifics of the course credits, the course content, the amount of independent work and the expected learning outcomes when defining the amount of credits of learning courses.

University has also elaborated the framework for programs, syllabi, maps of learning outcomes and Assessment Mechanism of Program Learning Outcomes. Teaching and learning methods used within the educational program reflect specifics of the field and ensure achievement of learning outcomes of the program. HEI provides educational programs in two faculties Coaches and Faculty of Physical Medicine and Rehabilitation.

Learning outcomes for certain fields are based on field characteristics and are in line with the National Qualification Framework and Qualification Code approved by the law.

HEI has elaborated bachelor and master thesis submission and evaluation instructions, Internal Quality Assurance Manual.

Sport Uni conducts program evaluation annually, based on the student, academics and stakeholders' surveys. Head of Quality Assurance with program directors and QA representatives from faculties were organizing meeting and fixed all changes in special reports; further subsequent amendments are approved by the Academic Council."

Regulations offered by the university indicate that educational program curriculum considers the possibility to modify in order to create individual curriculum plans (including those for students with special educational needs). Furthermore, the university makes it possible for students to move to another relevant program within the university by means of internal mobility and, if necessary, by providing an individual curriculum and exempting the student from the cost of additional credits.

Panel interviews with students on the programs offered by the university revealed that they wish the credits for the compulsory course of English language were increased. During panel interviews it was confirmed that university has identified the necessity for the enhancement of English in educational programs. For example, during interviews it was found out that master's degree programs did not have any acceptance criteria for English language. Recently, the change has been introduced in

the program and for the next admission to master's degree program, the students will have to prove B2 level of English proficiency. However, this is just oral statement, such information is not provided in the program documents. The syllabus of English language included in master degree program of Physical Education and Sport offers English language compulsory course of Elementary level, which is much lower than the enrolment criteria defined during interview by the head of the program (he stated that the level of English language proficiency of the students who wants to go on their studies to master degree program, should be at least B2, which is upper intermediate).

Institution ensures access to information on the programs on the website. The catalogue of educational programs serves the purpose of interested parties on educational activities of the institution.

Evidences/indicators

Interview Results

SER of Sport Uni

Annex 3.1. Rule for planning, developing, approving, modifying and cancelling educational programs

Annex 3.2. Educational programs and syllabi

Recommendations:

Define clearly in the program proficiency level of English language required to be accepted at master degree program of Physical Education and Sport.

Ensure teaching of corresponding level of English language course at master degree program of Physical Education and Sport by putting it in line with the standards set by the European Qualification Framework for Foreign Languages.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

3.3 Assessment of Learning Outcomes

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

Descriptive summary and analysis of compliance with the standard component requirements

HEI has elaborated student's evaluation rules in accordance with The Order N.3 of the Minister of Education and Science, Culture and Sport.

Judging from the documentation provided by the institution, University has elaborated regulations concerning evaluation of learning outcomes. Learning outcomes of the program are clearly established and consistent with the level of higher education, considering specificity of the field and the qualifications awarded. Panel interviews has also confirmed that educational programs are permanently assessed in compliance with accreditation and authorization standards, national qualification requirements and internal requirements of the university. Educational programs are evaluated by both the Faculty and the University Quality Assurance Services.

Sport Uni has developed clear and measurable assessment system. The criteria for the assessment of the student's achievements are clear and vary depending on the type and level of educational program (whether it is bachelor or master's degree program). It satisfies the requirements stipulated by Georgian law on Education. The system for learning outcomes assessment is transparent, fair and easily accessible to all interested parties. Information on the assessment system is provided in the syllabi of each course, as well as in program catalogue located on the university official website. Panel interviews confirmed that students get acquainted with the assessment system at the beginning of their studies. In order to support fair assessment, the university has elaborated well-organized examination system. Panel interviews confirmed that the structural unit of Examination Centre, in close cooperation with faculties and departments, ensure confidentiality of examination tests. It is noteworthy that for confidentiality purposes, the tests are renovated at the end of each semester just few days before the examination.

In order to ensure fairness of assessment, University has developed clear system of appeal with corresponding regulations. However, panel interviews with students revealed that they have never been applied in practice. When students have some doubts and questions about their grades, they solve the problem with the teacher/lecturer of the corresponding course. The fact shows that the appeals are conducted in a non-formal way. Expert panel considers that appeal procedures should become more formal and in line with the appeal system developed by the university.

Evidences/indicators

Interview results

SER of Sport Uni

Annex 3.4. The rule of regulating the learning process

Annex 3.2. Educational programs, syllabi

Annex 3.5. Procedure for drafting and defending the bachelor and master theses and its instructions

Annex 3.6. - Regulations for planning, implementing and evaluating the scientific-research component

Annex 3.7. - Academic calendar

Recommendations:

Enhance and apply in practice assessment appellation system mechanisms.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

4. Staff of the HEI

HEI ensures that the staff employed in the institution (academic, scientific, invited, administrative, support) are highly qualified, so that they are able to effectively manage educational, scientific and administrative processes and achieve the goals defined by the strategic plan of the institution. On its hand, the institution constantly provides its staff with professional development opportunities and improved work conditions.

