



TBILISI HUMANITARIAN TEACHING UNIVERSITY

## Catalog of educational programs



## Faculty of Law, Business, Humanities and Social Sciences

### Law

Program Name: Law

Language of Instruction: Georgian

Academic Degree: Bachelor of Law

Program Volume in Credits and Hours: 240 ECTS Credits

Level of Study: Bachelor

Program Head: Kakhi Kurashvili.

Program Approval Date: By decision of the Academic Council of THU No. 5/2013 of October 26, 2013, by order of the Rector of THU No. 97/07 of October 26, 2013; modified by: decision of the Academic Council of THU No. 15 of September 16, 2025

#### 1. Admission Preconditions:

A person with a document confirming complete general education issued in Georgia or an equivalent document has the right to study at the Bachelor of Law educational program based on the results of the Unified National Examinations, which includes English as a mandatory subject for enrollment in the academic program. In addition, the third mandatory-elective subject for an applicant to continue studying at the Bachelor of Law educational program is an exam in history or civics. Enrollment of applicants to the Bachelor of Law educational program without passing the Unified National Examinations is carried out in accordance with the procedure established by the legislation of Georgia. Enrollment in the Bachelor of Law educational program on a mobility

basis is possible twice a year, within the deadlines established

by the Ministry of Education and Science of Georgia, in compliance with the mandatory procedures and rules established by the university.

Enrollment in the Bachelor of Law program or transfer enrollment from an authorized higher education institution of a foreign country is carried out in accordance with the procedure established by the legislation of Georgia.

## 2. Program Objectives

The goal of the Bachelor of Laws educational program is for students to:

- Acquire broad and in-depth knowledge of the essence, system, basic principles, legal systems, main features of the national legal system, historical sources of Georgian law, ethical principles of the activities of a lawyer (judge, lawyer, prosecutor, notary), moral standards of the official and non-official activities of representatives of these professions, as well as in-depth knowledge of the main theories, principles and features of regulation in the fields of private, criminal and public law;
- Develop the ability to analyze complex and unforeseen problems in the fields of public, private, criminal and international law, to develop appropriate approaches to their solution, as well as to communicate about one's own legal conclusions using legal terminology, both orally and in writing;
- Develop the ability to develop legal documents, including civil and administrative agreements, procedural and enforcement acts, as well as research and practical projects in the field of public, private, criminal and international law in accordance with predetermined instructions;
- Develop the ability to develop dispute resolution strategies and tactics, legal documents, as well as research and practical projects in the field of private, criminal and public law in accordance with predetermined instructions;
- Develop the ability to act within the framework of the ethical and professional conduct of a lawyer, as well as to act in accordance with the relevant legal values in the process of legal proceedings;
- Develop the ability to search for and distinguish the necessary information in Georgian and/or English, including legislative changes, judicial practice, scientific innovations, and constantly update one's knowledge.

## 3. Program Learning Outcomes

Upon completion of the Bachelor of Laws program, the student will:

## Knowledge and Understanding:

### 1. Describe:

- The essence of law, signs of law, functions of law, methods and stages of legal regulation, fundamental principles of law, methods of interpretation, types of legal norms, main features, principles and institutions of the Georgian legal system, elements of legal relations, stages of application of legal norms, historical sources of Georgian law, branches and institutions of ancient Georgian law, fundamental principles of ancient Georgian law and trends in legal development, as well as the main institutions and categories of Roman law;
- State organization and local self-government, including issues of separation and relationship between the state government of Georgia and local self-government, features of constitutional proceedings, fundamental human rights and freedoms, basic principles of international public law, institutions of international public law, essence and principles of administrative law, essence and functions of public administration, forms of organizational organization of public administration, types of administrative proceedings and forms of activity of administrative bodies, as well as basic principles, stages and features of consideration of administrative cases in court;
- The system of private law, goals, objectives, sources of civil law, the most important civil categories, concepts and principles, the system and principles of international law, contractual and legal obligation relations, family and inheritance legal relations, basic principles of labor law, principles of entrepreneurial law, as well as the basic principles of civil proceedings, stages and features of civil case consideration in court;
- The essence, types of crime, features of criminal liability, as well as the basic principles of criminal proceedings, stages and features of criminal case consideration in court;
- The system of international public law, basic principles, institutions; It defines the mechanisms of international legal responsibilities, issues of the balance of international and national law, the basic principles, system, sources of European Union law, the functions of the main institutions of the European Union; the ethical principles of the activities of a lawyer (judge, lawyer, prosecutor, notary), as well as the moral standards of the professional and non-professional activities of representatives of these professions.

### Skills:

- Identifies complex and unforeseen problems in the field of law and, using standard and/or some of the latest methods, develops appropriate ways to resolve them. Analyzes legal norms, sources, and methods for the purpose of establishing the factual

circumstances of the case, assessing them, substantiating positions in a legal dispute, implementing specific legal actions, or solving other legal tasks; Prepares drafts of legal documents, including civil and administrative contracts, legally binding acts, procedural documents, individual and normative administrative acts; Develops research or practical projects in accordance with predetermined instructions

- Develops a dispute resolution strategy and tactics, taking into account legal means of dispute resolution and ethical norms;
- Discusses his/her own ideas, existing legal problems and ways to solve them with specialists and non-specialists in oral and written form, using appropriate information and communication technologies;
- Finds and selects the necessary information, including sources of national and international law, legislative changes, judicial practice, scientific innovations, through electronic library systems and other databases, and basic legal information systems;

Responsibility and autonomy:

- Recognizes the need for ethical standards of a lawyer, acts within the framework of the norms of ethical and professional conduct of a lawyer, respects human rights, participates in the relevant legal proceedings taking into account legal values;
- Conducts activities focused on the development of oneself and others, adhering to the basic principles of individual and team work. Demonstrates the ability to constantly update one's knowledge, adhering to the principle of "lifelong learning".

#### 4. Employment Fields and Opportunities for Continuing Education

A graduate of the Bachelor of Laws educational program will have the opportunity to work in any position that requires a Bachelor of Laws academic degree and does not require passing a state certification exam and/or additional prerequisites provided for by Georgian legislation. A graduate of the Bachelor of Laws educational program may be employed to carry out legal activities:

- Legislative and executive authorities;
- Judicial authorities;
- Law enforcement and other supervisory authorities;
- Public institutions, including legal entities under public law;
- Legal entities under private law;

- Non-profit (non-commercial) legal entities, including international and human rights organizations.

A graduate of the Bachelor of Law educational program may engage in legal, notarial or arbitration activities, in accordance with the procedure established by the current legislation.

A graduate of the Bachelor of Law educational program has the right to continue his studies in a Master's program in law at higher educational institutions of Georgia or other countries, which is focused on training a specialist and researcher of the next level.

A graduate may also continue his studies in a Master's program in any direction, if the prerequisite for admission to this program is not limited to a Bachelor's degree in another specialty.

## 5. Teaching and Learning Methods

The syllabus of each course of study provided for by the Bachelor of Law educational program provides for the ways (methods) to achieve the goal of the course of study, which is based on the principles of student-centered teaching. The teaching-learning methods provided for by the syllabus of each course of study are oriented not only to the acquisition of knowledge, but also to the development of skills.

The courses of the Bachelor of Law educational program include teaching-learning methods of the corresponding specificity of the topic. The teaching-learning methods reflected in the syllabus of each course of the educational program correspond to the bachelor's level and the goals and content of each course of study. Teaching-learning methods, based on the specificity of the course of study, ensure the achievement of the learning outcomes provided for by the syllabus of the course of study, and the set of existing teaching methods - the achievement of the learning outcomes provided for by the program.

When selecting teaching methods, the purpose of the course and the expected outcome - what the student should know and be able to do - should be taken into account. To implement the educational component of the educational program, teaching and learning methods such as lectures, group work, seminars, e-learning, practical work, etc. are used. The teaching and learning methods provided for in the course syllabi contribute to the assimilation of specific material and develop the student's transferable skills.

In addition, the teaching and learning method may include the following activities: discussion/debate, collaborative learning, group work, demonstration, explanation, verbal or

oral, deduction, induction, analysis, brainstorming, case study, problem-based learning (PBL), etc. The activities used in the teaching and learning process complement each other and flow into each other. Academic and visiting staff implementing the program may use one or more of the activities listed above or any other activities based on the specific learning objective.

## 6. Evaluation system

Evaluation of the level of achievement of student's learning outcomes in the educational component of the Bachelor of Law educational program includes an intermediate (single or multiple) and a final assessment, the sum of which constitutes the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the means/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, performance of practical/theoretical tasks, work in a working group, participation in a discussion, solving a case, participation in a simulated process, etc.). The unit of measurement of the assessment method is the assessment criterion, which determines the level of achievement of learning outcomes.

Each component of the assessment will be assigned a quantitative indicator (expressed in percentages or points) from the total assessment score (100 points) in the final assessment, which is reflected in the syllabus of the specific course and communicated to the student at the beginning of the academic semester.

A minimum competency threshold is defined for each assessment component. Learning activities (work in a working group, presentation, participation in debates, discussions, performance of written and oral assignments, etc.) - at least 24 points; Midterm exam: - at least 11 points; the share of the minimum competency threshold in the final assessment should not exceed 60% of the final assessment.

It is not allowed to assign credit using only one assessment component (midterm or final assessment). A student is assigned credit if he/she exceeds the minimum competency thresholds defined in each assessment component and receives one of the positive assessments.

The assessment of the achievement of learning outcomes of the educational program's learning components is completed in the same semester in which it was implemented.

The assessment system allows:

Five types of positive evaluation:

(A) Excellent – 91-100 points;

(B) Very good – 81-90 points;

(C) Good – 71-80 points;

(D) Satisfactory – 61-70 points;

(E) Sufficient – 51-60 points. Two types of negative evaluation:

(FX) Failed – 41-50 points, which means that the student needs more work to pass and is allowed to take an additional exam with independent work once;

(F) Failed – 40 points or less, which means that the work done by the student is not sufficient and he/she has to study the course/subject again.

In case of receiving FX in the educational component of the educational program, an additional exam is scheduled no later than 5 days after the announcement of the final exam results. The grade received by the student in the additional exam is not added to the number of points received in the final assessment. The grade received in the additional exam is the final grade and is reflected in the final assessment of the educational component of the educational program.



## Business Administration

Program Name: Business Administration

Language of Instruction: Georgian

Academic Degree: Bachelor of Business Administration

Program Volume in Credits and Hours: 240 ECTS Credits.

Level of Study: Bachelor

Program Head: Nona Gelitashvili

Program Approval Date: By the Academic Council N2/2021, February 15, 2021

By the decision of the Academic Council of the University of Tbilisi N03, March 10, 2025

By the decision of the Academic Council of the University of Tbilisi N15, September 16, 2025

### 1. Admission Preconditions:

- A person with a complete general education, who has a relevant document (certificate) certified by the state or an equivalent document, and based on the results of the Unified National Examinations, may become a student of the Bachelor's degree program in "Business Administration" of the Faculty of Economics, Business and Management of Tbilisi Humanitarian University; in order to enroll in the educational program, the applicant passes history or mathematics from elective subjects.
- Citizens of foreign countries and Georgia have the right to study in the Bachelor's degree program in "Business Administration" without passing the Unified National Examinations, in accordance with the rules and in cases established by the legislation of Georgia.
- The right to study at the Bachelor's degree program in "Business Administration" of the Faculty of Economics, Business and Management of Tbilisi Humanitarian Teaching University is granted to relevant students who have transferred to Tbilisi Humanitarian

University on a mobility basis in accordance with the legislation of Georgia, including the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010, as well as internal university regulatory documents.

