



IBSU

CATALOGUE OF BACHELOR PROGRAMMES

CATALOGUE OF BACHELOR PROGRAMMES
(Georgian Languages)

2022

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About International Black Sea University

The International Black Sea University (IBSU) has been engaged in educational and scientific activities since 1995. The university is the first English-language educational institution in Georgia, which provides programs in both English and Georgian languages at all three levels of education.

More than 200 local and invited professors from different countries provide a high level of education at the university. International Black Sea University offers many opportunities to students. Namely: diverse public lectures, discussions with experts in various fields, participation in local and international conferences, mock trials, access to more than 25,000 books in the library and constantly updated electronic literature, involvement in more than 30 different clubs; Participation in various sports tournaments, opportunity of training in the gym, basketball court, open and closed stadiums, excursions, picnics, hiking and other extracurricular activities.

More than 4,500 graduates of the International Black Sea University hold an high education diploma issued by the university. IBSU students actively benefit from exchange programs. The university has signed 70 memorandums with educational institutions of 24 countries. IBSU is involved in Erasmus+ and DAAD projects.

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Please see the contact information in the section of a program

<https://ibsu.edu.ge/en/bachelors/>

Marketing

Name of the Educational Program: Marketing

Awarded Qualification: Bachelor of Business Administration in Marketing

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition: Students are enrolled in the undergraduate program in accordance with the procedure established by the legislation of Georgia – based on the results of the Unified National Exams. Third obligatory subjects are Mathematics or History. Persons with full secondary education may apply for a bachelor's program. In cases provided for by law, enrollment may be conducted in accordance with the procedure established by the relevant legislation without passing the Unified National Exams. For foreign citizens see: <https://iro.ibsu.edu.ge/en/page/admissions>

Programme Learning Outcomes:

Graduate of the program has the following field related and general transferable skills:

Knowledge and understanding

The graduate has a wide range knowledge of business fields that include critical understanding of theories and principles, and can understand complex issues in the business field.

The graduate knows:

- Methods of critical understanding and description of the national and global economic and business environment;
- Content of ongoing processes in the business environment, infrastructure in the market economy;
- Principles of using quantitative and statistical methods for business research and management and their effectiveness.
- Principles of analyzing ongoing changes in the legal environment of business, ethical and intercultural responsibility in the organization and society;
- The role of the business sector in the economic system of the country, its importance for the sustainable and secure development of the country;
- Basic principles and provisions of a market economy based on the basic methodology and methods of business administration, definition and content of the relevant concepts, methods of identifying problems and determining ways to solve them;
- Basic principles of management, marketing, finance, accounting, tourism management, and their interrelationships;
- Principles of using quantitative and statistical methods for business research and management and their effectiveness.
- The role of financial management in business development; Principles of strategic marketing;
- Principles of marketing management and their interrelationships;

- Importance and methods of conducting market research;
- The main principles and methods of studying consumer behavior;
- The importance of the company's brand awareness and the methods of brand establishment and management.

The graduate has the skills to apply knowledge in practice:

Explain the socio-economic situation of the country, the objective reality of the business environment, identify microeconomic and macroeconomic processes for a business firm, or company, and demonstrate characteristics;

- Use of market economy instruments in practical activities, after passing the relevant internship conducting market transactions independently;
- Laying out ways to achieve and maintain the competitive advantages of business firms and companies, analysis of the market situation, implementation of effective management and marketing strategies, preparation of financial documents, and accounting reporting forms;
- Use specific methods to the business field (goal setting, capacity analysis, business environment study, business strategy development, operational planning, situational analysis, decision-making, and implementation planning) to solve problems;
- Making managerial decisions, identifying problems and solving them within their competence, rationally planning and organizing working hours.
- Use and optimize various methods of marketing and sales management;
- Conduct marketing research (independently or in a group) and analyze their results;
- Develop and implement a sale and brand management plan using key principles of customer behavior.

The graduate has developed the following skills:

Making Judgments

- Ability to make economic decisions through rational thinking and effectively manage resources to make optimal decisions;
- Ability to identify problems in the business field, analyze and synthesize the factors affecting it in order to draw conclusions;
- Ability to analyze scientific papers, theories, and hypotheses in the field of business and formulate argumentative conclusions;
- Ability to collect statistical data, study independently and generalize them.