4.1. Staff Management

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

Descriptive summary and analysis of compliance with the standard component requirements

The institution has developed a Staff management policy, which includes general principles and rules on academic and non-academic staff management. The purpose of the staff management policy is to determine the management directions and management mechanisms of the staff employed at the university, to support the professional development, motivation and career growth of university staff and to create an environment where each employee is given the opportunity to realize his/her potential and aspirations in the process of achieving the strategic goals of the teaching university.

During the consultation of the CVs and qualifications of the academic and non-academic staff, the panel has observed that these are in basically line with HEI qualifications requirements and with their job descriptions. The Sport Uni identified some shortcomings, mainly related to English language skills and more advanced IT skills of a number of staff members – there is an explicit plan to improve this in a visible future. These shortcomings can in some extent hinder effective fulfilment of some institutional goals, mainly those related to internationalisation, incl. joint programs' development (see also the text at the end of this section).

The institution has developed an affiliation policy. Affiliation terms and conditions are written out in a formal agreement between the academic staff and the institution, where each academic staff member defines his/her affiliation with one HEI only. During the interviews conducted on the site visit, the panel learnt that most of the academic and invited staff are familiar with the terms and conditions of affiliation.

The institution has designed the Employee assessment system in order to "provide an objective assessment of the professional skills and competences of University employees and to identify

appropriate encouragement and motivation activities for successful employees". For academic staff, the system is based on student surveys, academic and scientific production (conference participation, publication, etc.), self-evaluation. The university quality assurance service is responsible for summarizing and analyzing the evaluation data of the academic personnel. The Human Resources staff are not engaged in the performance review or any area of HR management for academic staff, including induction, professional development, etc. For administrative staff, the performance review lies with the HR manager; it is based on line manager review and is conducted at the end of each year. In addition, the results of surveys focused on research results at Sport Uni and student surveys are also used to evaluate the quality of work performed by university administrative and support staff. Even though during the meetings with HR department representatives the panel did learn about the Employee assessment system (Annex #1 Employee Evaluation Questionnaire), when asked about how their performance is evaluated, the administrative staff referred only to evaluation forms from students.

According to the meetings the panel has conducted, panel can conclude that considering that the employee assessment system has only now been designed and administrative staff was evaluated only once, administrative staff isn't familiar with new evaluation system sufficiently.

Considering that the employee assessment system has only now been designed and has not reached the fully implementation stages, the panel cannot yet assess how is the institution utilizing staff evaluation and satisfaction survey results in the process of staff management. In addition, even though the panel did learn about the general principles of remuneration and encouragement, the panel cannot prove consideration of employees' performance evaluation results in that process.

It is noteworthy that the age disbalance among the academic staff is noticeable. The majority of the staff members are over 51. University recognizes this problem and explains it by specificity of sport profession. Young professionals are more interested in sport life and achievements, then in the academic one. However, if not treated properly, in the long run (that is in 7 years according to strategic development plan) in terms of sustainability of the academic programs, this problem can have negative outcomes.

According to SER, "the University recognizes that promoting the professional development of its staff is one of its top priorities" and "the following five fields to be priority for personal professional development of the university: Foreign language, modern methods of teaching, computer skills, effective communication and an art of presentation". During the interviews conducted on the site visit, the panel learnt that based on the evaluation results, the institution identified training needs in English language and computer skills.

According to the Action plan, the following activities are to be taken in 2021-2022: *1.1. Development and implementation of an internationalization strategy for education and science; 1.7. Development and implementation of mechanisms for promotion the involvement in international exchange programs of administrative and support staff. International exchange programs will involve not less than 15% of administrative and support staff; 2.10 Development and implementation of mechanisms for facilitating the involvement of students and academic staff in international exchange programs, minimum 20 academic staff will be involved in International exchange programs.* Considering the fact that the knowledge of the English language of the administrative and academic staff is very low and

this is the main challenge of the university, at this stage our panel can't prove the achievability of these goals.

In order to improve the level of the knowledge of the English language, the institution inserted in its action plan the following goal: 5.5. Development and implementation of trainings system aiming at increasing English language skills among staff. During the interviews conducted on the site visit, the panel learnt that English language courses will be provided from June 2020. Considering that English language courses are not implemented yet, the panel cannot evaluate at this stage the effectiveness of these courses.

Evidences/indicators

- Staff management policy
- Criteria and requirements for the employment of non-academic personnel
- Personnel management Policy
- CVs for administrative staff
- Affiliation terms and conditions
- Meetings conducted by the panel during the site visit

Recommendations:

- Clarify the impact of the staff performance evaluation results on the system for remuneration and encouragement.
- Ensure that all instruments used for staff evaluation and performance review are fit for purpose and provided in a sufficient detail to serve as a basis for improvement.
- Ensure that all administrative staff is familiar with new evaluation system.
- Ensure that the implementation of the English language courses is carried out perfectly.
- Provide benchmarks for all staff and the work completed by them in order to effectively manage the institution's activities.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

4.2. Academic/Scientific and Invited Staff Workload

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

Descriptive summary and analysis of compliance with the standard component requirements

The institution has developed the Distribution of semester workload of academic personnel. The main aspects of the activity are teaching, scientific-research activities as well as administrative and social activities. The consultation hours include minimum one hour per week. Maximum amount of full workload of the academic staff during the academic year: for the professors – 1200 hours, associate professors – 1500 hours, assistant professors – 1600 hours, and for assistants – 950 hours. The scheme is divided into the academic, scientific and administrative directions: academic – contact meetings with students (lecturing hours) as well as time needed for independent work (preparation of the learning course, grading of student papers, supervision of the bachelor and master students works) and consulting hours; scientific – participation in the research and innovative activities of the respective field. Administrative – participation in the research and innovative activities of the respective field.