- The prerequisites for admission to the Bachelor's degree program in "Business Administration" are transparent and ensure the inclusion of individuals with the appropriate knowledge, skills and values in the program, which serves the student's achievement of the learning outcomes specified in this program.

## 2. Program Objectives

The goal of the Bachelor of Business Administration educational program is:

1. To prepare competitive (taking into account the requirements of the labor market) highly qualified personnel with broad theoretical knowledge in the field of business administration (marketing, management, finance);
2. To equip students with the practical skills necessary for planning, organizing, implementing and controlling related to this field, which ensures the right decision-making in a complex business environment while adhering to ethical principles;
3. To develop in students the skills of analytical, creative, critical thinking, decision-making, data collection, processing, drawing reliable and relevant conclusions, and effective oral and written communication.

## 3. Program Learning Outcomes

### I. Knowledge and Understanding

1.1 Describes the basic theories, models, concepts, functions, principles, tools of marketing, finance, management and their importance in the process of managing an organization and determines the importance of information technology and the role of corporate responsibility in the organization;

1.2 Discusses the importance of collecting, processing, evaluating and analyzing information for effective decision-making in a constantly changing internal and external business environment;

### II. Skills

2.1 Based on the analysis of the business environment, effectively organizes the process of developing the company's strategic plan, identifies business ideas for starting a business, selects the best idea and develops an appropriate business plan for its commercialization;

2.2 Plans elements of the marketing strategy and marketing mix for individual strategic business units and organizes measures for their implementation; Evaluates factors affecting consumer behavior and the purchasing decision-making process;

2.3 Evaluates the company's financial condition using methods of analyzing and forecasting financial statements and indicators;

2.4 Evaluates the components of the financial system, the behavior of the money and capital markets, factors affecting interest rates and exchange rates, analyzes the relationship between risk and expected returns on securities.

2.5 Identifies business problems and collects, analyzes and processes the necessary data to solve them, and interprets the results obtained.

### III. Responsibility and Autonomy

3.1 To take responsibility for professional work in a constantly changing work environment, develop a plan for professional development and independently implement it.

## 4. Employment Fields and Opportunities for Continuing Education

Graduates of the Bachelor of Business Administration program may occupy positions in various areas of economic activity in the private or public sector, at the intermediate or entry-level management level. In particular, graduates will have the opportunity to be employed in management of various functional areas:

- In the private sector, both in entrepreneurial and non-entrepreneurial (non-commercial) legal entities;
- In public institutions, including legal entities under public law, state authorities and local self-government bodies;
- In international organizations;
- In non-governmental institutions, including charitable organizations or foundations;
- To carry out private business and other activities where knowledge of business administration is required and a master's degree is not required.

A graduate of the Bachelor's degree program in "Business Administration" can continue their studies in a Master's degree program in Business Administration and/or, in order to change their specialization, in a Master's degree program in another field.

## 5. Teaching and Learning Methods

In the process of teaching the Bachelor's program in "Business Administration", in order to achieve learning outcomes, depending on the specifics of various study courses, various learning and teaching methods are used, or their combination is used. In the implementation of the Bachelor's program, adequate methods are selected to achieve learning outcomes, dynamically - taking into account the learning outcomes, the specifics of the academic discipline and the principle of academic freedom of the academic staff involved in the implementation of the program. In general, it is recommended to integrate methods with high interactivity into the classical lecture format. While developing individual competencies, work in a working group, project development, presentation, homework and other similar forms of independent work should be used; as well as a practical component and the performance of a bachelor's thesis. The methods of achieving learning outcomes used in the implementation of the Bachelor's program in "Business Administration" should develop and stimulate cognitive activity in the student. Teaching methods should be chosen in a way that arouses the student's interest in the topic being studied, making him/her creatively active and independent in the process of accumulating knowledge.

A lecture is a creative process in which the lecturer and the student participate simultaneously. The main goal of the lecture is to understand the essence of the topic being studied, which implies a creative and active perception of the material provided. In addition, attention should be paid to the main provisions, explanations, notations, assumptions of the material. A critical analysis of the main issues, facts and ideas is required. The lecture should provide a scientific and logically consistent understanding of the main provisions of the subject being studied without overloading it with unnecessary details.

The purpose of working in a working group is to give students the opportunity to deepen the topics heard at the lecture. Under the guidance of the leading lecturer, a student or a group of students will search for and process additional information, prepare a presentation, write an essay, etc. Reports are heard, discussions are held, and conclusions are drawn. The lecturer, the head of the working group, coordinates the purposeful conduct of these processes.

The purpose of practical training is to form the ability to use theoretical material in the process of solving specific practical tasks, which in turn is the basis for developing the habit of independently using theoretical material. The head of practical training should focus on the methodology of solving tasks and exercises, their implementation, etc.

Independent work of students - is the amount of working time (labor) spent on successfully mastering the courses provided for in the curriculum, from familiarization with the main literature to group work and/or preparation for midterm and final exams.

Relevant teaching-learning activities are:

Discussion/debate - one of the most common methods of interactive teaching, which significantly increases the level of student engagement and activity. This method develops the student's ability to argue and justify their own opinions;

Group (collaborative) work - during teaching with this method, students are divided into groups and given learning tasks. Group members individually work on the issue and simultaneously share it with the rest of the group members. Depending on the task set, it is possible to distribute functions among the members during the group's work. This strategy ensures maximum involvement of all students in the learning process;

Problem-Based Learning (PBL) – This learning method uses problem-solving as the initial stage of the process of acquiring and integrating new knowledge;

Cooperative learning – A learning strategy where each member of a group is required not only to learn, but also to help their teammate learn the subject better; each group member works on the problem until all of them have mastered the subject.

Heuristic method – is based on the step-by-step solution of the task set before the students. This task is carried out in the learning process by independently fixing facts and seeing the connections between them;

Case study – the professor discusses specific cases with the students during the lecture, which will comprehensively and thoroughly study the issue;

Brain storming – this method involves the formation and expression of as many, preferably radically different, opinions and ideas about a specific issue/problem within the framework of a specific topic. This method contributes to the development of a creative approach to the problem. This method is effective in conditions of a large group of students and consists of several main stages:

- a) Defining the problem/issue from a creative perspective;
- b) Recording ideas from the audience around the issue without criticism over a period of time (usually on a board);
- c) Identifying, by elimination, those ideas that is most relevant to the issue;

Demonstration method – this method involves presenting information visually. In terms of achieving results, it is quite effective; in many cases it is better to provide the material to students simultaneously in audio and visual form. Demonstration of the material to be studied can be carried out by both the teacher and the student. This method helps to make the various stages of perception of the educational material visible, to specify what the students will have to do independently; At the same time, this strategy visually presents the essence of the issue/problem;

Presentation – is a set of educational and cognitive methods that allow solving the problem under the conditions of the student's independent actions and the necessary presentation of the results obtained. Teaching with this method increases the motivation and responsibility of students. Work on the presentation includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A presentation is considered to be effective if its results are presented in a clear, convincing and concrete way. It can be performed individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). After completion, the presentation is presented to a wide audience.

The inductive method defines a form of transferring any knowledge when the course of thought in the learning process is directed from facts to generalization, that is, when conveying the material, the process proceeds from the specific to the general.

The deductive method defines a form of knowledge transfer that is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific.

The analysis method helps us to decompose the educational material as a whole into its constituent parts. This simplifies the detailed coverage of individual issues within a complex problem.

The synthesis method involves grouping individual issues to form a whole. This method helps to develop the ability to see the problem as a whole.

A method of written work, which involves the following types of actions: making extracts and notes, summarizing the material, compiling theses, writing an abstract or essay, and processing the manuscript.

Project development - work on a project includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A project will be considered implemented if its results are presented clearly, convincingly and in a specific form. It can be performed individually, in pairs or in groups; also, within the framework of one subject

or several subjects (integration of subjects). After completion, the project is presented to a wide audience.

Practical methods - combines all forms of teaching that develop practical skills of the student, here the student independently performs a particular activity based on the acquired knowledge, industrial practice.

Industrial practice is a mandatory component and an integral part of the program. It is focused on developing the student's professional skills. It allows the student to test the competencies (knowledge and skills) acquired in the academic environment in real life. Practice is a statement of the student's expectations of what he should know, understand and/or be able to demonstrate after completing his studies. Professional competencies, which are planned to be achieved within the framework of professional practice, are generally a dynamic combination of knowledge, understanding, skills and abilities.

A bachelor's thesis is a kind of summary work, which tests the student's ability to analyze and synthesize arguments in the field of specialization, as well as the ability to see and evaluate problems. Various types of teaching methods are used to complete a bachelor's thesis, namely: the method of working on a book, which involves searching for, preparing, and grouping, systematizing and processing materials related to the topic of the thesis.

## 6. Evaluation system

During the implementation of the Bachelor of Business Administration educational program, the level of achievement of student learning outcomes is assessed in accordance with the assessment system approved by the Order No. 3 of the Minister of Education and Science of Georgia of January 5, 2007 "On the Rules for Calculating Credits for Higher Education Programs". The assessment of the level of achievement of student learning outcomes in the educational component of the Bachelor of Business Administration educational program includes assessment forms - intermediate (single or multiple) and final assessment, the sum of which constitutes the final assessment (100 points). Intermediate and final assessment includes assessment component/components that determine the method/methods of assessing the student's knowledge and/or skills and/or competencies (oral/written exam, oral/written survey, homework, practical/theoretical work and etc.). The assessment component combines uniform assessment methods (test, essay, presentation, discussion, practical/theoretical assignment, group work, participation in discussions, etc.). The assessment method/methods are measured by assessment criteria, i.e. the unit of measurement of the assessment method, which determines the level of achievement of learning outcomes. Each form and component of assessment has a specific share of the total assessment score (100 points) in the final assessment, which is reflected in the specific syllabus and is communicated to the student at the beginning of the academic semester. It is not allowed to assign credit using only one form of assessment (interim or final assessment). A student is assigned credit only in case of receiving a positive assessment. When implementing the Bachelor of Business Administration educational program, the student

must demonstrate the minimum competence of the intermediate and final assessment. The percentage of the limit is reflected in the specific syllabus.

The grading system allows for:

Five types of positive grades:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points of maximum grade;
- (C) Good – 71-80 points of maximum grade;
- (D) Satisfactory – 61-70 points of maximum grade;
- (E) Sufficient – 51-60 points of maximum grade.

Two types of negative grades:

- (FX) Fail – 41-50 points of maximum grade, which means that the student needs more work to pass and is allowed to take an additional exam with independent work;
- (F) Fail – 40 points of maximum grade and less, which means that the work done by the student is not sufficient and he/she has to study the subject again.

In the academic component of the Bachelor of Business Administration educational program, in case of receiving an FX, an additional exam is scheduled no later than 5 calendar days after the announcement of the final exam results.

## Psychology

Program Name: Psychology

Language of Instruction: Georgian

Academic Degree: Bachelor of Psychology

Program Volume in Credits and Hours: 240 ECTS Credits.

