

**ASSESSMENT OF EDUCATIONAL QUALITY
AND PROFESSIONAL READINESS
IN GEORGIAN DENTAL PROGRAMS**

Fridon Japaridze

*Associate Professor at the Department of stomatology
Batumi Shota Rustaveli State University
Batumi, Georgia*

Mariam Gogotishvili

*Assistant Professor at the Department of stomatology
Batumi Shota Rustaveli State University
Batumi, Georgia*

Mzia Bakradze

*Professor at the Department of stomatology
Batumi Shota Rustaveli State University
Batumi, Georgia*

Nato Zosidze

*Professor at the Department of stomatology
Batumi Shota Rustaveli State University
Batumi, Georgia*

Iamze Nataridze

*Student at the Department of stomatology
Batumi Shota Rustaveli State University
Batumi, Georgia*

Tamuna Tsulukidze

*Student at the Department of stomatology
Batumi Shota Rustaveli State University
Batumi, Georgia*

Education is a process that consists of upbringing and teaching. Both are aimed at the formation of new knowledge, the development of skills, and the acquisition of experience. Education has always been and will remain a relevant issue worldwide [1]. The effectiveness of medical, and particularly

dental, educational programs is of special importance [2]. The field of dentistry in Georgia is rapidly developing; however, the quality of professional training of graduates from accredited educational programs and their satisfaction with the learning process have been insufficiently studied. Therefore, it is important to investigate this issue in order to evaluate the effectiveness of educational programs and, if necessary, implement appropriate changes.

For students to receive comprehensive education and develop practical skills, it is essential that universities provide student-centered curricula and mechanisms to protect their interests. According to Article 43 of the Law of Georgia on Higher Education, students have the right to receive quality education; to participate in scientific research; to equally access the material-technical, library, informational, and other resources of higher education institutions in accordance with institutional regulations; to freely express their opinions; to choose an educational program; to participate in the development of an individual educational program; and to periodically evaluate the performance of academic staff [3]. High-quality higher education is one of the most important factors in building a modern, competitive, and fair state. The future development of Georgia depends on the quality and accessibility of education [4].

Accredited dental educational programs in Georgia include curricula that aim to develop both theoretical knowledge and practical skills in students. Theoretical education involves acquiring knowledge based mainly on concepts, principles, models, and general rules, and is less focused on direct practical activities. Practical training includes forms such as laboratory work, practical sessions, internships, workshops, and professional practice. It plays a crucial role in developing professional competencies, decision-making skills, and professional ethics. One of the key components in dental educational institutions is the student assessment system, which includes ongoing assessments, rating systems, and final examinations [5; 6; 7; 8].

The aim of the study is to determine to what extent existing programs meet the challenges of professional practice and how well graduates' evaluations align with academic objectives. The findings of the study will provide an important basis for improving educational strategies as well as refining accreditation mechanisms.

The results of the study revealed that graduates of dental educational programs operating in Georgia express both overall satisfaction and significant critical remarks regarding various components of the programs.

1. Overall Level of Satisfaction with Educational Programs.

The majority of graduates believe that the educational program enabled them to acquire solid theoretical knowledge in the core disciplines of dentistry. Among the respondents, 15% reported being highly satisfied with

the theoretical knowledge obtained, while 35% were partially satisfied. However, despite these positive responses, a notable proportion (15%) indicated that they were completely dissatisfied with the educational program.

Regarding practical experience, the majority of graduates (50%) reported being partially satisfied, while 10% were completely dissatisfied with the practical training they received.

In response to the question, “Was the learning process consistent and goal-oriented?”, the answers were distributed as follows: 50% fully agreed that the learning process was consistent and goal-oriented; 40% partially agreed, indicating that in some cases the process did not fully meet expectations; and 10% believed that the learning process was more inconsistent than consistent.

2. Availability of Technical Equipment and Resources in Dental Educational Programs.

Among the respondents, 75% reported that collaboration with academic staff and administration was accessible. Additionally, 15% described this interaction as “easily accessible,” highlighting generally positive communication. However, 10% expressed dissatisfaction and considered the interaction less favorable.

Regarding the integration of modern dental technologies and resources into the learning process, only 20% of graduates considered the technical and technological support adequate. Meanwhile, 55% were dissatisfied, stating that this component was insufficiently provided, and 25% indicated that they had no technological support during their studies.

3. Evaluation of Learning Quality and Professional Readiness of Graduates.

In response to the question, “How would you rate the quality of your education on a 5-point scale?”, the results were distributed as follows: 75% rated it 4 points, indicating general satisfaction and a positive evaluation of the educational process. 15% assigned 3 points, reflecting a neutral attitude or expectation of improvement. 5% rated it 2 points, indicating dissatisfaction, while another 5% rated it the maximum of 5 points, suggesting a very high level of satisfaction.