At the time of the site visit, the institution had 71 academics (professor 15, associate professors 34, assistant professors 15, assistants 7) for implementation of the programs. Total number of students was 659. The marginal number requested by the HEI is 800. The academic staff ratio according to the programs is approximately 11,5. The academic staff ration with the total amount of the students is 5,73. According to this, the number and workload of the academic staff ensure the implementation of educational programs. To ensure programme sustainability, while planning the number of academic, scientific and invited staff, the institution considers the number of existing and future students on each programme. In this sense, the institution has developed a Methodology for planning student body and academic staff. The number of academic staff at the bachelor program is defined as follows: not more than 70 students per one affiliate professor; not more than 45 students per one affiliate associate professor; not more than 35 students per one affiliate assistant-professor; not more than 25 students per one affiliate assistant.

Master degree in Physical Medicine and Rehabilitation, Business Administration and Coaching Programs – 2 affiliate professors for each training program. Number of invited specialists is determined by considering the number of expected applicants for each academic year within the framework of learning courses of the educational program; The flow of academic and invited personnel ensures the program sustainability and shall not exceed 5%. Students' marginal number is determined on the basis of academic staff flow by the following formula in the Sport University: $X = (A \times 70) + (B \times 45) + (C \times 35) + (D \times 25)$, where: X = students' marginal number; A = number of professors; B = number of associate professors; C = number of assistant professors; D = number of assistants.

As observed during the interviews the panel has conducted, most of the academic staff are familiar with the conditions of affiliation. For the time of visit total number of affiliated academic staff was 68.

When asked about the benchmarks, the administrative and academic staff had no clear answer. The panel can conclude that the institution has not set any benchmarks for their staff in order to effectively carry out its educational, research, creative, performing activities.

Evidences/indicators

- Academic/scientific and invited staff workload
- The methodology of the elaboration Scheme of the Academic/Scientific and Invited Staff Workload

<ul style="list-style-type: none"> ● Self-evaluation report ● Meetings conducted by the panel during the site visit ● Student Body Planning Methodology
<p>Recommendations:</p> <p>Develop and use benchmarks for all staff in order to effectively carry out their educational, research, and administrative activities.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development.</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions.</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complies with requirements <input checked="" type="checkbox"/> Substantially complies with requirements <input type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements

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 university has elaborated the regulatory document "Rule of Regulation of Study Process". There are clearly defined acceptance, suspension and termination procedures of student status, terms and conditions of mobility, qualification granting, issuing educational documents and recognition of education received during the learning process on bachelor and master levels of higher education and for Georgian Language Preparatory Courses. Yet above-mentioned, updated document is not accessible for a wider public, there is only an outdated version placed on the web page. The document should be provided in Georgian and English language on the university web page and this is not the case. According to the strategic plan the university aims at enrollment of international students, therefore all the crucial regulatory documents are expected to be accessible on the web page in English language as well which is not the case either. The university has elaborated a contract with the students in both languages.

According to the document “Rule of Regulation of Study Process”, students have the right to do mobility to another university in case the university is being suspended authorization or if a given educational program is no more functioning. During the interviews, none of the students could say what happens in case such a situation occurs. University does not seem to be informing students sufficiently in this respect.

Students are represented at high-level governing bodies – at the Faculty council and at the Representative Council. During the interviews it was identified that students’ rights are reserved and their wishes are mostly considered. It is advisable to engage students at different administrative departments temporarily by offering them internships and involving them at program committees in order to have their say in relation to the quality of educational programs. During the interviews, none of the students confirmed that they were involved in above-mentioned ways.

Evidences/indicators

- Interviews
- University web page and facebookpage
- Rule of regulation of studyprocess
- Rule on Students Financial Support

Recommendations:

Make sure English version of the information about the study issues is available at the webpage of the university.

Make sure a more intensive student involvement in university issues (governance, student associations and more) becomes a reality.

Suggestions:

Inform students on all their rights before the exact need arises.

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

5.2 Student Support Services

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

Descriptive summary and analysis of compliance with the standard component requirements

The university offers different kinds of student services. According to the self-evaluation report and job descriptions, students can get information on their study performance during consultation hours with the lecturers, from study process department and dean's office. Information on the assessment system is provided in the syllabi of each course, as well as in program catalogue located on the university official website. Panel interviews confirmed that students get acquainted with the assessment system at the beginning of their studies. But the interviews revealed that students could not identify where to find the feedback on their study performance.

Even though there is a separate Department of Culture and Sports functioning at the university, most of the students expressed their wish of having diverse entertaining cultural and sports events offered by the university. They required more extracurricular activities.

Some counselling services seem not to be easily available to students of Sport Uni (for instance psychological counselling). Currently there is no special unit or staff where students can refer to in case of special risks (depression, personality disorder, inadequate conditions of various kinds caused by stress etc.), to have individual psychological consultations and/or interference.