Level of Study: Bachelor

Program Head: Ekaterine Sulukhia

Program Approval Date: Approved by Order No. 17/01 of February 10, 2017

Modified by Order No. 4 of March 1, 2023

### 1. Admission Preconditions

- A person with a certificate of general education issued in Georgia or an equivalent document has the right to study at the Bachelor of Psychology program based on the results of the Unified National Exams, who has passed the English, German or Russian language for enrollment in the academic program. In addition, the third mandatory-elective subject for an applicant to continue studying at the Bachelor of Psychology program is defined as an exam in biology, mathematics, history.
- Enrollment of applicants to the Bachelor of Psychology program without passing the Unified National Exams is carried out in accordance with the procedure established by the legislation of Georgia.
- Enrollment in the Bachelor of Psychology program on a mobility basis is possible twice a year, within the deadlines established by the Ministry of Education and Science of Georgia, in compliance with the mandatory procedures and rules established by the university.

- Enrollment in the Bachelor of Psychology program or transfer enrollment from an authorized higher education institution in a foreign country is carried out based on the decision of the Ministry of Education and Science of Georgia.

## 2. Program Objectives

The goals of the Bachelor of Psychology program are:

1. To introduce the student to the history of the formation and development of psychology as a science;
2. To provide him with broad knowledge of the fundamental concepts, principles and laws of the field of psychology;
3. To develop the ability to analyze and critically evaluate scientific sources;
4. To act within the framework of ethical and social responsibility in professional activities;
5. To develop and refine the graduate's communication skills, both in the professional and general spheres, so that he can adequately perceive information received from various types of communication and formulate his own position in oral and written form;
6. To develop and develop the graduate's skills in using modern technologies in everyday information and communication activities.

The goals of the Bachelor of Psychology program are fully achievable and consistent with the mission of the educational university. It ensures the training of psychology specialists with adequate quality, competence, and qualifications to meet the needs of the domestic labor market and employers in Georgia.

## 3. Program Learning Outcomes

After successfully completing the courses provided for in the Bachelor's program and obtaining the appropriate credits, the student is awarded the academic degree of Bachelor of Psychology, which confirms that the graduate has the appropriate theoretical preparation and practical readiness in the field of psychology.

The content of the educational components (university, specialty compulsory and elective) of the Bachelor of Psychology program, taking into account the methods of study and teaching and the volume of credits, ensures the achievement of the learning outcomes set by this component.

Knowledge and understanding:

A Bachelor of Psychology has:

1. Broad knowledge of the field of psychology, which includes a critical understanding of the theories and principles in psychology, he/she understands the essence and social significance of his/her profession, the goals and main functions of the professional activity of a psychologist.
2. Knowledge of various fields of psychology; is familiar with the basic concepts, theoretical approaches and empirical findings of psychology; knows the history of the formation of psychology as a science and its current state; is familiar with the basic methods of psychological research; is familiar with the basic theories of psychology and the main fields of psychology (social, personality, developmental, educational, clinical, mood, etc.).
3. Appropriate knowledge of using the computer program package (SPSS); will be able to statistically process research data at a basic level.

Skills:

A Bachelor of Psychology is able to:

4. Use methods typical of the field of psychology and also some distinctive ones to solve problems implement a research or practical project, in accordance with predetermined instructions.
5. Independently plan and implement small-scale empirical research, select study groups, analyze the necessary literature, collect information and perform primary data processing, taking into account various components of a theoretical or empirical/experimental research project; Identify problems arising in the research process and solve them with guidance/recommendations. Apply knowledge about the regularities of sensation, perception and attention functioning; Conduct clinical-psychological diagnostics and evaluate the results obtained; Apply psychological principles to various issues (personal, social or organizational);
6. Collect and interpret data characteristic of the field of psychology, as well as analyze the collected data and/or situations using standard and some unique methods recognized and approved in psychology; formulate a substantiated and reasoned conclusion;
7. Prepare a detailed written report on existing ideas, problems and ways to solve them in psychology and transfer information to specialists and non-specialists, in Georgian and one foreign language (English, Russian or German at B2 level), fluently use modern information and

communication technologies (IT), which facilitates their creative and critical use in a context specific to the field.

8. Conduct own activities and effectively communicate with colleagues, specialists in related fields and the general public, adhering to the principles of professional ethics; plan and facilitate the implementation of their own and others' continuous professional development. Determine the area of their own competence, acts within the framework of ethical and social responsibility in professional activities.

Responsibility and Autonomy:

A graduate of the Bachelor's program will be able to consistently and comprehensively evaluate their own learning process in the field of psychology, identify their further learning needs, namely:

9. Conduct development-oriented activities in a complex, unpredictable learning and/or work environment and take responsibility for them. Implement their own activities in compliance with the principles of ethics.

10. Plan and facilitate the implementation of own and others' continuous professional development. Identify their own further learning needs and implement them with a high degree of independence.

#### 4. Employment Fields and Opportunities for Continuing Education

As a result of receiving a bachelor's degree, a bachelor of psychology can continue his studies in a master's degree; work in various state and non-governmental organizations: in schools, psychological counseling centers, medical institutions, enterprises and offices as an assistant psychologist, under the guidance of a professional psychologist working at the place of employment. The competencies of the above bachelor's program are also relevant for workers in the administrative, human resources management and service sectors of organizations.

#### 5. Teaching and Learning Methods

A lecture is a creative process in which the lecturer and the student participate simultaneously. The main goal of the lecture is to understand the essence of the topic being studied, which implies a creative and active perception of the material provided. In addition, attention should

be paid to the main provisions, explanations, notations, assumptions of the material. A critical analysis of the main issues, facts and ideas is required. The lecture should provide a scientific and logically consistent understanding of the main provisions of the subject being studied without overloading it with unnecessary details.

The purpose of working in a working group is to give students the opportunity to deepen the topics heard at the lecture. Under the guidance of the leading lecturer, a student or a group of students will search for and process additional information, prepare a presentation, write an essay, etc. Reports are heard, discussions are held, and conclusions are drawn. The lecturer, the head of the working group, coordinates the purposeful conduct of these processes.

The purpose of practical training is to form the ability to use theoretical material in the process of solving specific practical tasks, which in turn is the basis for developing the habit of independently using theoretical material. The head of practical training should focus on the methodology of solving tasks and exercises, their implementation, etc.

Independent work of students - is the amount of working time (labor) spent on successfully mastering the courses provided for in the curriculum, from familiarization with the main literature to group work and/or preparation for midterm and final exams.

Relevant teaching-learning activities are:

Discussion/debate - one of the most common methods of interactive teaching, which significantly increases the level of student engagement and activity. This method develops the student's ability to argue and justify their own opinions;

Group (collaborative) work - during teaching with this method, students are divided into groups and given learning tasks. Group members individually work on the issue and simultaneously share it with the rest of the group members. Depending on the task set, it is possible to distribute functions among the members during the group's work. This strategy ensures maximum involvement of all students in the learning process;

Problem-Based Learning (PBL) – This learning method uses problem-solving as the initial stage of the process of acquiring and integrating new knowledge;

Cooperative learning – A learning strategy where each member of a group is required not only to learn, but also to help their teammate learn the subject better; each group member works on the problem until all of them have mastered the subject.

Heuristic method – is based on the step-by-step solution of the task set before the students. This task is carried out in the learning process by independently fixing facts and seeing the connections between them;

Case study – the professor discusses specific cases with the students during the lecture, which will comprehensively and thoroughly study the issue;

Brain storming – this method involves the formation and expression of as many, preferably radically different, opinions and ideas about a specific issue/problem within the framework of a specific topic. This method contributes to the development of a creative approach to the problem. This method is effective in conditions of a large group of students and consists of several main stages:

- a) Defining the problem/issue from a creative perspective;
- b) Recording ideas from the audience around the issue without criticism over a period of time (usually on a board);
- c) Identifying, by elimination, those ideas that is most relevant to the issue;

Demonstration method – this method involves presenting information visually. In terms of achieving results, it is quite effective; in many cases it is better to provide the material to students simultaneously in audio and visual form. Demonstration of the material to be studied can be carried out by both the teacher and the student. This method helps to make the various stages of perception of the educational material visible, to specify what the students will have to do independently; at the same time, this strategy visually presents the essence of the issue/problem;

Presentation – is a set of educational and cognitive methods that allow solving the problem under the conditions of the student's independent actions and the necessary presentation of the results obtained. Teaching with this method increases the motivation and responsibility of students. Work on the presentation includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A presentation is considered to be effective if its results are presented in a clear, convincing and concrete way. It can be performed individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). After completion, the presentation is presented to a wide audience.

The inductive method defines a form of transferring any knowledge when the course of thought in the learning process is directed from facts to generalization, that is, when conveying the material, the process proceeds from the specific to the general.

The deductive method defines a form of knowledge transfer that is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific.

The analysis method helps us to decompose the educational material as a whole into its constituent parts. This simplifies the detailed coverage of individual issues within a complex problem.

The synthesis method involves grouping individual issues to form a whole. This method helps to develop the ability to see the problem as a whole.

A method of written work, which involves the following types of actions: making extracts and notes, summarizing the material, compiling theses, writing an abstract or essay, and processing the manuscript.

Project development - work on a project includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A project will be considered implemented if its results are presented clearly, convincingly and in a specific form. It can be performed individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). After completion, the project is presented to a wide audience.

Practical methods - combines all forms of teaching that develop practical skills of the student, here the student independently performs a particular activity based on the acquired knowledge, industrial practice.

Industrial practice is a mandatory component and an integral part of the program. It is focused on developing the student's professional skills. It allows the student to test the competencies (knowledge and skills) acquired in the academic environment in real life. Practice is a statement of the student's expectations of what he should know, understand and/or be able to demonstrate after completing his studies. Professional competencies, which are planned to be achieved within the framework of professional practice, are generally a dynamic combination of knowledge, understanding, skills and abilities.

A bachelor's thesis is a kind of summary work, which tests the student's ability to analyze and synthesize arguments in the field of specialization, as well as the ability to see and evaluate problems. Various types of teaching methods are used to complete a bachelor's thesis, namely: the method of working on a book, which involves searching for, preparing, and grouping, systematizing and processing materials related to the topic of the thesis.

## 6. Evaluation system

The assessment of the level of achievement of a student's learning outcomes in the educational component of the Bachelor's degree program in Psychology includes an intermediate (single or multiple) and a final assessment, the sum of which constitutes the final assessment (100 points).

Intermediate and final assessment (assessment components) include assessment methods, i.e. the means/means used to assess the achievement of learning outcomes (oral/written exam/survey, project, test, essay, demonstration, presentation, discussion, performance of practical/theoretical tasks, work in a working group, participation in a discussion, etc.). The unit of measurement of

the assessment method is the assessment criterion, which determines the level of achievement of learning outcomes.

Each component of the assessment will be assigned a quantitative indicator (expressed in percentages or points) in the final assessment from the total assessment score (100 points), which is reflected in the syllabus of a specific course and communicated to the student at the beginning of the academic semester.

A minimum competency threshold is determined for each component of the assessment. Out of the total assessment score (100 points), the share of the intermediate assessment(s) shall be no less than 60 points (60%), and the share of the final assessment shall be no more than 40 points (40%);

The share of the intermediate assessment of the Bachelor of Psychology program shall be at least 24 points; the share of the midterm exam assessment shall be at least 11 points.

When implementing the Bachelor of Psychology educational program, the minimum competency threshold for the student's midterm and final assessment is reflected in the syllabus of a specific course and is communicated to the student at the beginning of the academic semester.

It is not allowed to award credit using only one component of the assessment (midterm or final assessment). A student is awarded credit if he/she exceeds the minimum competency thresholds specified in each assessment component and receives one of the positive assessments.

The assessment of the achievement of learning outcomes of the educational program's learning components is completed in the same semester in which it was implemented.