Communication Skills

- Ability to prepare a detailed written report on business ideas, problems, and ways to solve them, also can prepare public speaking text;
- Ability to prepare practical work;
- Ability to participate in discussions using professional terminology and give argumentative answers to audience questions;
- Ability to provide business-related information to specialists and non-specialists in both Georgian and English language;
- Ability to work in a team and participate in group decision-making, and conflict resolution;

- Ability to creatively use modern information and communication technologies and the latest electronic resources in the learning process

Learning Skills

- Ability to consistently assess their knowledge in the field of business and identify further learning necessities;
- Ability to pursue further education

Responsibility and autonomy

- Knowledge of ethical norms, sense of respect for intellectual rights, ability to adhere academic fairness;
- A sense of responsibility for the duties imposed;
- Respect for individual freedom, tolerance and a sense of societal values;
- Striving to participate in the value formation process.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

Study components considered by the program are carried out using following teaching and learning methods:

- **Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
- **Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.
- **Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
- **Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.
- **Independent work** – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the

wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

Student Knowledge Evaluation System

The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

Five types of positive grades

- (A) Excellent – 91 and over of maximum point;
- (B) Very good – 81-90 of maximum point;
- (C) Good – 71-80 of maximum point;
- (D) Satisfactory – 61-70 of maximum point;
- (E) Acceptable – 51-60 of maximum point.

Two types of negative grades

- (FX) Fail – 41-50 of maximum point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 and less of maximum point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

Field of Employment

With the help of the knowledge and skills acquired within the Bachelor program of Marketing, the graduate's field of employment is quite broad. They can start working in public, private, and non-profit organizations in various fields of the economy and any organizational-legal form of business, which needs professionals in the field of marketing. Graduates can continue studying not only business and marketing, but also other profiles, taking into consideration the requirements of admission to the relevant Master's Program and the requirements of the legislation.

Management

Name of the Educational Program: Management

Awarded Qualification: Bachelor of Business Administration in Management

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition

Students are enrolled in the undergraduate program in accordance with the procedure established by the legislation of Georgia - based on the results of the Unified National Exams. One of the obligatory subjects is mathematics or history. Passing English Language is obligatory (minimum competency level (50%+1)).

Persons with full secondary education may apply for a bachelor's program.

In cases provided for by law, enrollment may be conducted in accordance with the procedure established by the relevant legislation without passing the Unified National Exams.

Programme Learning Outcomes

Knowledge and understanding

1. The graduate has extensive knowledge of the business field, including a critical understanding of key theories and principles in the various functional areas of business and an understanding of interrelationships between them; Knows the basic principles of market economy, basic tools of economics, content and importance of processes in the micro and macro environment of business; Has extensive knowledge of office applications and critically understands their importance in business processes; Is aware of the importance and application of modern information technologies, mathematical, quantitative and statistical methods required for conducting researches of business processes; Has knowledge regarding the legal regulations of business and entrepreneurial activities.
2. A graduate knows: basic theories and principles of management, levels of management, general management functions and tools, organizational structure and the essence of the process of formation, recognizes and explains critically the role of managers of different levels in various processes and in fulfilling organizations tasks and challenges; Communication process and barriers, realizes the role of internal and external communication for effective management; Know the forms of oral and written business communication and ways of their improvement; Basic theories and approaches to human resource management and organizational behavior; Basic principles of business ethics and corporate social responsibility, the essence of organizational change and development as well as and methodological principles.
3. Graduate knows managerial decision making process and its characteristics, different models of individual and group decision making; Basic Principles of Managerial Finance; Management information systems and is aware of their importance in terms of operational, functional and strategic levels of decision making; Understands and explains the role of strategic management in

overall success of the company; Defines and Differentiates basic types and principles of strategies; Identifies basic components of internal and external organizational environment and explains its influence on strategic decision-making process; Defines the tools used in analyzing organizational environment; Knows the project implementation cycle, types of short and long term projects, has knowledge of theoretical and practical aspects of their management.

4. Graduate knows: Basic principles and models of effective management of material, information and financial flows in the field; Contents of basic functions and principles of production and operations management and planning, various models and statistical methods used in production and operations management; Basic principles of international business management, strategies and features of international business environment; Theoretical and practical aspects and features of SME Management and Entrepreneurial Activities.