At the university, there exist students support services, but students still mostly get information about employment opportunities and many other services from the dean's office. Better orientation of students about where to go in case of need should be done prior. One of the ways could be to provide representatives of all the administrative departments with an opportunity to introduce their responsibilities and precise on what issues can they be referred to by students.

Students get information from the students' self-government just by one student. In fact, there are different departments at the student self-government and their representatives could communicate more frequently to ensure students involvement in the activities. More activities should be offered by the student self-government. Student self-government does not seem to have an action plan and strategy how to involve students in their work effectively.

According to the regulations and interviews, mostly students from student self-government are involved in the decision-making process, such as student representatives at Faculty Board, Representative Council, working group created to work on the strategic plan. The opportunity should be offered not only to students with high academic background and/or representatives of students self-government but also to all the students despite their academic background. Every student should have the right to state their opinions at all levels of university life.

Alumni service seems to be in its beginnings. It's recommended alumni service meets graduates more frequently and informs them about the opportunities not in a selective way, but more "massively". According to the interview with the alumni service representatives, this service does not have a clear plan for the activity yet. According to the alumni representatives' recommendation, it would be helpful for the students employment if the university organizes employment forums for the students

where potential employers would be present and students and graduates would have the opportunity to get employed or be offered internship opportunities.

Information about all student services existing at the university and their activities should be accessible on the webpage, including alumni support. It is advisable to create the space where students, alumni and employers will have opportunity to connect easily. This means the university could inform students and alumni on employment opportunities in a fast and convenient way.

The university plans to accept foreign students but has no predefined regulations who is eligible to apply, what are the criteria of acceptance and what procedures do the students have to follow. The university has only several memorandums of cooperation. Students' chances to get involved in mobilities and international projects are very low.

Representatives of administration and students themselves are satisfied that their rights are reserved. But, still, there are many students who know nothing about code of ethics, some of them could specify that students code of ethics is accessible on the web page and there is a lawyer who can defend their rights.

The university has elaborated "Rule on Students Financial Support". That includes regulations on issuing financial support to students with low SES. Information about the scholarships should be disseminated well and be easily accessible on a webpage. According to the interviews, only some of the students could identify what kind of scholarship offers they can get. The university should try to engage students in government scholarship program. It is also advisable student's high performance to be more encouraged. For example, in case the student does not have highest scores but has distinctive achievements in sports career.

Evidences/indicators

- Interviews
- University webpage and facebook page
- Rule of regulation of study process
- Rule on Students Financial Support

Recommendations:

Elaborate more short and long-term international projects for the students.

Make sure student self-government has clearly defined action plan and this plan is well disseminated.

Make sure the work with alumni is more systematic.

Create a structured database of alumni and employers.

Develop a richer offer of cultural and sports activities for the students (with their involvement).

Make sure webpage is informative, with modern interface and make it more interactive.

Suggestions:

Consider involvement of a psychologist in some student counselling services to make sure these services are available to students in need.

Elaborate effective encouragement procedures for the students with distinctive achievement in sports career (scholarships, finance their sports activities or provide them with appropriate facilities, awards etc.).

Provide opportunity to the administrative departments to raise awareness of students on which tasks each of them should be referred to.

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

6. Research, development and/or other creative work

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

6.1 Research Activities

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

Georgian State Teaching University of Physical Education and Sport is a teaching university and implements teaching and applied research only in two cycles of higher education: at bachelor and master levels. All programs included 20 credits for bachelor or master theses and promote scientific research activities depending on the specifics of education program. Bachelor programs include 4 credits for research methods, postgraduate programs differ in scientific activity: master program for "Physical Education and Sport (Coach)" included 6 credit for SPSS and scientific research methods in sport; master program for "physical Medicine and Rehabilitation assigns 6 credit to fundamentals of Scientific Research, Biostatistics; master program for "Sport Management" 5 credits for Fundamentals of Scientific Research. It is a positive tendency that the intensity of scientific activities increases from bachelor's programs to master programs. University does not provide PhD programs.

Since Sport Uni is a teaching University, it is oriented towards applied research in specific fields. In terms of research and development, "the teaching university implements such activity that aims at enrichment of the coaching-strategic information by the types of sports, establishment of innovative approaches towards physical medicine and rehabilitation and sports management. Scientific interest of the university's academic staff is focused on diverse, wide range of sports-pedagogical, psychological and medical-biological issues".

Although the subject and range of the research activity is very wide at the university (all departments regarding their profiles are responsible for choosing and providing research activities) expert panel

considers that research activities implemented by different structural units of the university lack complexity. Academic staff of different chairs and specialties conduct research according to their own interest and have not made any joint efforts to develop complex, interdisciplinary research that would correspond the specificity and demand of the Sport Uni and ensure the accumulation of the whole scientific potential of the university for the achievement of significant outcomes. Such complex research activities would facilitate further advancements in scientific research area of the university, as well as they can have considerable impact on the development of the community in general.

For the purpose of integration of teaching and research Sport Uni has signed Cooperation Agreements with different economic agents. Within the scope of the cooperation the university carries out such activities as conferences, short visits for sharing the experience, short internships and visits for improvement of the professional skills. However, based on the documentation provided by the university, as well as on the results of panel interviews, it was found out that the university has not carried out any other type of considerable joint research activities with the partners yet that would have resulted in innovative developments or outcomes. Sport Uni supports inter-university conferences of students and staff and the scientific events. Student conferences are held annually at the university by the support of the faculties. However, staff and student involvement in scientific activities is low.