The grading system allows for:

Five types of positive grades:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points of maximum grade;
- (C) Good – 71-80 points of maximum grade;
- (D) Satisfactory – 61-70 points of maximum grade;
- (E) Sufficient – 51-60 points of maximum grade.

Two types of negative grades:

- (FX) Fail – 41-50 points of maximum grade, which means that the student needs more work to pass and is allowed to take an additional exam with independent work;
- (F) Fail – 40 points of maximum grade and less, which means that the work done by the student is not sufficient and he/she has to study the subject again.

In the academic component of the Bachelor of Business Administration educational program, in case of receiving an FX, an additional exam is scheduled no later than 5 calendar days after the announcement of the final exam results.

The grade received by the student on the additional exam is not added to the number of points received in the final assessment. The grade received on the additional exam is the final assessment and is reflected in the final assessment of the educational component of the educational program.

## Georgian language Preparation Educational Program

Program name: Georgian Language Preparation Educational Program

Language of instruction: Georgian

Level of academic higher education: First

Program volume: 60 ECTS Duration of study: 2 semesters

Program head: Nona Gelitashvili.

Program approval date: August 12, 2022 N11

### 1. Admission Preconditions

- Passing the minimum competency threshold in general skills in the native language (Abkhazian/Azerbaijani/Armenian/Ossetian) in the Unified National Exams (Georgian Law on Higher Education [matsne.gov.ge/ka/document/view/32830%23?scroll=0](https://matsne.gov.ge/ka/document/view/32830%23?scroll=0));
- Admission of foreign students (without passing of national exams) is determined in accordance with the applicable legislation (Georgian Law on Higher Education [matsne.gov.ge/ka/document/view/32830%23?scroll=0](https://matsne.gov.ge/ka/document/view/32830%23?scroll=0)).

### 2. Program Objectives

The program objective is to teach non-Georgian-speaking students the state language at the B2 level defined by the General Description of Georgian Language Proficiency Levels, so that they can fully continue their studies in the Georgian language in the desired bachelor's degree program;

- To develop in the student the ability to listen, understand, translate, analyze, interpret and reproduce various types of texts in the Georgian language;
- To be able to use the Georgian language for communication and academic purposes, to convey one's own opinions in writing and orally;

- To independently deepen individual skills of the Georgian language (listening, speaking, reading, writing), master the grammatical (syntactic and morphological) structure and enrich the vocabulary;
- To develop a tolerant attitude towards different cultures and traditions;
- To get acquainted with the Georgian linguistic-cultural environment and values, to form a sense of appreciation and respect;
- To assist non-Georgian-speaking students in integrating into the Georgian academic community and society, so that they feel like full members of the multinational state and take an active part in the social development of the country and the region.

### 3. Program Learning Outcomes

Knowledge and understanding:

- 1.1. Has basic knowledge of the Georgian language in general and its meaning;
- 1.2. Possesses the basic vocabulary of the Georgian language;
- 1.3. Understands the interaction of individual elements that make up the Georgian language system (phonetics-phonology, morphology, syntax);
- 1.4. Has some knowledge of the history and traditions of Georgia, knows the relationship of Georgian culture with the culture and traditions of other countries.

Skills:

- 2.1. Practically uses the Georgian language for communication (oral/written) and academic purposes;
- 2.2. Has the ability to listen, understand, translate, analyze, interpret and reproduce texts of various types (depending on the subject area) in the Georgian language;
- 2.3. Possesses the ability to understand and analyze spoken speech (live/recorded) conducted in accordance with the norms of the Georgian literary language on familiar or unfamiliar topics in personal, social, educational and professional spheres;
- 2.4. Uses various types of Georgian dictionaries.

Responsibility and autonomy:

- 3.1. Can further deepen and enrich Georgian language knowledge and skills independently;

3.2. Listens to different opinions and respects them, forms his/her position in compliance with ethical norms;

3.3. Perceives cultural differences and is tolerant of other cultures; respects democratic values.

#### 4. Employment Fields and Opportunities for Continuing Education

A graduate of the Georgian language preparation educational program can continue his studies at the first level of higher academic education, in bachelor's/single-level programs, in accordance with the procedure established by law (Law of Georgia on Higher Education; [matsne.gov.ge/ka/document/view/32830%23?scroll=0](https://matsne.gov.ge/ka/document/view/32830%23?scroll=0))

#### 5. Teaching and Learning Methods

A lecture is a creative process in which the lecturer and the student participate simultaneously. The main goal of the lecture is to understand the essence of the topic being studied, which implies a creative and active perception of the material provided. In addition, attention should be paid to the main provisions, explanations, notations, assumptions of the material. A critical analysis of the main issues, facts and ideas is required. The lecture should provide a scientific and logically consistent understanding of the main provisions of the subject being studied without overloading it with unnecessary details.

The purpose of working in a working group is to give students the opportunity to deepen the topics heard at the lecture. Under the guidance of the leading lecturer, a student or a group of students will search for and process additional information, prepare a presentation, write an essay, etc. Reports are heard, discussions are held, and conclusions are drawn. The lecturer, the head of the working group, coordinates the purposeful conduct of these processes.

The purpose of practical training is to form the ability to use theoretical material in the process of solving specific practical tasks, which in turn is the basis for developing the habit of independently using theoretical material. The head of practical training should focus on the methodology of solving tasks and exercises, their implementation, etc.

Independent work of students - is the amount of working time (labor) spent on successfully mastering the courses provided for in the curriculum, from familiarization with the main literature to group work and/or preparation for midterm and final exams.

Relevant teaching-learning activities are:

Discussion/debate - one of the most common methods of interactive teaching, which significantly increases the level of student engagement and activity. This method develops the student's ability to argue and justify their own opinions;

Group (collaborative) work - during teaching with this method, students are divided into groups and given learning tasks. Group members individually work on the issue and simultaneously share it with the rest of the group members. Depending on the task set, it is possible to distribute functions among the members during the group's work. This strategy ensures maximum involvement of all students in the learning process;

Problem-Based Learning (PBL) – This learning method uses problem-solving as the initial stage of the process of acquiring and integrating new knowledge;

Cooperative learning – A learning strategy where each member of a group is required not only to learn, but also to help their teammate learn the subject better; each group member works on the problem until all of them have mastered the subject.

Heuristic method – is based on the step-by-step solution of the task set before the students. This task is carried out in the learning process by independently fixing facts and seeing the connections between them;

Case study – the professor discusses specific cases with the students during the lecture, which will comprehensively and thoroughly study the issue;

Brain storming – this method involves the formation and expression of as many, preferably radically different, opinions and ideas about a specific issue/problem within the framework of a specific topic. This method contributes to the development of a creative approach to the problem. This method is effective in conditions of a large group of students and consists of several main stages:

- a) Defining the problem/issue from a creative perspective;
- b) Recording ideas from the audience around the issue without criticism over a period of time (usually on a board);
- c) Identifying, by elimination, those ideas that is most relevant to the issue;

Demonstration method – this method involves presenting information visually. In terms of achieving results, it is quite effective; in many cases it is better to provide the material to students simultaneously in audio and visual form. Demonstration of the material to be studied can be carried out by both the teacher and the student. This method helps to make the various

stages of perception of the educational material visible, to specify what the students will have to do independently; at the same time, this strategy visually presents the essence of the issue/problem;

Presentation – is a set of educational and cognitive methods that allow solving the problem under the conditions of the student's independent actions and the necessary presentation of the results obtained. Teaching with this method increases the motivation and responsibility of students. Work on the presentation includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A presentation is considered to be effective if its results are presented in a clear, convincing and concrete way. It can be performed individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). After completion, the presentation is presented to a wide audience.

The inductive method defines a form of transferring any knowledge when the course of thought in the learning process is directed from facts to generalization, that is, when conveying the material, the process proceeds from the specific to the general.

The deductive method defines a form of knowledge transfer that is a logical process of discovering new knowledge based on general knowledge, that is, the process proceeds from the general to the specific.

The analysis method helps us to decompose the educational material as a whole into its constituent parts. This simplifies the detailed coverage of individual issues within a complex problem.

The synthesis method involves grouping individual issues to form a whole. This method helps to develop the ability to see the problem as a whole.

A method of written work, which involves the following types of actions: making extracts and notes, summarizing the material, compiling theses, writing an abstract or essay, and processing the manuscript.

Project development - work on a project includes the stages of planning, research, practical activity and presentation of results in accordance with the chosen issue. A project will be considered implemented if its results are presented clearly, convincingly and in a specific form. It can be performed individually, in pairs or in groups; also, within the framework of one subject or several subjects (integration of subjects). After completion, the project is presented to a wide audience.

Practical methods - combines all forms of teaching that develop practical skills of the student, here the student independently performs a particular activity based on the acquired knowledge, industrial practice.

Industrial practice is a mandatory component and an integral part of the program. It is focused on developing the student's professional skills. It allows the student to test the competencies (knowledge and skills) acquired in the academic environment in real life. Practice is a statement of the student's expectations of what he should know, understand and/or be able to demonstrate

after completing his studies. Professional competencies, which are planned to be achieved within the framework of professional practice, are generally a dynamic combination of knowledge, understanding, skills and abilities.

A bachelor's thesis is a kind of summary work, which tests the student's ability to analyze and synthesize arguments in the field of specialization, as well as the ability to see and evaluate problems. Various types of teaching methods are used to complete a bachelor's thesis, namely: the method of working on a book, which involves searching for, preparing, and grouping, systematizing and processing materials related to the topic of the thesis.

## 6. Evaluation system

When implementing the Georgian language training educational program, the level of achievement of student learning outcomes is assessed in accordance with the assessment system approved by the Order of the Minister of Education and Science of Georgia No. 3 of January 5, 2007 "On the Rules for Calculating Credits for Higher Education Programs". The assessment of the level of achievement of student learning outcomes in the educational component of the program includes the following forms of assessment: interim and final assessment, the sum of which constitutes the final assessment (100 points).

Interim and final assessment includes the assessment component/components that determine the method/methods of assessing the student's knowledge and/or skills and/or competencies (oral/written exam, oral/written survey, homework, practical/theoretical work, etc.). The assessment component combines uniform assessment methods (test, Essay/essay, presentation, discussion, practical/theoretical assignment, group work, participation in discussion, etc.). The assessment method/methods are measured by assessment criteria, i.e. the unit of measurement of the assessment method, which determines the level of achievement of learning outcomes. Each form and component of assessment has a specific share of the total assessment score (100 points) in the final assessment, which is reflected in the specific syllabus and is communicated to the student at the beginning of the academic semester.

A minimum competency threshold is defined for each assessment component. Learning activities (work in a working group, presentation, participation in debates, discussions, written and oral assignments, etc.) - at least 24 points; Midterm exam: - at least 11 points; the share of the minimum competency threshold in the final assessment should not exceed 60% of the final assessment.

It is not allowed to award credit using only one assessment component (midterm or final assessment). A student is awarded credit if he exceeds the minimum competency thresholds defined in each assessment component and receives one of the positive assessments.

The assessment of the achievement of learning outcomes of the educational program's learning components is completed in the same semester in which it was carried out.

The grading system allows for:

Five types of positive grades:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points of maximum grade;
- (C) Good – 71-80 points of maximum grade;
- (D) Satisfactory – 61-70 points of maximum grade;
- (E) Sufficient – 51-60 points of maximum grade.

Two types of negative grades:

- (FX) Fail – 41-50 points of maximum grade, which means that the student needs more work to pass and is allowed to take an additional exam with independent work;
- (F) Fail – 40 points of maximum grade and less, which means that the work done by the student is not sufficient and he/she has to study the subject again.