Skills

5. Graduate is able to: Identify, describe, evaluate, and analyze micro and macro economic factors affecting business; Classification and description of types of business and organizational-legal forms; Business plan development; Explanation and application of legal norms in the field of business; Office applications and data analysis.
6. Graduate is able to: demonstrate basic knowledge in the key functional areas of business and participate in discussions; Characterization of business financial indicators and participation in financial planning process; Evaluation of accounting elements and preparation of financial documentation; Explain mathematical and quantitative characteristics of developments in economics and business; Analyse scientific works and hypothesis in the field; collect, process, analyze data required for conducting business research in accordance with ethical standards, using qualitative and mixed methods; is able to generalize, evaluate and present research findings.
7. Graduate is able to: Plan, organize, guide / motivate and control working process within his/her competence; Correct assignment and delegation of tasks; Participate in strategic planning along with top management of organizations, develop an action plan, participate in the development of an effective organizational structure taking into account the organization's vision and mission; use effective instruments in order to analyse key components of an organization's internal and external environments; identify complex and unforeseen problems and solve tasks. Ethical decision making, implementation and responsibility within the competence. Use of different models, knowledge of financial management and management information systems in decision making; Applying ethical standards in business management; Analyze the international business environment and adopt right strategies for action; Short-term and long-term project planning and implementation.
8. Graduate is able to: participate in initiating and managing organizational change, analyzing and evaluating various methods and strategies of production and operations; Analyze the information, logistics tools and expected outcomes of choices required for logistics management; Identify the changing environmental factors affecting entrepreneurial activity and analyze changes in it; Evaluate SME development trends and write a business plan in accordance with the purpose of the enterprise; build innovative business models and run entrepreneurial activities; integrate HRM concepts into the real work environment; predict and analyse an employee's behavior at individual, group and structural level; communicate verbally and in writing form, internal and external

communication in English, negotiating, cooperating and collaborating, reassuring and inspiring, managing others and self-motivation, managing stressful and conflict situations.

Responsibility and autonomy

9. Graduates are able to consistently evaluate their knowledge in business and management in various ways, identify further learning needs and achieve a high level of independence; direct and implement ethical principles / academic honesty in a complex, unpredictable learning and / or work environments.

Learning-teaching Methods (Methods of Attainment of Learning Outcomes)

Study components considered by the program are carried out using following teaching and learning methods:

- **Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
- **Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.
- **Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
- **Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.
- **Independent work** – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

Student Knowledge Evaluation System

The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

Five types of positive grades

- (A) Excellent – 91 and over of maximum point;
- (B) Very good – 81-90 of maximum point;
- (C) Good – 71-80 of maximum point;
- (D) Satisfactory – 61-70 of maximum point;
- (E) Acceptable – 51-60 of maximum point.

Two types of negative grades

- (FX) Fail – 41-50 of maximum point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 and less of maximum point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

Field of Employment

With the knowledge and skills acquired within the framework of the Management Bachelor program, the graduates are able to work in the public and private sectors, in various profile organizations (industrial and business structures), where he/he will practically perform key managerial functions individually and in groups. Graduates can continue their studies not only in business and management, but also in other fields, by meeting the relevant requirements of relevant MA programs.

Accounting and Audit

Name of the Educational Program: Accounting and Audit

Awarded Qualification: Bachelor of Business Administration in Accounting

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition

Students are enrolled in the undergraduate program in accordance with the procedure established by the legislation of Georgia - based on the results of the Unified National Exams. Third obligatory subject is Mathematics.

Persons with full secondary education may apply for a bachelor's program.

In cases provided for by law, enrollment may be conducted in accordance with the procedure established by the relevant legislation without passing the Unified National Exams.

Programme Learning Outcomes:

Graduate of the program has the following field related and general transferable skills:

The graduate knows:

- Methods of critical understanding and description of the national and global economic and business environment;
- Content of ongoing processes in the business environment, market economy infrastructure;
- Principles of analyzing ongoing changes in the business environment of legal, ethical and intercultural responsibility in the organization and society;
- The place and role of the business sector in the economic system of the country, its importance for the sustainable and secure development of the country;
- Basic principles and provisions of market economy based on the basic methodology and methods of business administration, definition and content of relevant concepts and concepts, methods of identifying problems and determining ways to solve them;
- Basic principles of general management, marketing, finance, accounting, operations management, human resource management, logistics and their interrelationships;
- Principles of using modern information technologies, mathematical, quantitative and statistical methods for business research and management and their usefulness.
- Fundamentals and methods of financial and managerial accounting;
- Fundamentals and methods of financial audit control;
- Modern methods of accounting, analysis and audit techniques;
- Modern accounting information systems;
- International Accounting Standards and International Auditing Requirements for standards;
- The essence of international financial reporting as an important means of regulation and forecasting and international standards;

- Basics of taxation and tax administration.