HEI has public, transparent and fair procedures for the assessment and defence of master theses which are relevant to the specifics of the field. Workload of the academic and scientific staff is well arranged. It includes the portion of teaching workload, scientific workload, participation in university activities and consultation hours. The number of hours assigned to each type of workload varies, depending on the position of the academic staff.

It is also noteworthy that Sport Uni has defined the maximum number of the master degree students to be supervised by one academic staff member. Sport Uni regulations state and panel interviews confirm that the maximum number of master degree students to be supervised by one academic staff member is two, which is deemed appropriate by the expert panel members.

Sport Uni has elaborated the regulations and rules regarding the procedure of defense of bachelor and master thesis. These procedures are public and transparent. During the interviews, academic staff members confirmed that they are familiar with these procedures.

Evidences/indicators

SER of Sport Uni

Interview Results

Annex 6.1 - information on the scientific activity of the staff - report on the scientific-research work (2013-2019)

Annex 6.2. Memorandums of cooperation with economic agents and research projects planned, ongoing

and implemented in cooperation with them

Annex 1.5. - Strategic Development Plan and Annex 6.3. The Strategy of the University for the development of its fundamental and/or applied researches, creative, executive activities

Annex 6.4. Brief descriptions of ongoing and planned scientific research/creative projects (by departments/faculties)

Annex 6.5. The list of the MA theses defended during the last two years by faculties and their abstracts

Annex 3.5. The rule/guideline of preparation and defense of BA and MA theses University website
<p>Recommendations:</p> <p>Enhance cooperation in implementation of joint research projects with economic agents in order to better support integration of teaching and research.</p> <p>Implement complex, interdisciplinary research activities that would correspond with the specificity and character of the university.</p> <p>Increase involvement of the staff and students in scientific activities.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>
<p>6.2. Research Support and Internationalisation</p> <ul style="list-style-type: none"> ○ HEI has an effective system in place for supporting research, development and creative activities ○ Attracting new staff and their involvement in research/arts-creative activities. ○ University works on internationalisation of research, development and creative activities.
<p>For the purpose of supporting the research activity, the university has established a new structural Unit Scientific Research Service. The university budget envisages funding of research activities. For the purposes of the research activity development, the annual amount of the funds starts from 3% of the university budget. University claims the intention to increase it up to 5%.</p> <p>The newly established Scientific Research Service is focused on developing new knowledge and approach to scientific research. The head of Scientific Research Service and its chief specialists started their activities two months ago. During the interviews they tried to highlight planned activities for promotion of research, further development of scientific potential of academic and invited staff, students' involvement in research (funded research for master programs). In coordination with International Relation Office, the Scientific Research Service provides the assistance to academic and scientific staff to find funding from various sources for the research. It is also noteworthy that university students and staff have access to international scientific databases, such as: Cambridge Journal online, e-Duke Journal Scholarly Collection, Royal Society Journal Collection and etc. The documentation provided by the university as well as the site visit confirmed open access to the above-mentioned electronic databases.</p>

The teaching university actively works on the issue of becoming a member of different organizations of international sports education and science and it is currently conducting negotiations with the International Council of Sport Science and Physical Education (ICSSPE). A possible membership would allow the university to engage in significant scientific-educational activities and have access to the modern literature or scientific papers in the field of sports and physical education.

Since 2015, the teaching university has become a member of IASUNI – International Association of Universities of Physical Culture and Sport and it actively participates in the scientific conferences and congresses conducted under the aegis of the association.

On October 25-28, 2018, the Sport Uni hosted the World Forum of Sports Science for the first time in the history of Georgia. The 22nd International Scientific Congress under the auspices of the International Olympic Committee, "Olympic Sport and Sport for Everybody", was dedicated to the 80th anniversary of establishment of the Georgian High Education Institution of Sport.

Sport Uni has elaborated scientific research support mechanisms. HEI provides financial support to affiliated academic staff members for publications in international scientific journals and for participation in different scientific events. The list of publications written by the academic staff of the Coaching and Physical Medicine and Rehabilitation faculties include the papers where the academic staff of Sport Uni is indicated as the first author; During the period of 2015-2019 the academic staff of the university from the both faculties published 263 articles; they participated as speakers in 243 conferences and published 17 books. It is noteworthy that some members of the academic staff of Sport Uni make publications in international scientific journals with impact factor and are found in such a highly ranked international database as Scopus.

The documentation provided by the university states that the university have introduced internal grant system in order to promote internal scientific research work among its staff. However, panel interviews with academic and administrative staff revealed that this grant system has never been applied and furthermore, staff members do not have any information about the existence of such a possibility.

Teaching university has elaborated mechanisms for attraction and support of young staff. This system implies engagement and attraction of master students and effective support of research/creative initiatives in the scientific activities of the university. University also tries to attract international staff and involve them in university life. Based on the memorandum signed with Alcala University, the student of the doctoral program in Sports and Physical Activities Science of the Alcala University, conducted research on the base of the Teaching University of Physical Education and Sports, in order to study the training of teachers and professionals of physical education in Georgia. However, this attempt is limited to single cases. Expert panel considers that university has to enhance the mechanisms for attraction of a new staff, including international professors, in order to maintain age balance to ensure long-term sustainability and internationalization of the academic and scientific performance of the university.