In the academic component of the Bachelor of Business Administration educational program, in case of receiving an FX, an additional exam is scheduled no later than 5 calendar days after the announcement of the final exam results.

Assessment methods and criteria, minimum competency thresholds, and assessment rubrics are provided in the course syllabus, which are relevant to the specifics of the course and are aimed at achieving learning outcomes.



## Faculty of Healthcare

### Dentistry

Program name: Dentistry

Language of instruction: Georgian

Academic degree: Certified Dentist

Volume of the program in credits and hours: 300 credits (7500 hours).

Level of study: One-level educational program

Program director: Nino Abaishvili

Program approval date: Approved:

By order of the Rector of THU dated November 25, 2013 N108/07

Modified: By decision No. 4 dated March 14, 2025

#### 1. Admission Preconditions

a) A person who has a relevant document (certificate) confirmed by the state or an equivalent document and has obtained the right to study based on the results of the Unified National Examinations may become a student of the Graduate Dentistry Educational Program of the Faculty of Healthcare Sciences of Tbilisi Humanitarian Teaching University and has obtained the right to study.

b) Foreign citizens will be admitted without the Unified National Examinations, in accordance with the procedure established by law.

c) In order to enroll in the Graduate Dentistry Educational Program of the Faculty of Healthcare Sciences of Tbilisi Humanitarian Teaching University, it is mandatory to pass the fourth profile subject chosen by the applicant: Biology and/or Chemistry.

d) For students transferred from other higher educational institutions to the Faculty of Health Care of Tbilisi Humanitarian Teaching University, student mobility to the Graduate Dentistry educational program is carried out in accordance with the Order of the Minister of Education and Science of Georgia No. 10/N of February 4, 2010 and on the basis of normative acts established by the university.

## 2. Program Objectives

The objective of the single-level educational program in dentistry is to train competitive specialists in the field of dentistry. Graduates are distinguished by their active civic position, high social and personal competencies, modern theoretical knowledge and practical skills, as well as innovative thinking. The program is focused on training personnel who will be in demand in the labor market, will be able to solve professional tasks related to oral hygiene, improving the general Healthcare and quality of life of the population in a timely, effective and high-quality manner.

Accordingly, the program aims to provide graduates with:

The ability to consider dental problems in the pathogenetic complex of the whole organism based on knowledge of biomedical and clinical sciences.

- The ability to think and analyze clinically using the principles of evidence-based dentistry.
- The ability to conduct activities in the field of dentistry taking into account professional and ethical norms.
- The ability to understand the need for continuous dental education and professional development.

## 3. Program Learning Outcomes

The training of a qualified dentist ensures the formation of a number of competencies:

Academic competencies, which include knowledge of theoretical and clinical disciplines and the ability to learn;

Socio-personal competencies, which include orientation to professional values, knowledge and observance of deontological norms;

Professional competencies, which include a set of knowledge and skills necessary for the implementation of diagnostic, treatment and preventive measures in professional activities;

According to the descriptor of qualifications for the second cycle of higher education of the National Framework of Qualifications for Higher Education, upon completion of the educational program of a qualified dentist, based on the goals of the program and the mission of the university, the graduate will have achieved the level of the corresponding master's degree, which is grouped into three areas of competence:

#### Knowledge:

1. Critically comprehends and logically formulates the functions of the structures of the human body at both the cellular and systemic levels, in both normal and pathological conditions formulating logical conclusions based on the understanding.
2. Describes dental diseases, as well as somatic diseases that may be related to dental pathologies, including their etiology, pathogenesis, clinical manifestations, modern treatment approaches, and the impact of environmental factors, unhealthy habits, lifestyle choices, and psychological and behavioral factors on human health and disease outcomes.
3. Explains the mechanisms of action of drugs, in various systemic, dental, and metabolic pathological conditions and diseases, use of dental materials in dentistry while also outlining the principles of treatment and management in emergency situations.
4. Demonstrates an understanding of the values and ethical standards in professional practice, research methodologies within the healthcare system, and the unique challenges associated with healthcare regulation.

#### Skills:

5. Provides consultations to patients by analyzing their case history and the clinical manifestations of somatic and co-morbid conditions. Determines diagnoses and disease outcomes using evidence-based dentistry, considering the patient's age, psychological traits and special needs.
6. Communicates effectively with patients, accompanying individuals, and colleagues, both verbally and non-verbally, while collecting and registering the case history by adhering to ethical principles in all interactions.

7. Critically analyzes reliable and comprehensive information independently obtained from diverse sources, information systems, and electronic databases, as well as epidemiological data with presenting evidence-based conclusions and preventive measures in academic and professional settings.
8. Applies the latest technological advancements, modern treatment approaches, and clinical guidelines in the complex treatment of challenging dental cases, prioritizing the safety of both the patient and themselves.
9. Manages patients in common and emergency situations requiring first aid, particularly those related to dental conditions.
10. Adheres to standards set by sectoral legislation and regulations in healthcare and professional activities based on the assessment of environmental factors, develops recommendations for maintaining hygiene norms.

Responsibility and autonomy:

11. Recognizes the boundaries of their own expertise and, when needed, consults with other specialists, showcasing a commitment to continuous professional growth.
12. Adapts to new and complex environments, provides qualified dental care based on rational decisions and modern approaches regardless the patients' social, cultural, religious and ethnic origin.

The program begins with a focus on biomedical courses during the first three semesters, which provide a solid foundation in understanding the body's structure, as well as its physiological and metabolic processes in a healthy state. In the following two semesters, students deal with the preclinical courses, including Methods of Diagnosis, Pathology, Microbiology and Parasitology, Pharmacology, and Radiology. These courses deepen their understanding of pathological processes at both the systemic and cellular levels. From the fifth semester students start clinical courses in dentistry – Pediatric Endodontics, Inflammatory Diseases of Maxillofacial Area in Adults. From the sixth semester onward, the curriculum shifts to therapeutic and surgical clinical courses, such as internal medicine, pediatrics, neurology, infectious diseases, clinical immunology and allergy, dermatovenerology, ophthalmology, and otorhinolaryngology. Special emphasis is placed on conditions that intersect with dental health and the management of emergencies in dental practice.

Students also undertake two courses - clinical skills and first aid, which are conducted in the simulation lab. Skills are developed through hands-on practice using mannequins and simulators.

The curriculum also includes topics related to the healthcare sector, in particular the impact of environmental factors on the human body (environment and health), healthcare systems and the features of its management.

For a holder of the qualification of a qualified dentist and, in general, for a specialist in the healthcare sector, it is also necessary to develop research skills. The program includes three training courses: research methods (stages of scientific research and methods of developing a paper, biostatistical research methods, etc.), epidemiology (research methods, characteristics, disease prevention, prevention, screening, etc.) and evidence-based dentistry (students are introduced to the means and priorities of finding evidence-based information for their use in everyday practice).

Students also study the principles of academic writing, which will develop in them the skills of developing logically structured written texts.

Additionally, the program offers elective courses, allowing students the flexibility to choose from a variety of fields of study to broaden their academic experience.

A significant part of achieving the outcomes of the dental program is the dental study courses. The education begins with the course "Introduction to Dentistry," which introduces first-year students to their future profession, the importance and role of the dentist in the well-being of society, the priorities of continuous dental education, the role of dental associations in the development of the field, and more. The course in "Dental Materials Science" covers fundamentals of dental materials as well as the characteristics and indications for use of basic dental materials in dental diseases/conditions, contraindications and advantages. The dental study courses include modern approaches to diagnosis and treatment, as well as the latest guidelines. A course titled "Geriatric Dentistry" is included, which introduces students to the specifics of aging, potential patient limitations, and the peculiarities of treatment management based on the patient's needs. Particular attention is dedicated to the principles of dental care for special need patients. The program includes the main aspects of doctor and patient safety management. The dental study courses cover all areas of dentistry: therapeutic, prosthetic, surgical, pediatric dentistry, and orthodontics.

The teaching methods of the program are diverse and include modern teaching approaches: interactive lectures, practical exercises, seminars, patient bedside/clinic training, laboratory work, role-playing, clinical correlations, simulation-based learning in the laboratory and directly with patients for developing clinical and practical skills, discussions, research work, problem-based learning (PBL), case-based learning (CBL), and more.

Clinical skills are developed in a simulation laboratory, which is equipped with mannequins and simulators, dental chairs, and phantoms; dental materials and instruments are provided for performing therapeutic, prosthetic, orthodontic and surgical procedures.

The university has its own dental clinic, where students have the opportunity to practice at the patient's chair and perform procedures directly on patients.

The assessment system includes the evaluation of students' clinical and professional skills through an objectively structured clinical examination (OSCE). Students' knowledge is also assessed through written evaluations, which include both multiple-choice questions (MCQs) and open-ended questions.

In the final year, students undergo clinical practice in various fields of dentistry. The teaching is carried out at the university's own clinics as well as other dental clinics. Students are given an excellent opportunity to adapt to the new clinical environment, where they make independent decisions and perform treatment stages directly on patients under the supervision of lecturers. Clinical practice is a mandatory component and covers therapeutic dentistry, surgical dentistry, pediatric dentistry, prosthetic dentistry, and orthodontics. The procedures to be performed during clinical practice are outlined in the syllabus. The syllabus is accompanied by a practice diary, which specifies the course, the course supervisor, the mandatory procedures to be performed, and their required quantity. The format also includes an evaluation of the quality of the completed work and recommendations from the supervisor, which helps students, identify areas for improvement. Students perform all the procedures defined by the field-specific characteristics of dentistry, and their performance is evaluated through an objectively structured clinical examination (OSCE).

The program uses the below listed methods of teaching:

- Lecture – involves the delivery of theoretical material by the lecturer in an interactive mode. Emphasis is placed on key concepts, explanations, assumptions, and hypotheses. The lecture provides students with scientific facts. The lecture material is presented with visual aids.

- Seminar - under the lecturer's supervision, the student group engages with the lecture topics and discusses the issues. This allows students to deepen their knowledge within the scope of the topics covered in the lecture. During the seminar, presentations are made and discussed, and conclusions are drawn. The lecturer coordinates these processes. Students are provided with the appropriate material and technical resources.
- Discussion – Interactive learning is a method in which students discuss a specific issue, express their opinions, reason logically, and provide justifications. It promotes the development of verbal communication and logical reasoning skills.
- Group Work – In this method of learning, students work in groups, and their educational activities are guided by the lecturer. Group members individually analyze the issue and, simultaneously, share their insights with the other group members. Afterward, a general discussion is held, during which it is possible to assign specific roles to the group members within the collaborative process. This strategy ensures maximum involvement of all students in the learning process.
- PBL (Problem-based learning): students are presented with a complex, unfamiliar problem that they must discuss and solve. This allows them to apply existing knowledge within the scope of the course and identify knowledge gaps. It promotes the development of skills in critical analysis of problems, information synthesis, decision-making, and teamwork collaboration.
- Role-playing – refers to students assuming the roles of both the patient and the doctor, while developing and demonstrating practical/clinical skills.
- CBL (Case-Based Learning) - the student applies knowledge when discussing real cases, which helps improve the student's cognitive skills. Clinical cases are discussed by students during group work. This method fosters collaboration, knowledge integration, increases students' motivation to learn, promotes the development of self-reflection and critical reflection, and enhances research skills.
- Case Study – the professor, together with the students, discusses specific cases during the lecture, which are thoroughly and adequately studied from all perspectives.
- Demonstration method – the method involves presenting information visually. From the perspective of achieving goals, it is quite effective. In many cases, the topic is simultaneously introduced and presented to students in a visual manner. The demonstration of the topic can be discussed from both the professor's and the student's perspective. This method makes different aspects of the learning material more comprehensible, and focuses on the specific issues that students are expected to understand. At the same time, this strategy visually presents the essence of the issue/problem.
- Case-based learning – the lecturer delivers a presentation. It requires active participation of both the professor and the students in the learning process where the practical interpretation of theoretical material carries significant importance.
- Bedside/chair-side teaching – It represents the primary strategy for teaching the student's clinical courses; it takes place in a medical and/or dental institution under the supervision of the lecturer. The goal is to develop students' professional skills. It represents the primary strategy for teaching the student's clinical courses.