The graduate can:

- Explain the socio-economic situation of the country, the objective reality of the business environment, identify microeconomic and macroeconomic processes for a business firm, company, demonstrate peculiarities;
- Use of market economy instruments in practical activities, conducting market transactions independently after passing the relevant internship;
- Laying out ways to achieve and maintain the competitive advantages of business firms, companies, analysis of the market situation, implementation of effective management and marketing strategies, preparation of financial documents, accounting reporting forms;
- Use business-specific methods (goal setting, capacity analysis, business environment study, business strategy development, operational planning, situational analysis, decision-making and implementation planning, performance control, and process correction) to solve medium-complexity problems;
- Making managerial decisions, identifying problems and solving them within their competence, rationally planning and organizing working hours.
- Preparation and analysis of financial documentation in accordance with international standards;
- Compiling the financial balance of the organization;
- Predicting the development of specific financial indicators;
- Participate in internal and external audits;
- Preparation of individual directions of the organization's activities and / or the organization as a whole in accordance with international standards;
- Use of modern accounting information systems;
- Modern electronic means (programs) for analysis and evaluation of financial accounting indicators, preparation and submission of financial statements;
- Planning and administering the organization's taxes.

The graduate has:

- Ability to make economic decisions through rational thinking and to effectively manage resources, to make optimal decisions;
- Ability to identify problems of medium complexity in the field of business in general, to analyze and synthesize the factors affecting it, to form reasoned conclusions;
- Ability to draw reasoned conclusions based on the solution of above-average problems in accounting and auditing;
- Ability to analyze scientific papers, theories and hypotheses in the field of business in general and accounting and auditing in particular, and to form a reasoned conclusion;
- Ability to draw reasoned conclusions based on the analysis of the organization's accounting and financial documents;
- Ability to collect statistical data, study independently, analyze and generalize, evaluate practical usefulness.

The graduate has:

- Ability to prepare a detailed written report, public speaking text on ideas related to business, problems of medium complexity and ways to solve them;

- Ability to prepare a detailed written report on the problems of above-average complexity in the field of accounting and auditing and the ways to solve them;
- Ability to prepare practical work in the field of accounting and auditing;
- Ability to participate in discussions using professional terminology and give reasoned answers to audience questions;
- Ability for professionals and non-specialists to translate information related to business in general and accounting in particular and in the field of auditing in both Georgian and English languages;
- Ability to work in a team and participate in group decision-making, conflict resolution;
- Ability to use modern information and communication technologies, the latest electronic resources in the learning process creatively.

The graduate has:

- Ability to consistently assess one's own knowledge in the field of business in general and in the field of accounting in particular and auditing in particular, and to identify further learning needs;
- Ability to continue learning at a later level.

The graduate has:

- Knowledge of ethical norms, sense of respect for intellectual property, ability to adhere to the principles of academic honesty;
- A sense of responsibility for the duties imposed;
- Respect for individual freedom, tolerance and a sense of civic responsibility to one's own nation;
- Striving to participate in the value formation process.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

Study components considered by the program are carried out using following teaching and learning methods:

- **Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
- **Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.
- **Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
- **Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is

coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.

- **Independent work** – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

Student Knowledge Evaluation System

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus. The maximum point for a study course/component is 100. Evaluation includes interim evaluation and final evaluation, the sum of which is 100 points.

The grading system allows:

five types of positive grades:

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

two types of negative grades:

- (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

In each component of a credit can be awarded only after a student gains minimum 51 points of maximum 100 points. For the interim and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Ordinary Bachelor's diploma is given to those students whose average point is between 51 and 85. Bachelor's diploma with honours is given to those students whose average point is no less than 86.

Field of Employment

With the help of skills acquired within the Bachelor program of Accounting and Audit, the graduates will be able to work in the public and private sector, in different profile organizations (production and business structures), where it practically performs basic professional functions both independently and in the group. Graduates can continue studying not only business, accounting and audit, but also other profiles, taking into consideration the requirements of admission to the relevant Masters Program and the requirements of the legislation.

