

Bachelor’s Program in International Law at the Faculty of Law of Ivane Javakhishvili Tbilisi State University

Program supervisor: Council of the Faculty of Law;

Program coordinator: Director of the Institute of International Law at the Faculty of Law,
Full Professor Levan Aleksidze

I. Name of the educational program: International Law

II. Awarded qualification: Bachelor of Law, specialization – International Law.

III. Program volume: 240 ECTS credits, standard duration of studies – 8 semesters.

IV. Language: Georgian

V. Aim of the program:

1) The aim of the bachelor’s program in international law is to prepare qualified specialists, whose skills as well as theoretical and practical knowledge will ensure the operative and effective processing of international legal issues. Nowadays, Georgia is in urgent need of qualified professionals in international law since the country’s international relations have significantly intensified and more and more state agencies are getting involved in the process. International law students study the methods essential for lawyers and learn how to solve legal problems independently.

2) Fields of employment: graduates of the BA program in international law can work in internal (Ministry of Foreign Affairs, Ministry of Justice, the Parliament’s Staff) and external (embassies, consulates) bodies of Georgia’s foreign policy, as well as international organizations and public sector. In parallel with working in international judicial agencies, graduates can work in Georgian executive and legislative bodies.

In addition, graduates are eligible to continue their studies at the master’s degree level, which is oriented to preparing specialists and researchers for the next level.

VI. Program Admission Requirements:

Applicant, who has high school education, can undertake bachelor’s degree program in law on the basis of passing Unified Entry Examinations. According to the legislation, citizens of foreign countries can study at the above specified program without passing Unified Entry Examinations.

VII. Program Outcomes: Graduate must have the following general and specific competencies:

#	Criteria for program outcome	General competencies	Specific (Disciplinary) competencies
1	Knowledge and	Has the knowledge of the	Has the broad knowledge of the

	awareness	field and fully understands the profession; has the ability of abstract reasoning, analysis and synthesis; ability to identify and raise the problems and make reasoned decisions; ability to communicate in native and foreign languages; has time management skills;	<p>characteristics, principles and institutions of the national law system and in-depth knowledge of international law. Is fully aware of the concept of law and the importance of fundamental principles of law necessary for formulating law systems.</p> <p>Graduate has knowledge about: main characteristics, institutions, material and procedural norms of national and international law; main principles, values of international law, as well as knowledge of international case law and skills of putting the theoretical knowledge in practice effectively; aspires for justice, international standards of human rights, social and democratic values while undertaking practical activities.</p>
2	Putting knowledge in practice	Uses the methods relevant to the field or other distinctive methods for solving the problem; undertakes research or practical projects according to the pre-determined instructions;	Has the ability to identify the legal issues/problems, to search for, interpret and use normative principles for the problem resolution; is able to draw up documents of legal nature (draft normative acts, agreements, complaints, lawsuits, etc).
3	Ability to draw conclusions	Has the ability to gather and interpret the relevant data as well as to analyze the abstract data and/or situations using standard and some distinctive methods, to make reasoned conclusions;	Has the multidimensional view of the problem and has the ability to develop a problem resolution thesis based on the analysis as well as to substantiate the selected approach (to problem resolution).
4	Communication skills	Is capable of preparing detailed report (in writing) on ideas, existing problems, and the ways of solving these problems; sharing the information with	Is capable of searching for the information in native and foreign languages and communicating it both verbally and in writing through using legal terms.

		professionals or non-professionals in Georgian and foreign languages; using modern information and communication technologies in a creative manner;	
5	Ability to learn	Has the ability to make a sequential and multidimensional assessment of his/her own studies, to determine the need for further education;	Has the ability to get updates on legislative amendments, judicial practice, scientific news, as well as ability to update his/her knowledge constantly.
6	Values	Participates in the process of shaping the values and aspires towards the establishment of these values.	Is familiar with legal ethical norms; is committed to promote the rights of individuals and act in accordance with the principles of justice, human rights, social and democratic values.

VIII. Methods for Achieving Program Results:

1. Verbal, i.e. oral method.

2. Discussion/debates – the discussion process significantly increases the quality of student involvement and makes them more active. Discussion can overgrow into argument. This process does not only involve the questions asked by lecturers, but it also develops students’ ability to debate and substantiate their own points of view.

3. Teamwork – this method involves dividing the students into groups and giving them various tasks. Team members work on the issue independently and simultaneously share their ideas with other members of the group. Based on the given task, it is possible to distribute functions among the members of the team. This strategy ensures maximum engagement of each student in the learning process.

4. Method of working with books

5. Problem Based Learning (PBL) – learning method, in which students learn about a subject through the experience of problem solving.

6. Cooperative learning – the strategy, which obligates each member of the group not only to learn but also to support group members to acquire knowledge in a specific subject. Every group member works on the problem unless all members master the issue.

7. Heuristic method – this method is based on solving a problem step-by-step. Such task is undertaken by having the facts identified by the students independently and having identified the connection between these facts.

8. Case study – professor discusses specific cases with the students, while the latter thoroughly study and examine the issue. For instance, case solving can serve as an example.

9. Brain storming – this method involves developing radically different ideas about the specific subject and developing the ways of expressing these ideas. Brain storming helps develop new, innovative approaches towards the problem. This method is effective under conditions of having large group of students and consists of several stages:

- To determine the problem/issue in a creative way;
- To take notes of the ideas (mainly on the board) expressed by the audience in a certain period of time without judging/criticizing;
- To single out those ideas by the method of exclusion, which are most compatible with the given issue;
- To define assessment criteria in order to find out the compliance of the idea with the research aim;
- To assess the selected ideas with the pre-defined criteria;
- To reveal the most effective idea as the best means of solving the problem.

10. Role playing and situational games – this type of games enables students to look at the issue from different angles and helps them develop an alternative point of view. Like discussion, role games also help students express their own opinions and defend their positions during debates.

11. Method of demonstration – this method implies visual presentation of information. It is quite effective to achieve the result. In many cases, it is better to present information to students in both audio and visual forms. Both a lecturer and a student can demonstrate the study material. This method helps to visualize several stages of the learning process, to specify exactly what tasks a student must perform independently. In addition, it visually presents the main idea of the issue/problem.

12. Induction, deduction, analysis and synthesis.

- Inductive method directs the learning process from the facts to generalization; in other words, from the specific knowledge provided by domain examples, an inductive learning method is capable to obtain general domain knowledge.
- Deductive method is the form of delivering any object-based knowledge, which represents a logical process of discovering new knowledge based on general knowledge, i.e. the process is directed from general to specific knowledge.
- Method of analysis in the learning process helps us separate the study material into parts. Such method simplifies the learning process in a way that it reveals every issue of a complex problem in details.
- The method of synthesis means the reverse procedure, i.e. compiling separate issues together. This method develops the ability to view a problem as a whole.

13. Explanatory method is based on thorough discussion of the given issue. While introducing the new material, professor provides specific examples which are afterwards discussed within the framework of the given issue.

14. Action-based teaching – this method requires professor's and students' active involvement in the learning process which focuses on practical interpretation of theoretical material.

15. Method of written work – it includes the following activities: extracting and making notes, writing summaries of materials, writing theses, essays, etc.

While teaching, the university professor can use one or more above mentioned methods or any other method proceeding from a specific task.