- Practical –A hands-on learning experience in a supervised environment designed to enhance the student’s knowledge and foster professional development. Practical teaching involves the use of educational resources in teaching laboratories and specialized classes (such as anatomy, histology, pathology, etc.), simulation labs, and clinical settings. Throughout these experiences, students receive continuous support and guidance from instructors to ensure their success and growth.
- Laboratory Work – Involves working with chemical substances in a laboratory setting, including measuring, conducting reactions, and performing other related tasks. Students also work with microscopes to examine microscopic samples, identify tissue preparations, assess pathologies, determine the extent of damage, and evaluate the outcomes of pathological processes.
- Demonstration of Clinical/Practical Skills – Includes taking patient histories, performing physical examinations, recording data, and assessing surgical patients. Students gain experience in treating urgent conditions, providing first aid in emergency situations, suturing, administering injections (intramuscular, intravenous, subcutaneous), performing venous catheterization, and administering infusions, among other essential clinical tasks.
- Clinical Correlations – Involves the discussion of relevant clinical cases that align with lecture topics from biomedical and preclinical courses. This approach helps students deepen their understanding of the material, analyze theoretical concepts from a clinical perspective, and integrate their knowledge across different stages of learning.
- Simulation-Based Learning – Utilizes a simulation laboratory with mannequins and simulators to develop clinical skills. In some instances, role-playing may also be incorporated to enhance the learning experience and practice real-world scenarios.
- Research Work – Focuses on research-oriented tasks within specialized courses, including data collection, analysis, and presenting findings in written format, helping students build essential research and analytical skills.

#### Evaluation methods:

- Oral Presentation – Demonstrates understanding of theoretical material through discussions of specific topics, presented in the form of narratives or responses to questions. This includes problem-solving and making informed decisions.
- Written Quiz – Assesses the integration of skills and knowledge on specific topics covered in the course material. It may include a mix of open-ended questions and/or multiple-choice questions to evaluate comprehension.
- Test – A written examination conducted during intermediate and final assessments, designed to evaluate students' theoretical knowledge on the subject matter. It may include a mix of open questions and/or multiple-choice questions
- Practical/Clinical Skill Demonstration – Involves gathering the patient’s medical history, conducting physical exams, recording data, examining surgical patients, and managing urgent conditions. This includes providing first aid in emergency situations, managing pain and

distress, administering local anesthesia, controlling bleeding, using blood substitutes, suturing, performing intramuscular, intravenous, and subcutaneous injections, carrying out venous catheterization, administering infusions, and removing sutures and drains, among other essential clinical tasks.

- Clinical Case Presentation – Students present a patient’s case to develop skills in clinical reasoning, data interpretation, and information integration. This process enhances the ability to make differential diagnoses and formulate treatment plans. The presentation includes a thorough review of the patient's medical history, an analysis of the case (including problem listing and differential diagnosis), and a management plan outlining the diagnosis and treatment approach.
- Research Paper/Thesis – Involves an in-depth analysis of a specific topic or issue, requiring extensive literature review, data processing, and the presentation of findings in written form. This process allows students to deepen their understanding of the subject, creatively integrate knowledge, and communicate conclusions in both written and oral formats. Additionally, students are encouraged to reflect on the ethical considerations involved in their research.
- OSPE (Objective Structured Practical Examination) – An objective assessment tool designed to evaluate theoretical, practical, and problem-solving skills within preclinical courses. Students are required to identify and describe anatomical and histological samples, as well as radiological images, demonstrating their understanding and analytical skills.
- OSCE (Objective Structured Clinical Examination) – A structured assessment method that evaluates clinical skills and competencies through student presentations. This practical approach mimics real-life clinical situations, allowing for objective evaluation of a student’s competencies. Each exam station focuses on a specific clinical skill, and every student performs the same task within a set time frame, ensuring fairness and consistency.
- Abstract - an in-depth analysis of a specific topic/issue. Requires reading, processing and presenting additional literature in written form. Provides the opportunity to deepen knowledge, better understand, develop abilities and attitudes within the course, allows for the expansion of subject/subject knowledge, and the integration of knowledge critically, creatively and at a systemic level. Provides the opportunity for the student to clearly present his/her conclusions in written and oral form, discuss it, present his/her knowledge and arguments on the basis of which the thesis was developed; understand the ethical aspects of the research.
- Essay - searching for information on a specific topic, processing literature and sources, sharing the opinions of various authors, chronologically and logically formulating, expressing one's own opinion on the matter. Represents a written discourse format.
- Role-Playing – Students take on the roles of both patient and doctor, demonstrating and assessing practical and clinical skills in a simulated environment.
- MiniCex – A method for assessing essential clinical skills through a mini-clinical exercise based on a specific clinical case. The student is evaluated using a specialized assessment form that focuses on key clinical competencies.

- Student Diary – In the final semester, students maintain a diary documenting their practical work. Each practice syllabus is accompanied by a diary listing the mandatory procedures and their minimum required quantities. Students perform tasks under the supervision of a lecturer, receiving guidance initially. In the final stage, each procedure is assessed and scored accordingly.
- Discussion – Students participate in discussions on various clinical issues, where their engagement, activity, and the accuracy of their ideas are evaluated. This helps develop critical thinking and communication skills.
- Case Analysis – Students are provided with a clinical case and, using clinical reasoning, data interpretation, and information integration, they must select appropriate diagnostic methods and treatment approaches. They then develop a treatment plan, define preventive measures, and predict possible outcomes.
- Laboratory Work – Involves conducting chemical reactions in the laboratory, using microscopes to examine samples, identifying tissue preparations and pathologies, determining the extent of damage, and formulating solutions to address pathological processes.

#### 4. Employment Fields and Opportunities for Continuing Education

A graduate of a single-level higher education program in dentistry may work as a junior doctor (dentist), who performs the functions of a doctor under the instructions and responsibility of a subject with the right to independent medical practice (Law of Georgia “On Medical Practice”, Article 5).

A graduate of the educational program has the right to:

a) complete a residency course and, after passing the Unified State Certification Exam, receive the right to independent medical practice (Law of Georgia “On Medical Practice”, Article 17)

and/or

b) Continue their studies at the doctoral level; engage in pedagogical and/or scientific activities.

#### 5. Financial Support of the Program

The financial support of implementation of the single-level educational program of a dentist is provided by the income received by Tbilisi Humanitarian University, investments made by the founders and other funds determined and permitted by the legislation of Georgia. The above-mentioned funds attracted for the implementation of the program are used for the salary provision of academic personnel, encouragement and motivation of students, renewal of the

library fund, improvement of the material and technical base and for other educational and educational purposes.

## 6. Internationalization of the Program

The single-level educational program of a dentist has been modified taking into account international experience. It is compatible with similar programs in Central and Eastern European countries. In order to increase the degree of internationalization of the dental program, the university, upon the request of the Faculty of Healthcare Care, is authorized to invite foreign and/or foreign-speaking personnel to teach the academic disciplines specified in the program in a foreign language. In order to increase the degree of internationalization of the dental program, the university, upon the request of the Faculty of Healthcare Care, is authorized to attract students who are citizens of a foreign country, subject to the successful completion of the Georgian language preparatory educational program.

## 7. Evaluation system

The maximum grade for the course is 100 points.

a) The midterm grade is 60 points in total, which is distributed as follows:

Student activity during the semester - maximum 30 points, minimum -20

Midterm exam - maximum 30 points, minimum 11 points

b) Final exam - maximum 40 points

General assessment requirements established by law:

- It is not allowed to evaluate the results of the student's studies once - only on the basis of the final exam. The assessment of the student's work should take into account in a certain proportion:

a) Intermediate assessments;

b) Final exam assessment.

- The final assessment is made on the basis of a summary of the intermediate assessments and the final exam assessment.

- The right to take the final exam is granted to a student whose minimum competency threshold in the components of the intermediate assessments totals at least 31 points.
- The minimum competency threshold for the final assessment is 50% of the total final assessment - that is, 20 points out of 40 points.
- A student has the right to take an additional exam in the same semester (FX) if he/she fails to pass - in case of receiving 41-50% of the maximum assessment.
- An additional exam is scheduled no later than 5 days after the announcement of the final exam results.

Five types of positive grades:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points of maximum grade;
- (C) Good – 71-80 points of maximum grade;
- (D) Satisfactory – 61-70 points of maximum grade;
- (E) Sufficient – 51-60 points of maximum grade.

Two types of negative grades:

- (FX) Fail – 41-50 points of maximum grade, which means that the student needs more work to pass and is allowed to take an additional exam with independent work;
- (F) Fail – 40 points of maximum grade and less, which means that the work done by the student is not sufficient and he/she has to study the subject again.

Assessment criteria are detailed in each syllabus.

The educational program of a dentist provides for the completion of educational and clinical practice. These, as mandatory training courses, are an integral part of the program. They are aimed at developing the student's professional and clinical skills and provide the student with the opportunity to test the competencies (knowledge, skills and professional values) acquired in an academic environment in real life. Practice is important for all three stakeholders: the student, the university and employers. Educational and clinical practice is carried out both in the university's dental clinic and outside it (on clinical bases); the practice facility (the organization receiving the student's practice) or its structural unit is relevant to the field of dentistry; Educational and clinical practice is led by the head of the practice (a representative of the Faculty of Healthcare Sciences of the University of Tbilisi), who is responsible for implementing the practice syllabus; the practice facility allocates a mentor who is responsible for supervising the student at the practice facility and is connected to the university by an appropriate contract; A learning practice is a statement of what a student is expected to know, understand and/or be able to demonstrate upon completion of their studies. The professional

competencies that are intended to be achieved within the framework of a professional practice are generally a dynamic combination of knowledge, understanding, skills and abilities.

The clinical practice syllabus must necessarily reflect: the goals of the practice; the learning outcomes to be achieved; sectoral and general/transferrable competencies; the place and terms of implementation; the activity carried out during the practice process; the rights and responsibilities of the student; the procedure for keeping a diary; the practice report; the criteria for evaluating the practice; special conditions of the practice (if any).

## 6.2 Assessment of Practice

The assessment of practice is equal to a maximum of 100 points, which is divided into two stages: intermediate assessments and final assessment.

During the intermediate assessment of practice, the student must accumulate a maximum of 60 points and takes into account the following components:

a) Activity (activity - when performing practical work, discussion, presentation, role-playing, participation in solving a situational problem, keeping a practice diary - maximum 30 points, minimum -20 points

b) Midterm exam - maximum 30 points, minimum -11 points

Final exam - maximum 40 points.