Finances

Name of the Educational Program: Finances

Awarded Qualification: Bachelor of Business Administration in Finances

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition

Students are enrolled in the undergraduate program in accordance with the procedure established by the legislation of Georgia - based on the results of the Unified National Exams. Third obligatory subject is Mathematics.

Persons with full secondary education may apply for a bachelor's program.

In cases provided for by law, enrollment may be conducted in accordance with the procedure established by the relevant legislation without passing the Unified National Exams.

Programme Learning Outcomes

Graduate of the program has the following field related and general transferable skills:

1. The graduate has a wide range knowledge of business fields that include critical understanding of theories and principles, can understand complex business issues, basic principles of general management, marketing, finance, accounting and their intercorrelation;
2. The graduate knows: contents of business processes, market economy infrastructure; principles of using contemporary information and communication technologies (ICT), mathematical, quantitative and statistical methods for business research and management; principles of legal, ethical and intercultural responsibility in the organization and society;
3. The graduate knows: financial Infrastructure and institutes; basic principles of functioning of the financial system; role of financial management in business development; assessment and management of relevant risks;
4. The graduate knows: the essence of financial reporting as an important means of regulation and prognosis; the essence and significance of international finance, the peculiarities and the principles of their use;
5. The graduate knows: the essence and purpose of the banking system, principles of management of commercial bank, the essence and importance of investments; investment portfolios assessment and management basics;
6. Graduate can: explain the socio-economic situation of the country, the objective reality of the business environment, analyzing market condition, identification of microeconomic and macroeconomic processes on business firms, preparation of financial documentation, planning, analyzing and management of organization's finances; communication with local and international financial institutions within its competence;

7. Graduate can: make rational economic decisions and managing resources effectively, analyzing and judgmental reporting of scientific works, theories and hypothesis, collecting statistical information and data, studying independently and generalizing results, evaluating the profitability;
8. Graduate can communicate with specialists and non-specialists regarding business-related ideas, problems and the ways of solutions by providing detailed information and by using communication tools;
9. Graduate has ability to evaluate his/her knowledge in the field of business in a complex and consistent manner and to determine the necessity for further learning and implementing with high degree of independence; to pursue and implement activities oriented on development in the complex and unforeseen learning/working environment whilst conforming with ethics/academic integrity rules.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

Study components considered by the program are carried out using following teaching and learning methods:

1. **Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students’ active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
2. **Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.
3. **Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students’ ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
4. **Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.
5. **Independent work** – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

Student Knowledge Evaluation System

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus. The maximum point for a study course/component is 100. Evaluation includes interim evaluation and final evaluation, the sum of which is 100 points.

The grading system allows:

five types of positive grades:

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

two types of negative grades:

- (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

In each component of a credit can be awarded only after a student gains minimum 51 points of maximum 100 points. For the interim and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Ordinary Bachelor's diploma is given to those students whose average point is between 51 and 85. Bachelor's diploma with honours is given to those students whose average point is no less than 86.

Field of Employment

With the help of skills acquired within the Bachelor program of Finances, the graduates will be able to work in the public and private sector, in different profile organizations (production and business structures), where it practically performs basic professional functions both independently and in the group. Graduates can continue studying not only business and finances, but also other profiles, taking into consideration the requirements of admission to the relevant Masters Program and the requirements of the legislation.

Tourism

Name of the Educational Programme: Tourism

Awarded Qualification: Bachelor of Business Administration in Tourism

Credit Value of the Programme: 240 ECTS

Language of Education: Georgian

Programme Admission Precondition: According to the Georgian law, passing Unified National Exams is required to be admitted to the educational program. Student of a bachelor program can become anyone with secondary education.

Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law.

Learning Outcome:

After successful completion of Tourism Educational Program, graduates should have below given general and field-specific competences.