Sport Uni also participates in the Erasmus+ Sport competition, which involves the cooperation of sport organizations and institutions from the EU and partner countries in the development of sport in general (types, management, organization of sport events etc.) and sport science. HEI has signed MoUs and agreements with different universities, such as Turkey, Bulgaria, Croatia, Hungary, Poland, Spain and

others. In 2019-2020, the university applied to the competition announced by the European Commission to get financing for the project – Cooperation in the Field of Sports, in Order to Increase the Engagement of Disabled Persons in Sport (led by “Intras” Foundation from Spain). However, the involvement of students and staff in the international projects listed above is low.

SER claims that Sport Uni supports the implementation of joint master programs. It also supports joint supervision practices by international and local professors. Documentations provided by the university did not include the statistics of joint supervision of the master thesis or existence of joint master programs. This fact was confirmed during expert panel interviews with administrative and academic staff members. As for the future perspective, according to strategic development and action plans elaborated by the university, Sport Uni claims the intention of development of joint educational programs for 2022.

Evidences/indicators

Annex 2.1. The structure of the Teaching University

Annex 2.2. Provisions of the structural units of the Teaching University (Provisions of the Scientific Research Service)

Annex 6.6. Supportive mechanisms for research and creative activities and rule of research funding

Annex 1.5 and Annex 6.7 Strategy of attraction and inclusion of young employees in scientific/creative activities of HEI

Annex 1.3. and Annex 6.8 The students’ survey results regarding their participation in scientific/creative activities and supporting relevant initiatives

Annex 6.1. and Annex

6.9 Joint research/arts/creative activities and cooperation with international

Recommendations:

Introduce internal research grant mechanisms developed by the university.

Enhance the mechanisms for increasing the involvement of university staff and students in scientific research activities internationally.

Develop practices of joint supervision of research by international and local professors.

Enhance the mechanisms for attraction of a new research staff.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

6.3. Evaluation of Research Activities

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

Georgian State Teaching University of Physical Education and Sport has elaborated the rule of evaluation

of the research quality and research productivity of the staff. Different units of the university, such as Central Quality Assurance Service, as well as faculty QA Service Units, human resources management office and the Scientific Research Service participate in the evaluation of the research activity and research quality of the academic staff of the university.

Academic staff annually provides self-evaluation report according to the requirements and criteria set by the university. These criteria include number of publications, among them in high citation journals, other publishing materials and other scientific activities. Each criterion has its own relative score. During interview it was confirmed that academic staff is familiar with evaluation criteria of their research activities and affiliation statements as well. The results of the researches, publications, published textbooks etc. of the professors' acting on relevant chairs, which are often referred to in the syllabuses as basic, supporting teaching and scientific literature. The relevant works created within the chairs, in the form of supporting teaching or scientific literature – they are actively used by master students in the process of a master thesis preparation.

Sport Uni regularly publishes the reports on implemented research activities on its official websites. Furthermore, based on the results of the scientific productivity assessment of the academic staff, relevant recommendations are issued, and high-ranking staff are encouraged. The methods of encouragement are different.

1. Declaration of gratitude
2. Awarding of the certificate certifying the best results and achievements in a particular field.
3. Posting the information about the best results and achievements on the official website, facebook page of the university.
4. One-time financial rewards (bonuses).
5. Awarding with different types of gifts.
6. Career growth.

Panel interviews with the academic staff members revealed that most common way of encouragement at Sport Uni is posting the information about the best results and achievements on the official website, facebook of the university. It was also confirmed that the results of the scientific productivity assessment of academic staff will also be used during the academic staff selection competition.

University has also elaborated the procedures how to apply evaluation results for further development of research activities. However, expert panel could not obtain the examples of concrete practices of application of the evaluation results for further development of scientific research.

Evidences/indicators

<p>SER of Sport Uni</p> <p>Interview results</p> <p>Annex 6.10. The rule for the evaluation of the scientific productivity and quality of research of the academic staff of Georgian State Teaching University of Physical Education and Sport</p> <p>Annex 1.4. and Annex 6.11. A report on implemented researches</p> <p>Annex 4.1. The Staff Management Policy</p> <p>Annex 2.5. Internal Quality Assurance guidebook of the Teaching University</p>
<p>Recommendations:</p> <p>Enhance evaluation results application mechanisms for further development of research activities.</p>
<p>Suggestions:</p> <p>Non-binding suggestions for further development</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p><input type="checkbox"/> Complies with requirements</p> <p><input checked="" type="checkbox"/> Substantially complies with requirements</p> <p><input type="checkbox"/> Partially complies with requirements</p> <p><input type="checkbox"/> Does not comply with requirements</p>

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.

