

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

Program supervisor: Council of the Faculty of Law;

Program coordinator: Dean of the Faculty of Law, Associate Professor Irakli Burduli

I. Name of the educational program: Law

II. Academic higher education level: Master’s degree

III. Awarded qualification: Master of Law

IV. Program volume: 120 ECTS credits

V. Language: Georgian

VI. Aim of the Program:

The aim of master’s program is to prepare specialists for the next level of studies, to help masters develop necessary skills for undertaking further practical activities and independent scientific research, equip graduates with the qualification meeting national as well as international legal requirements. Master’s program prepares students for the professions of judges, prosecutors and lawyers (for passing state certification examination). In addition, students gain research skills necessary for the doctoral program. Graduates will be able to pass the state certification examination, which is compulsory for being matriculated to the School of Justice and for being appointed to attorney positions. The relevant legislation or professional unions may have additional requirements for entering specific professions.

VII. Program admission requirements:

- Bachelor’s degree in law;
- Passing unified master’s examination;
- Passing examination in a foreign language (English, German, French at B2 level) and specialization.

VIII. Program Outcome: Graduate must have the following general and specific competencies:

#	Criteria for program outcome	General competencies	Specific (Disciplinary) competencies
1	Knowledge and awareness	In-depth and systemic knowledge about the field that enables a graduate to create new, original ideas and think of the effective ways of solving the problems;	In-depth and systemic knowledge about law, which makes it possible to form new approaches to solving complex problems; understands the ways of solving the issues relevant to the field.
2	Putting	Acts in new, unforeseen and	Ability to assess legal problems and

	knowledge in practice	multidisciplinary environment; searches for the original ways of solving complex problems including carrying out research independently through using modern methods and approaches;	search for the original ways of solving complex problems through using interpretation methods;
3	Ability to draw conclusions	Draws reasoned conclusions based on critical analysis of complex and incomplete information (including latest research); provides the innovative synthesis of the information based on the latest data;	Ability to analyze changes and draw relevant conclusions under conditions of new regulations, court practice or scientific approaches;
4	Communication skills	Ability to communicate own conclusions, arguments and research methods with the academic or professional society in Georgian or foreign language giving due consideration to the standards of academic integrity and achievements of information-communication technologies;	Ability to communicate own legal conclusions and arguments both verbally and in writing with the academic and professional society in native and foreign languages;
5	Ability to learn	Ability to conduct studies independently, to understand the peculiarities of learning process and ensure high level of strategic planning;	Ability to determine the synthesis of theoretical components and practical experience independently; expand knowledge basing on modern methods of the relevant field through generalized analysis of primary sources, scientific articles and court decisions.
6	Values	Ability to evaluate own and others' attitudes towards the values and to contribute to the establishment of new values.	Ability to analyze the existing legal values for ensuring a fair balance of interests between the parties and, if needed, to contribute to shaping new values.

IX. 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.