Knowledge and understanding

The graduate has a wide range knowledge of business fields that include critical understanding of theories and principles and can understand complex business issues;

The graduate knows:

- Critical Thinking and Analysis Methods of National and Global Economic and Business Environment;
- Contents of business processes, market economy infrastructure;
- Principles of using quantitative and statistical methods for business research and management and their benefits.
- Principles of analysis of changes in the business environment of legal, ethical and intercultural liability in the organization and society;
- Business sector role in the country's economic system, its importance for sustainable and sustainable development of the country;
- Basic principles and provisions of market economy based on basic methodology and methods of business administration, explanations and concepts of relevant concepts and concepts, methods of determination of solving problems and solving ways;
- Basic principles of general management, marketing, finance, accounting, tourism management and their relations;
- Principles of using quantitative and statistical methods for business research and management and their benefits;
- Tourism Development Trends and Principles;
- Tourism resources and tourism in the country and the world economy;

- Tourism and Hospitality, Resorts and Hotel Management;
- Tourism psychology and cultural heritage tourism.

Applying Knowledge

Graduate can:

- Explaining the socio-economic situation of the country, the objective reality of the business environment, identification of microeconomic and macroeconomic processes on business firms, demonstration of peculiarities;
- Use of market economy instruments in practical activity, conducting market transactions independently after passing relevant internships;
- Establishment of roads, market condition analysis, implementation of efficient management and marketing strategy, preparation of financial documents, accounting reporting forms for achieving and maintaining competitive advantages of business firms, companies;
- Use of business management techniques (analysis of opportunities, studying business environment, developing business strategy, preparation of operational plan, situational analysis, decision making and implementation planning, implementation control and process correction) to solve problems of medium difficulty;
- Managing decisions, solving problems and solving them within their competence, rationally planning and organizing working hours.
- Participation in the development of tourism development plan;
- Management of hotels and resorts;
- Planning and implementation of tourist activities.

Making Judgments

The graduate has:

- Ability to make economical decisions and efficient management of resources through the rational thinking and optimal decision making;
- Ability to identify the problems of secondary difficulties in the field of business, analysis of factors and synthesis of facts;
- Ability to establish scientific papers, theories and hypotheses analysis and argumentative conclusions in the field of business;
- Ability to collect statistical data collection, independently study and generalize, profitability.

Communication Skills

The graduate has:

- Ability to prepare a detailed written report about business ideas, problems and their solutions;
- Ability to prepare a practical nature;
- Ability to participate in the discussion using professional terminology and to give an answer to the auditor's questions;
- Ability to transfer information related to business to specialists and non-specialists in both Georgian and English languages;
- Ability to participate in elaborating team work and group decisions, conflict resolution;
- Ability to use modern information and communication technologies in the process of learning, the latest electronic resources.

Learning Skills

The graduate has:

- Ability to determine the skills of assessment and further learning in a consistent and consistent manner in business field;
- Ability to continue further learning in the next step.

Values**The graduate has:**

- Knowledge of ethical norms, sense of respect for intellectual property, ability to defend the principles of academic honesty;
- Feeling responsibility for the obligatory obligations;
- Respect of personal freedom, sense of civic responsibility before tolerance and its own nation.
- Striving for participation in value formation process

Methods of Attainment of Learning Outcomes:

Study components considered by the program are carried out using following teaching and learning methods:

Lecture – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.

Group work – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.

Practice / lab work – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.

Seminar – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.

Independent work – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

Student Knowledge Evaluation System:

The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

- a. Five types of positive grades
 - 1) (A) Excellent – 91 and over of maximum point;
 - 2) (B) Very good – 81-90 of maximum point;
 - 3) (C) Good – 71-80 of maximum point;
 - 4) (D) Satisfactory – 61-70 of maximum point;
 - 5) (E) Acceptable – 51-60 of maximum point.
- b) Two types of negative grades
 - 1) (FX) Fail – 41-50 of maximum point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
 - 2) (F) Fail – 40 and less of maximum point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- a. Obtaining minimal competence levels set for midterm and final evaluations;
- b. Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

Field of employment:

With the help of skills acquired within the BBA program, the graduates will be able to work in the public and private sector, in different profile organizations (production and business structures), where it practically performs basic professional functions both independently and in the group. Graduates can continue studying not only business but also other profiles, taking into consideration the requirements of admission to the relevant Masters Program and the requirements of the legislation.

Economics

Name of the Educational Program: Economics

Awarded Qualification: Bachelor in Economics

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition

The student is enrolled in the bachelor's educational program following the rules established by the legislation of Georgia - based on the results of the Unified National Examinations. One of the compulsory subjects is Mathematics. However, the entrant must pass only English in foreign languages at the Unified National Examinations. Passing the English Language is obligatory (minimum competency level (50%+1)).