<p>7.1 Material Resources</p> <ul style="list-style-type: none"> ○ The institution possesses or owns material resources (fixed and current assets) that are used for achieving goals stated in the mission statement, adequately responds to the requirements of educational programmes and research activities, and corresponds to the existing number of students and planned enrolment. ○ HEI offers environment necessary for implementing educational activities: sanitary units, natural light possibilities, and central heating system. ○ Health and safety of students and staff is protected within the institution. ○ HEI has adapted environment for people with special needs
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>Spot Uni has at its disposal a set of buildings/facilities of a different quality. Some facilities that are owned by Sport Uni seem to be not in very satisfactory conditions for teaching and other relevant activities (so partly they are closed, partly they serve for offices of the Sport Uni); the rented spaces are in principle satisfactory. Sport Uni does not have facilities for student dormitory.</p> <p>There is a plan to build a new campus for the Sport Uni in the outskirts of Tbilisi and rector of Sport Uni declared the plan has already been approved by the Ministry of Education and consequently the plan will come true.</p>

Currently, the 1st building (owned by the Sport Uni) is used only for implementing practical activities, only medical cabinet (1st floor), gyms, tennis courts, football stadiums, tracks and sectors for field and track sectors are located here (in the yard). Medical cabinet is equipped with a proper medical bed, natural lights, natural ventilation, and constant supply of hot water. During the interviews, some respondents were complaining about the state of art of some sport facilities where classes of the Faculty of Coaching are taking place (they claimed they are outdated). Indeed, this seems to be a problem of some facilities of the Faculty of Coaching. Considering institution's profile and its plans towards sport education, infrastructure and facilities in these areas should be improved or newly gained.

2nd building (rented one) is used for implementing all educational activities. During its visit of the infrastructure, the panel has observed that the building is hosting the following compulsory sections: foyer, recreation spaces, teaching classrooms, administrative offices, space for group work, sanitary/hygienic units, library. Generally, the distribution of various units supports the effective implementation of educational and administrative process. All classrooms have natural light.

During the visit of the facilities, the panel observed that both buildings were equipped with fire extinguishers on every floor. Detailed instructions on the use of fire prevention equipment are present on all grounds and the evacuation plans are approved by the competent authorities.

Existing educational spaces in the 2nd building (rented) are equipped with necessary facilities for educational programs. In the 1st building most of the main safety regulation are followed, a possibility to meet some others is influenced by current state-of-art of a large part of one of the buildings which is not good and therefore it is used in a limited way only – the first floor of the building 1 (rector's office and office of head of administration, medical cabinet) is located in the unsafe building and there is no guaranty that it will be safe in case of the damage of the rest of the building.

The 2nd building of Sport Uni (rented one) is equipped with divided sanitary units, including facilities for people with disabilities; the sanitary units are in good sanitary-hygienic conditions. The units have continuous water supply; the building is equipped with a central heating system and an uninterruptible power supply system.

In both buildings order is maintained throughout the perimeter of the institution; the institution allocates security staff to timely and effectively respond to possible violation of order and to protect material values of the institution. In order to maintain order, the institution has security video recording and storing facilities installed both inside and outside of the building, throughout the premises.

As mentioned in SER, "Considering that the administrative and other buildings were build long time ago, it is somewhat difficult to ensure free movement of disabled persons". At the moment of the site-visit, 1st floor of the 1st building was adapted, adaption of gyms and other sport facilities needs to be improved in this respect. In the 2nd building where SportUni operates, people with special needs are able to freely navigate and move around the building, which is equipped with ramps, elevators, etc.

In sum, the environment adaptation for people with special educational needs is only partial and needs to be significantly improved.

Evidences/indicators

SER

Interviews

Site visit

Strategic Plan
Action Plan
<p>Recommendations:</p> <p>Make sure all facilities are in a satisfactory level.</p> <p>Improve adaptation of the environment for people with special educational needs.</p>
<p>Suggestions:</p>
<p>Best Practices (if applicable):</p> <p>Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions</p>
<p>Evaluation</p> <p>Please mark the checkbox, which best describes the HEI's compliance with this specific component of the standard</p> <p> <input type="checkbox"/> Complies with requirements <input type="checkbox"/> Substantially complies with requirements <input checked="" type="checkbox"/> Partially complies with requirements <input type="checkbox"/> Does not comply with requirements </p>
<p>7.2. Library Resources</p>
<p>Library environment, resources and service support effective implementation of educational and research activities, and HEI constantly works for its improvement.</p>
<p>Descriptive summary and analysis of compliance with the standard component requirements</p> <p>During the site visit, some panel members also visited the library spaces, which include reading hall, library staff office space, meeting and group workspace, IT equipment space. The institution has developed regulations for the usage of the library. The reading hall is equipped with appropriate inventory, including printer, copy machines, scanners and computers connected to internet. The main literature mentioned in the syllabus is available at the library; the books are processed according to the library rules and are based on the need for academic personnel and students. The library personnel can provide information on the library resources and services for students and personnel. The library is available for students and staff six day per week for 60 hours.</p> <p>The institution has access to electronic library network; specifically a contract signed between the Institution and the integrated information network of Georgia Libraries with the Agreement on the 7th of February, 2019, which enables the applicant the accompanying service- (Article 1, paragraph 1.2)- staff and students have access to the following electronic resources: Cambridge journal online, e-Duke Journals Scholarly Collection, Edward Elgar Publishing Journals and Development studies e-books, IMechE Journals, Openedition Journals, Royal Society Journals Collection, SAGE Journals, SAGE APCs for open Access Journals.</p> <p>Even though during the visit the panel observed that international electronic bases of the library are accessible for the staff and students, during the meeting with academic personnel and students and according to submitted survey results, the panel learned that the usage of the resources is very low and need to be improved.</p> <p>The librarians are certified and trained by the national library of Georgia as they have mentioned during the interview. The library personnel can provide information on the library resources and services for students and personnel.</p>