To assess professional readiness, a 5-point scale was also used, with responses distributed as follows: 1 point – 5%; 2 points – 10%; 3 points – 35%; 4 points – 40%; and 5 points – 10%. These results suggest that a portion of graduates feel adequately prepared for professional practice after completing their studies.

4. Systemic Gaps and Recommendations for Improving Educational Programs.

Analysis of responses to open-ended questions revealed a number of systemic gaps. The most frequently mentioned issue was the lack of practical

training (60%), with many respondents emphasizing the need for earlier and more intensive development of practical skills.

Technological resources were also identified as a major limitation: students often lacked access to modern dental materials and equipment, which hindered their ability to meet current standards (30%). In addition, many universities were reported to rely on outdated curricula (50%). Furthermore, 25% of respondents indicated that the assessment system in dental educational programs lacked objectivity. A significant proportion of graduates (65%) highlighted the limited availability or absence of exchange programs.

Graduates expressed a desire for the integration of modules that promote patient communication, teamwork, and practice management. They also recommended introducing courses based on modern clinical protocols, ensuring access to both Georgian and international academic literature, increasing practical activities, providing more dental materials and simulation models for training, expanding exchange programs, enabling supervised patient care under proper conditions, and ensuring adequate safety measures for both patients and students.

The study revealed that dental educational programs in Georgia generally ensure the delivery of theoretical knowledge, which is positively evaluated by most graduates. However, these programs face significant challenges in the development of practical skills. According to respondents, practical experience is limited, and access to technological resources is insufficient.

Additionally, issues were identified regarding the objectivity of assessment systems, the limited scope of curricula, and the low level of international educational integration. These shortcomings pose a risk to the full professional readiness of graduates.

It is recommended to undertake both structural and content-based revisions of educational programs. This should include strengthening practical training, ensuring access to modern technologies, improving assessment mechanisms, and promoting international collaboration.

Bibliography:

1. Education – “What is Education” (2021). Available at: <https://shorturl.at/iQ12C>
2. Law of Georgia on Student Rights and Responsibilities (2024). Available at: <https://shorturl.at/VvMmj>
3. Strategic Development of Higher Education and Science in Georgia (2013). Available at: <https://shorturl.at/G9RLo>
4. National Center for Educational Quality Enhancement (2023). Sectoral Benchmark for Higher Education in Dentistry. Available at: <https://tinylink.info/1lcpe>

5. Caucasus International University (2023). Georgian Educational Program in Dentistry. Available at: <https://tinylink.info/11cnO>
6. Tbilisi State Medical University (2024). One-Cycle Dental Education Program. Available at: <https://tinylink.info/YeZY>
7. Akaki Tsereteli State University (2022). Curriculum. Available at: <https://shorturl.at/q5E4N>
8. Ivane Javakhishvili Tbilisi State University (2020). One-Cycle Educational Program in Dentistry (Georgian Language) – Accreditation Expert Group Report. Available at: <https://shorturl.at/IVipG>

DOI <https://doi.org/10.36059/978-966-397-640-2-37>

ОСВІТНЬО-ЦИФРОВА ЕКОСИСТЕМА ЯК СТРАТЕГІЧНИЙ ІНСТРУМЕНТ УПРАВЛІННЯ СУЧАСНИМ МЕДИЧНИМ ЗАКЛАДОМ

Горіщак Сергій Петрович

кандидат медичних наук,

директор

КНП «Дитяча міська поліклініка № 6» ОМР Compass,

доцент кафедри менеджменту охорони здоров'я та психології

Одеський національний медичний університет

м. Одеса, Україна

Сучасна система охорони здоров'я перебуває в умовах масштабної цифрової трансформації, що супроводжується змінами у підходах до управління медичними закладами, організації кадрової політики, комунікації з пацієнтами та контролю якості медичних послуг. Традиційні моделі адміністративного управління, які базувалися переважно на реактивному прийнятті рішень, поступово втрачають ефективність в умовах високої динаміки медичних, соціальних та технологічних викликів. Натомість сучасний медичний менеджмент дедалі більше орієнтується на data-driven підходи, інтеграцію цифрових інструментів, аналітичних систем та безперервного професійного розвитку персоналу [5].

Особливої актуальності ці процеси набувають у контексті реформування системи охорони здоров'я України, цифровізації медичних сервісів та необхідності підвищення стійкості медичних закладів до кризових викликів. У цих умовах перспективними стають