## Faculty of Healthcare

### Dentistry

Program name – Dentistry

Academic degree to be awarded: Certified Dentist

Directing - broad scope - 09 Healthcare, Social Welfare; narrow scope - 091 Healthcare; detailed scope - 0911 detailed medicine / 0911.1.1 Dentistry

Language of instruction - Russian

Program volume with credits and hours: 300 credits (7500 hours)

One credit - 25 hours, duration of one semester - 20 weeks, during the semester the student earns 30 credits

Language of instruction - Russian

Type of educational program: single-stage higher education program

Program Director: Doctor of Medicine, Professor Ilona Sakvarelidze

#### 1. Objective of the program

The objective of this program is to train competitive specialists with higher medical education in the specialty "dentistry", with an active life position, possessing high social and personal competencies, modern knowledge, practical skills, innovative thinking, in demand in the labor market, capable of timely and high-quality solution of problems of protection of dental health and improvement of quality of life of the population.

Accordingly, the aim of the program is to provide graduates with:

- Ability to consider dental problems in the pathogenetic complex of the whole organism, based on knowledge of biomedical and clinical sciences.
- Ability of clinical thinking and analysis, using the principles of evidence-based dentistry.
- Ability to carry out activities in the field of dentistry, taking into account professional and ethical standards.
- Ability to understand the need for continuous dental education and professional development.

## 2. Admission Preconditions

a) A person holding a relevant document (certificate) of the state standard or an equivalent document and having acquired the right to study based on the results of unified national examinations may become a student of the educational program of a certified dentist of the Faculty of Healthcare of Tbilisi Humanitarian Educational University.

b) Admission of foreign citizens without unified national examinations is carried out in the manner prescribed by law.

c) For admission to the educational program of a certified dentist of the Faculty of Healthcare of Tbilisi Humanitarian Educational University, passing the fourth specialized subject of the applicant's choice is a mandatory condition: biology and/or chemistry.

d) For students transferred from other higher educational institutions to the Faculty of Healthcare of Tbilisi Humanitarian Educational University through mobility, student mobility to the educational program of a certified dentist is carried out in accordance with the Order of the Minister of Education and Science of Georgia No. 10/N dated February 4, 2010 and on the basis of regulatory acts established by the university.

## 3. Learning outcomes for the program (industry-specific and general competencies)

The training of a qualified dentist ensures the formation of a number of competencies:

Academic competencies, including knowledge of theoretical and clinical disciplines and the ability to learn;

Social and personal competencies, including orientation towards professional values, knowledge, knowledge and compliance with deontological standards;

Professional competencies, including a set of knowledge, skills and abilities necessary for the implementation of diagnostic, therapeutic and preventive measures in professional activities;

According to the description of the qualifications of the second stage of higher education of the National Qualifications Framework for Higher Education, as a result of completing the educational program of a qualified dentist, based on the goals of the program and the mission of the university, the graduate will achieve the level of the corresponding master's degree, which is grouped into three areas of competence:

Knowledge:

1. Critically understands and logically formulates the features of the structural functions of the body both at the cellular level and at the level of the entire system in norm and pathology.
2. Describes dental diseases, somatic diseases associated with dental pathology, as well as their etiology, pathogenesis, clinical picture, modern approaches to treatment, the influence of environmental factors, bad habits, healthy lifestyle, psychological and behavioral factors on human health and disease prognosis.
3. Describes the mechanisms of action of drugs in various somatic, dental and metabolic pathological conditions and diseases, the principles of treatment of emergency conditions and management of emergency conditions.
4. Understands the values and ethical standards of professional activity, research methods in the field of healthcare, features and challenges of regulation of the healthcare sector.

Skills:

5. Conducts a patient consultation based on the anamnesis, clinical course, analysis of concomitant somatic diseases and determines the diagnosis, treatment method, prognosis of the disease using evidence-based dentistry methods, taking into account age, psychological characteristics, special needs of the patient.
6. Establishes effective communication with the patient, accompanying persons, using the principles of ethics.
7. Critically analyzes reliable comprehensive information, epidemiological data obtained independently from sources, information systems, electronic databases, presents evidence-based conclusions, preventive measures in academic and professional circles.
8. Uses the latest technologies and achievements in the field of dentistry, modern approaches to treatment, guidelines in the process of complex treatment of complex dental clinical cases, taking into account his own safety and the safety of the patient.
9. Manages the patient in case of need for first aid, during emergencies, including during situations that correlate with the field of dentistry.

10. Uses standards defined by industry legislation, regulations in the healthcare sector and professional activities, develops recommendations related to hygiene standards based on an assessment of environmental factors.

Responsibility and autonomy:

11. determines the scope of his/her capabilities and, if necessary, turns to other specialists in the field; demonstrates readiness for professional development.

12. Adapts to new and complex conditions, provides high-quality services based on rational solutions and the latest approaches.

#### 4. Methods of Achieving Learning Outcomes

The program includes the study of biomedical courses during the first three semesters, providing an understanding of the structure, physiological and metabolic characteristics of the body in the norm. During the next two semesters, pre-clinical training courses are studied: propaedeutics of internal diseases, pathology, microbiology, pharmacology, introduction to radiology, etc., thanks to which students understand the course of pathological processes both at the level of the body and at the cellular level. After this, starting from the sixth semester, the curriculum provides for therapeutic and surgical clinical training courses: internal diseases, endocrinology, pediatrics, neurological diseases, pediatrics, clinical immunology and allergology, etc. Particular attention is paid to diseases that are combined with dental diseases, as well as to solving emergency situations that may arise in dental practice.

Students also study methods of providing emergency care, which are carried out in a simulation laboratory. Skills are practiced on dummies and simulators.

The curriculum also includes topics in the health care field, in particular the impact of environmental factors on the human body (environment and health), health care systems and the specifics of their management.

A qualified dentist in general, as a health care professional, needs to develop research skills as well. The program includes three courses: Research Methods (stages of scientific research and methods of developing articles, biostatistical research methods, etc.), Epidemiology (research methods, characteristics, disease prevention, screening, etc.) and Evidence-Based Dentistry (students are introduced to evidence-based information retrieval tools and priorities for their use in everyday practice. Students also study the principles of academic writing, which will develop the skill of creating logically structured written texts. Dentistry courses are an important part of the achievement of the results of the dentistry program. The training begins with the course "Fundamentals of Dentistry", which introduces the first-year student to his future profession,

the tasks and solutions that future dentists face for the well-being of society, the priorities of continuous dental education, the role of dental associations in the development of the industry. Dental courses include all areas of dentistry: therapeutic, orthopedic, surgical, pediatric dentistry and orthodontics.

In the process of training, in addition to theoretical training, attention is paid to the development of practical skills, which is extremely important. The development of clinical skills occurs in a simulation laboratory equipped with mannequins and simulators, dental chairs and phantoms; with the provision of dental materials and instruments for therapeutic, orthopedic, orthodontic and surgical manipulations.

The model laboratories located at the university are equipped with modern phantoms, where students can perform manipulations on the phantoms provided by the program. After developing practical skills, students perform manipulations on patients under the supervision of a lecturer. One of the priorities of the university is its own dental clinic, fully equipped with modern equipment. In addition, the university cooperates with various dental clinics. At these bases, students consult patients, collect anamnesis, produce medical documentation and perform manipulations directly on patients, provided by industry standards. It is important that the tenth semester of study is entirely devoted to dental clinical practice. In addition to manual skills, training in a clinical environment helps students develop the ability to adapt to a new environment.

The training courses in dentistry take into account modern approaches to diagnostics and treatment, as well as the latest guidelines. The training course "Geriatric Dentistry" is highlighted, which introduces students to the specifics of old age, possible patient limitations and the features of treatment based on the patient's needs. The teaching methods of the program are varied and include modern teaching methods: interactive lectures, practical classes, seminars, bedside and chair-side teaching, laboratory work, role plays, clinical correlations, laboratory simulation and direct patient teaching to develop clinical and practical skills, discussion, research work, problem-based learning (PBL), clinical case-based learning (CBL), etc.

The assessment system provides for the assessment of students' clinical and professional skills objectively through a structured clinical examination (OSCE). Students' knowledge is also tested through a written assessment, which includes both multiple-choice questions (MCQs) and open-ended questions.

In the final year, students undergo clinical practice in various areas of dentistry. Training is conducted both in the university's own clinics and in dental clinics cooperating with the university. Students have the best opportunity to adapt to the new clinical environment, they make independent decisions and perform treatment stages directly with the patient under the supervision of a lecturer. Clinical practice is a mandatory component and includes: therapeutic dentistry, surgical dentistry, pediatric dentistry, orthopedic dentistry and orthodontics. The manipulations that must be performed during clinical practice are set out in the syllabus. The

syllabus is accompanied by a practice diary, which indicates the course of study, the course supervisor, the manipulations that must be performed and their number. The format also includes an assessment of the quality of the work performed and recommendations from the mentor/supervisor, which helps the student, see shortcomings or weaknesses for further correction.

Based on the specifics of the various academic disciplines provided for in the program, the following teaching methods will be used in the educational process:

- Lecture – involves the delivery of theoretical material by the lecturer in an interactive mode. Emphasis is placed on key concepts, explanations, assumptions, and hypotheses. The lecture provides students with scientific facts. The lecture material is presented with visual aids.
- Seminar - under the lecturer's supervision, the student group engages with the lecture topics and discusses the issues. This allows students to deepen their knowledge within the scope of the topics covered in the lecture. During the seminar, presentations are made and discussed, and conclusions are drawn. The lecturer coordinates these processes. Students are provided with the appropriate material and technical resources.
- Discussion – Interactive learning is a method in which students discuss a specific issue, express their opinions, reason logically, and provide justifications. It promotes the development of verbal communication and logical reasoning skills.
- Group Work – In this method of learning, students work in groups, and their educational activities are guided by the lecturer. Group members individually analyze the issue and, simultaneously, share their insights with the other group members. Afterward, a general discussion is held, during which it is possible to assign specific roles to the group members within the collaborative process. This strategy ensures maximum involvement of all students in the learning process.
- PBL (Problem-based learning): students are presented with a complex, unfamiliar problem that they must discuss and solve. This allows them to apply existing knowledge within the scope of the course and identify knowledge gaps. It promotes the development of skills in critical analysis of problems, information synthesis, decision-making, and teamwork collaboration.
- Role-playing – refers to students assuming the roles of both the patient and the doctor, while developing and demonstrating practical/clinical skills.
- CBL (Case-Based Learning) - the student applies knowledge when discussing real cases, which helps improve the student's cognitive skills. Clinical cases are discussed by students during group work. This method fosters collaboration, knowledge integration, increases students' motivation to learn, promotes the development of self-reflection and critical reflection, and enhances research skills.
- Case Study – the professor, together with the students, discusses specific cases during the lecture, which are thoroughly and adequately studied from all perspectives.