The library fund is continuously renewed, and this is also envisaged in the Action plan of Sport Uni where one the items of the plan says: “Library’s book fund and any other stock, material-technical bases and services are upgraded. At least 3% of the University’s budget is allocated annually for implementation of library’s book fund and any other stock, material-technical bases and services” (Action plan, p. 27). The institution has elaborated the “Mechanisms for updating the library services of the LEPL -Georgian State Teaching University of Physical Education and Sport”, which regulates the processes and mechanisms of updating the library service. The development of library resources is provided through three directions: development of book fund and other non-book materials, electronic library resources; and material Resources.

Evidences/indicators

SER

Interviews

Site visit

Strategic Plan

Action Plan

Contract signed between the Institution and the integrated information network of Georgia Libraries
Mechanisms for updating the library services of the LEPL -Georgian State Teaching University of Physical Education and Sport

<http://sportuni.ge/category-info/165/>

Recommendations:

Develop and implement strategies of how to increase the use of library resources.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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

7.3 Information Resources

- HEI has created infrastructure for information technologies and its administration and accessibility are ensured
- Electronic services and electronic management systems are implemented and mechanisms for their constant improvement are in place
- HEI ensures business continuity
- HEI has a functional web-page in Georgian and English languages.

Descriptive summary and analysis of compliance with the standard component requirements

Sport Uni has information technology infrastructure and its administration and accessibility are ensured. There is an IT unit at the Sport Uni and also there is IT management policy in place – this document defines the IT management policy and procedures, infrastructure and development mechanisms, rights and obligations of the employees, regulates other issues related to the IT activities.

Interviews revealed the electronic system is used to support management of learning and teaching process as well as administration at the Sport Uni. The Action plan envisages further development of this system by allocating “at least 3% of the university budget annually” (Action plan, p. 27), concrete actions of the plan are not specified.

IT risk management is adequate; the efficiency of IT system is evaluated. There is a total of 85 PCs, 28 laptops, 156 projectors, 22 printers and 9 phones available at the Sport Uni. IT infrastructure which is meant for HEI services, is accessible to students and staff. The entire territory of the Sport Uni is covered with wi-fi connection.

Sport Uni has its own electronic learning process management system, there is students’ portal mainly as well as Moodle platform used for this.

As for electronic management system, this has apparently just been introduced and some further development work is plan on it – according to Action plan, “at least 3% of the University’s budget is allocated annually for implementation of University Electronic Services and Electronic Management System” (Action plan, p. 27).

Sport Uni has Georgian version of its webpage developed and it serves well as a means of communication and information in relation to main areas of Sport Uni operation. English version is practically not existing, though.

Evidences/indicators

- SER
- Interviews
- Strategic Plan
- Action Plan
- Webpage of the Sport Uni (sportuni.ge)

Evaluation

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

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

Recommendations:

Specify concrete actions as for further development of electronic management system.
Develop English version of Sport Uni webpage.

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

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

Financial resources are in a short way mentioned in 7-year Strategic Development Plan, but in this section, there is also the information about gradually growing funds (own incomes) created by student fees and also by the income “from renting the stadiums or fees for providing services of qualification training” (SER, p.101) – at the moment is it comparable to income from the state. Also, it shows that income from scientific grants is very low. In part finances are specified more concretely in the 3-year Action plan (but not in relation to all areas of Sport Uni operation (see text related to Standard 1).

From the documentation that the experts’ panel has received, it appears that the allocation of financial resources described in the budget is, in general, economically achievable, sources of funding are diversified into two main sources (state subsidy, own resources). This assumption is in part based on the comparison of the budget and its development in past years. Consequently, it can be assumed that the financial standing of the Sport Uni can ensure realisation in strategic as well as mid-term action plans, as it is described in these plans.

In general, the panel has seen that Sport Uni financial resources are directed to implementation of main (core) activities of the institution, mainly teaching process (incl. library provisions). Funding related to (applied) research is in place in some extent (the university allocates 3% of the budget to the scientific research, as stated in the Action plan), through the panel interviews it was indicated that the Sport Uni is going to increase it up to 5 % (to be more concrete, in 2019 a total sum in the Sport Uni budget was 2.620.000 GEL, out of this 1.300.000 GEL was funding from the state budget and 1.320.000 GEL from Sport Uni’s own funds). The same has been said about internationalisation during the interviews, yet this is not explicitly stated in the Action plan. The panel did not receive a diversified budget that would be more clearly structured into specific items and allocated sums for individual areas of Sport Uni operation, though.

The system of accountability, financial management and control are in place at Sport Uni.

Evidences/indicators

SER

Strategic Plan

Action Plan

Budget of Sport Uni

Interviews

Recommendations:

Make sure the budget is more clearly diversified into concrete items for main areas of Sport Uni operation and development.

Make sure there is enough funding for the third role-related university activities, incl. internationalisation (financial parameters to be explicitly stated).

Suggestions:

Non-binding suggestions for further development

Best Practices (if applicable):

Practices, which prove to be exceptionally effective and which may become a benchmark or a model for other higher education institutions

Evaluation

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

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