A person with complete general education is eligible for enrollment in the undergraduate education program. Enrollment in cases provided by law is possible by following the rules established by law without passing the Unified National Examinations. The conditions for admission to the program for foreign citizens can be found at the link- (<https://iro.ibsu.edu.ge/en/home>)

Programme Learning Outcomes

Knowledge and understanding

1. Explains the stages of development of economics as social science, describes the fundamental theories, principles, and models of economics, and characterizes the patterns of use of the essential tools of economics;
2. Defines the basic concepts, categories, and principles of economic policy and discusses fiscal, monetary, and regional economic policy issues at the micro, macro, and international levels;
3. Describes the logic of research on current events in the field of economics, explains modern information technology, mathematical, statistical, and econometric methods, and explains the peculiarities of their use;

Skills

4. Uses economic theories, economic policy principles, and models to identify cause-and-effect relationships between economic events and processes;
5. Analyzes socio-economic problems at the micro, macro, and international level using mathematical, statistical, and econometric methods, formulates reasoned conclusions, and determines the ways to solve them;
6. Collects data specific to the field of economics using social research methods, processes, interprets them, and executes a research / practical project/paper following pre-defined guidelines and presents it to the target audience;

Responsibility and autonomy

7. Takes responsibility for making development-oriented decisions, evaluates his / her knowledge and capabilities in the field of economics, determines the needs for further study, and plans to develop his / her professional skills;

Learning-teaching Methods (Methods of Attainment of Learning Outcomes)

Study components considered by the program are carried out using following teaching and learning methods:

- Lecture – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
- Group work – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.
- Practice / lab work – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
- Seminar – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.
- Independent work – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

Student Knowledge Evaluation System

The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

Five types of positive grades

- (A) Excellent – 91 and over of maximum point;
- (B) Very good – 81-90 of maximum point;
- (C) Good – 71-80 of maximum point;
- (D) Satisfactory – 61-70 of maximum point;
- (E) Acceptable – 51-60 of maximum point.

Two types of negative grades

- (FX) Fail – 41-50 of maximum point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 and less of maximum point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- c) Obtaining minimal competence levels set for midterm and final evaluations;
- d) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

Field of Employment

The undergraduate program provides an excellent experience for those planning to start a career in public and private enterprises and those wishing to pursue postgraduate education in economics. In particular, graduates of the Bachelor of Economics program will have the opportunity to be employed in government structures such as the Ministry of Economy and Sustainable Development, the Ministry of Finance, and the economic departments of other organizations. In addition, graduates will find employment in international and regional organizations, international and local NGOs specializing in economics, research centers that study crucial economic trends, educational institutions, banks, and private companies.

Computer Science

Name of the Educational Program: Computer Science

Awarded Qualification: Bachelor of Computer Science

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition: According to the Georgian law, passing Unified National Exams is required to be admitted to the educational program. One of the compulsory subjects is: Mathematics or Physics.

Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law.

Admission Preconditions for the foreigners can be found on the following link: (<https://iro.ibsu.edu.ge/en/home>).

Programme Learning Outcomes:

1. Demonstrates extensive knowledge of theoretical and practical issues in computer science, including the development of important aspects, principles and thesis's in the field;
2. Highlights the interdisciplinary nature of computer science, its practical importance for the analysis and modeling of theoretical tasks;
3. Defines the basic principles of software engineering and the importance of applying these principles in the implementation of the life cycle of computer programs;
4. Formulates the problem algorithmically using different programming paradigms and implements it in different programming languages;
5. Describes the fundamental principles of operation of database management systems, various data models, languages of requirements and principles of data management systems administration;
6. Describes computer architecture, principles of computer operation, physical characteristics of a computer, operating systems and their components, computer devices and their connections to operating systems;
7. Highlights the role of artificial intelligence in modern technologies and various fields of science; Conducts experiments using machine learning methods;
8. Analyzes complex problems and selects optimal methods for their solution; Performs mathematical modeling of problems, algorithmic problem solving, as well as software development, testing and modification;
9. Uses computer systems to solve various field tasks, prepares technical documentation and delivers presentations to field specialists and non-specialists; Prepares a research or practical paper in accordance with the instructions of the supervisor in computer science; Recognizes the potential ethical and social consequences of creating and using technology;