- Demonstration method – the method involves presenting information visually. From the perspective of achieving goals, it is quite effective. In many cases, the topic is simultaneously introduced and presented to students in a visual manner. The demonstration of the topic can be discussed from both the professor's and the student's perspective. This method makes different aspects of the learning material more comprehensible, and focuses on the specific issues that students are expected to understand. At the same time, this strategy visually presents the essence of the issue/problem.
- Case-based learning – the lecturer delivers a presentation. It requires active participation of both the professor and the students in the learning process where the practical interpretation of theoretical material carries significant importance.
- Bedside/chair side teaching – It represents the primary strategy for teaching the student's clinical courses; it takes place in a medical and/or dental institution under the supervision of the lecturer. The goal is to develop students' professional skills. It represents the primary strategy for teaching the student's clinical courses.
- Practical –A hands-on learning experience in a supervised environment designed to enhance the student's knowledge and foster professional development. Practical teaching involves the use of educational resources in teaching laboratories and specialized classes (such as anatomy, histology, pathology, etc.), simulation labs, and clinical settings. Throughout these experiences, students receive continuous support and guidance from instructors to ensure their success and growth.
- Laboratory Work – Involves working with chemical substances in a laboratory setting, including measuring, conducting reactions, and performing other related tasks. Students also work with microscopes to examine microscopic samples, identify tissue preparations, assess pathologies, determine the extent of damage, and evaluate the outcomes of pathological processes.
- Demonstration of Clinical/Practical Skills – Includes taking patient histories, performing physical examinations, recording data, and assessing surgical patients. Students gain experience in treating urgent conditions, providing first aid in emergency situations, suturing, administering injections (intramuscular, intravenous, and subcutaneous), performing venous catheterization, and administering infusions, among other essential clinical tasks.
- Clinical Correlations – Involves the discussion of relevant clinical cases that align with lecture topics from biomedical and preclinical courses. This approach helps students deepen their understanding of the material, analyze theoretical concepts from a clinical perspective, and integrate their knowledge across different stages of learning.
- Simulation-Based Learning – Utilizes a simulation laboratory with mannequins and simulators to develop clinical skills. In some instances, role-playing may also be incorporated to enhance the learning experience and practice real-world scenarios.
- Research Work – Focuses on research-oriented tasks within specialized courses, including data collection, analysis, and presenting findings in written format, helping students build essential research and analytical skills.

- Oral Presentation – Demonstrates understanding of theoretical material through discussions of specific topics, presented in the form of narratives or responses to questions. This includes problem-solving and making informed decisions.
- Written Quiz – Assesses the integration of skills and knowledge on specific topics covered in the course material. It may include a mix of open-ended questions and/or multiple-choice questions to evaluate comprehension.
- Test – A written examination conducted during intermediate and final assessments, designed to evaluate students' theoretical knowledge on the subject matter. It may include a mix of open questions and/or multiple-choice questions
- Practical/Clinical Skill Demonstration – Involves gathering the patient's medical history, conducting physical exams, recording data, examining surgical patients, and managing urgent conditions. This includes providing first aid in emergency situations, managing pain and distress, administering local anesthesia, controlling bleeding, using blood substitutes, suturing, performing intramuscular, intravenous, and subcutaneous injections, carrying out venous catheterization, administering infusions, and removing sutures and drains, among other essential clinical tasks.
- Clinical Case Presentation – Students present a patient's case to develop skills in clinical reasoning, data interpretation, and information integration. This process enhances the ability to make differential diagnoses and formulate treatment plans. The presentation includes a thorough review of the patient's medical history, an analysis of the case (including problem listing and differential diagnosis), and a management plan outlining the diagnosis and treatment approach.
- Research Paper/Thesis – Involves an in-depth analysis of a specific topic or issue, requiring extensive literature review, data processing, and the presentation of findings in written form. This process allows students to deepen their understanding of the subject, creatively integrate knowledge, and communicate conclusions in both written and oral formats. Additionally, students are encouraged to reflect on the ethical considerations involved in their research.
- OSPE (Objective Structured Practical Examination) – An objective assessment tool designed to evaluate theoretical, practical, and problem-solving skills within preclinical courses. Students are required to identify and describe anatomical and histological samples, as well as radiological images, demonstrating their understanding and analytical skills.
- OSCE (Objective Structured Clinical Examination) – A structured assessment method that evaluates clinical skills and competencies through student presentations. This practical approach mimics real-life clinical situations, allowing for objective evaluation of a student's competencies. Each exam station focuses on a specific clinical skill, and every student performs the same task within a set time frame, ensuring fairness and consistency.
- Role-Playing – Students take on the roles of both patient and doctor, demonstrating and assessing practical and clinical skills in a simulated environment.
- MiniCex – A method for assessing essential clinical skills through a mini-clinical exercise based on a specific clinical case. The student is evaluated using a specialized assessment form that focuses on key clinical competencies.

- Student Diary – In the final semester, students maintain a diary documenting their practical work. Each practice syllabus is accompanied by a diary listing the mandatory procedures and their minimum required quantities. Students perform tasks under the supervision of a lecturer, receiving guidance initially. In the final stage, each procedure is assessed and scored accordingly.
- Discussion – Students participate in discussions on various clinical issues, where their engagement, activity, and the accuracy of their ideas are evaluated. This helps develop critical thinking and communication skills.
- Case Analysis – Students are provided with a clinical case and, using clinical reasoning, data interpretation, and information integration, they must select appropriate diagnostic methods and treatment approaches. They then develop a treatment plan, define preventive measures, and predict possible outcomes.
- Laboratory Work – Involves conducting chemical reactions in the laboratory, using microscopes to examine samples, identifying tissue preparations and pathologies, determining the extent of damage, and formulating solutions to address pathological processes.

## 5. Employment Spheres

The graduates of one-step higher dental educational program are able to work as a junior doctor under the supervision of an independent doctor, who performs the function of a doctor under the direction and responsibility of an independent medical practitioner (Law of Georgia on Medical Practice, Article 5).

## 6. Possibilities to Pursue Studies

A graduate has the right to:

A. applies a post-secondary professional for the residence (or an equivalent professional program abroad, recognized by the legislation of that country) and after passing the state certification exam, receives the right to independent medical practice. (Law of Georgia “On Medical Activity”, Article 17)

And/or

B. Continues his/her studies at the doctoral educational program, get employed in pedagogical and/or scientific activities.

## 7. The Scheme of Organization of Training According to the Educational Program:

The dentistry program is led by Ilona Sakvarelidze, Professor of the Faculty of Healthcare. The program manager ensures the training courses of this program are staffed with academic staff, invited teachers with the appropriate qualifications and professional experience. In order for students to undergo educational/scientific practice, she concludes agreements with various state and private medical institutions, dental clinics and other educational/clinical bases. Coordinates the work of the medical clinic and laboratory of the Faculty of Health of TSU (Tbilisi Humanitarian Teaching University).

## 8. The Programme Structure

In the educational program "Dentistry" studied at the Faculty of Healthcare at the Tbilisi Humanitarian Teaching University, in order to obtain the academic degree of a qualified dentist, it is necessary to earn 300 ECTS credits, distributed as follows:

40 (ECTS) credits - General Disciplines Module

9 (ECTS) credits - Scientific Disciplines Module

57 (ECTS) credits - Basic Disciplines Module

46 (ECTS) credits - Clinical Disciplines Module

5 (ECTS) credits - Dental Subjects Module

31 (ECTS) credits - Therapeutic Dentistry Module

24 (ECTS) credits - Surgical Dentistry Module

22 (ECTS) credits - Orthopaedic Dentistry Module

26 (ECTS) credits - Paediatric and Adolescent Dentistry Module

13 (ECTS) credits - Orthodontics Module

20 (ECTS) credits - Clinical Practice Module

7 (ECTS) credits - Electives subjects

## 9. Financial Support of the Program

The financial support of implementation of the single-level educational program of a dentist is provided by the income received by Tbilisi Humanitarian University, investments made by the founders and other funds determined and permitted by the legislation of Georgia. The above-mentioned funds attracted for the implementation of the program are used for the salary provision of academic personnel, encouragement and motivation of students, renewal of the library fund, improvement of the material and technical base and for other educational and educational purposes.

## 10. Internationalization of the Program

The single-level educational program of dentistry has been modified taking into account international experience. It is compatible with similar programs in the countries of Central and Eastern Europe. In order to increase the degree of internationalization of the program of dentistry, the University, on the basis of a request from the Faculty of Healthcare, is authorized to invite foreign and/or foreign-speaking personnel to teach certain academic disciplines of the program in a foreign language. In order to increase the internationalization of the program of dentistry, the University, on the basis of a request from the Faculty of Healthcare, is authorized to attract students who are citizens of foreign countries, subject to successful completion of the preparatory educational program in the Georgian language.

## 11. Evaluation System

The evaluation system existing at Tbilisi Humanitarian Teaching University is divided into the following components:

The maximum evaluation of the study course is 100 points.

a) The midterm evaluation is a total of 60 points, distributed as follows:

Student activity during the academic semester - maximum 30 points, minimum passing score - 20 points

Midterm exam - maximum 30 points, minimum passing score - 11 points

b) Final exam - maximum 40 points

General requirements for assessment established by the Legislation:

- It is not allowed to assess the learning outcomes achieved by a student on a one-off basis - only/exclusively on the basis of the final exam. The assessment of the work completed by the student must provide for certain ratios:

- a) Midterm assessments;

- b) Assessment of the final exam.

- The final assessment is obtained based on the summation of the assessments for midterm exams and final exams.

- The right to admit to the final exam is given to a student whose minimum competence threshold in the components of the midterm assessment is not less than 31 points in total.

- The minimum competence threshold of the final assessment is 50% of the total sum of the final/final assessment - i.e. 20 points out of 40 points.

- The student has the right to admit to an additional exam in the same semester (FX) if he/she fails the exam - if he/she scored 41-50% of the maximum assessment.

- An additional exam is scheduled no later than 5 days after the announcement of the results of the final exam.

The assessment system allows five types of positive grades:

- (A) Excellent – 91-100 points;

- (B) Very good – 81-90 points of maximum grade;

- (C) Good – 71-80 points of maximum grade;

- (D) Satisfactory – 61-70 points of maximum grade;

- (E) Sufficient – 51-60 points of maximum grade.

Two types of negative grades:

- (FX) Fail – 41-50 points of maximum grade, which means that the student needs more work to pass and is allowed to take an additional exam with independent work;

- (F) Fail – 40 points of maximum grade and less, which means that the work done by the student is not sufficient and he/she has to study the subject again.

Assessment criteria are detailed in each syllabus.

### 11.1. The process of implementing educational and clinical practice and assessment criteria

The educational program of dentistry includes the passage of educational and clinical practice. The specified numbers of compulsory educational courses are an integral part of the program. They are aimed at developing the professional and clinical skills of the student, which gives him/her the opportunity to obtain the following competencies (knowledge, skills and professional values) acquired in the academic environment. Practice is important for all three stakeholders: the student, the university and employers. Educational and clinical practice is carried out both in the dental clinic of the university and outside it (at clinical bases); The object of practice (the organization accepting students for practice) or its structural unit corresponds to the branch of dentistry; Educational and clinical practice is managed by the head of practice (a representative of the Faculty of Healthcare of TSU (Tbilisi Humanitarian Teaching University), who is responsible for the implementation of the practice syllabus; The object of practice assigns a mentor who is responsible for exercising control over the students at the object of practice and is connected with the university by the corresponding agreement; Professional competencies to be achieved within the framework of professional practice, in general, represent a dynamic combination of knowledge, understanding, skills and capabilities.

The clinical practice syllabus must necessarily reflect: the objectives of the practice; the learning outcomes achieved; sectoral and general/transferrable competencies; the place and time of implementation; the activities carried out during the practice; the rights and responsibilities of students; the rules for keeping a diary; the practice report; the criteria for assessing the practice; special conditions of practice (if any).

### 11.2 Assessment of practice

The assessment of practice makes up maximum of 100 points and is divided into two stages: in the form of an intermediate assessment and a final assessment.

During the intermediate assessment of practice, the student must score a maximum of 60 points and takes into account the following components:

- a) Activity (activity - when performing practical work, discussion, presentation, role play, participation in solving a situational problem, keeping a practice diary - a maximum of 30 points, a minimum score of 20)
- b) Midterm exam - a maximum of 30 points, a minimum score of 11

Final exam - a maximum of 40 points