10. Evaluates his / her knowledge in the field of computer science, determines the needs of further study and implements with a high degree of independence; Carries out activities in compliance with the principles of professional ethics

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

Study components considered by the program are carried out using following teaching and learning methods:

- **Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students’ active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures, subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
- **Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.
- **Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students’ ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
- **Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.
- **Individual work** – Through individual work students deepen and internalize the knowledge obtained throughout the lecturers. Individual work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues individually, they help students develop the ability of thinking individually, analyze the obtained information and draw conclusions.
- **Student Knowledge Evaluation System:** The goal of evaluation is to determine student’s education results qualitatively in relation to academic program goals and parameters. Student may be assessed orally and/or in a written way. A student’s knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

Five types of positive grades

- (A) Excellent – 91 and over of maximum point;
- (B) Very good – 81-90 of maximum point;
- (C) Good – 71-80 of maximum point;
- (D) Satisfactory – 61-70 of maximum point;

(E) Acceptable – 51-60 of maximum point.

Two types of negative grades

(FX) Fail – 41-50 of maximum point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;

(F) Fail – 40 and less of maximum point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 30% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus. A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

a) Obtaining minimal competence levels set for midterm and final evaluations;

b) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final 100 grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation. Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

Field of Employment

The undergraduate program in Computer Science will prepare internationally competitive specialists. The knowledge and skills acquired by the graduates will enable them to respond to modern technology related challenges. Graduates will be able to be employed both the private and public sectors, where they perform professional functions both independently and in teams. In particular, they will be able to work as a software developer, software engineers, data analysts, information technology specialists, network administrators, etc. Graduates can also continue their studies at the next level of academic education in the direction of computer science, computer engineering, information science, artificial intelligence and information technologies.

Law

Name of the Educational Program: Law

Awarded Qualification: Bachelor of Law

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition

Student of the BA Program in Law shall become a person with full secondary education based on the results of

Unified National Examinations. Prerequisite for admission to the BA program of Law is passing exam in history, mathematics or civic education.

Programme Learning Outcomes:

A graduate:

- Describes the essence and system of the law in general, the essence of the modern state, its purpose, the basic features of their historical development and of major legal systems, historical peculiarities of Georgian law, its modern basic principles, institutes, sources and their hierarchy, methods of application of the norm, elements of Georgian constitutional law - human rights and their conceptual, value aspects, peculiarities of state organization, peculiarities of private (including civil, corporate, employment and international private), public (including the types of activity of administrative bodies), criminal and international public law and their basic concepts and regulatory mechanisms, system of administration of justice (including constitutional proceedings) and of litigation, the basic elements of its functioning, the role and capabilities of the entities participating in this system;
- Demonstrates English language proficiency at B2 level / Common European Framework Standard with appropriate strength in all four language components (writing, reading, speaking, listening), its application in practice (English for specific purposes (B1, B1+, B2)).
- Identifies legal problems within the listed areas of law, understands their etymology, seeks adequate normative bases of regulation, interprets the essence of the norm through special methodology of the field (considering the doctrines and tendencies of the established case law) and uses it to achieve fair result;
- Seeks the necessary professional or other information to solve the problem, comprehensively analyzes it observing academic standards and drafts legal and/or analytical documents, determines the tactics and strategy of action, thus effectively participates in the process of classic justice and of litigation in general.
- Observing professional standards and considering the interests of the parties involved in the proceedings, s/he makes effective oral and written communication (in native and English language) with professional circles or other interested parties, engages in discussion, defends his/her own opinions using arguments, provides consultations and representation regarding solving legal issues;

- Effectively uses information (including professional information databases) and communication technologies.
- Demonstrates the ability and desire to enhance the acquired professional knowledge (by individual and team work method) through observing legislative changes, case law, scientific novelties;
- Demonstrates commitment to professional ethical norms and values, in particular, strives for the establishment of equality, justice, legality, democratic principles and social values.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

The format of the educational process includes the following: lectures, seminars, practical individual and group works, homework, presentations, study practice (moot courts, case analysis, simulations, etc.), master-classes of practicing lawyers, legal clinic.

Following methods are used in educational process:

- **classifying arguments** – is one of the varieties of getting to know court practice. Throughout the process of this activity, students study cases and then are provided the set of arguments. This set must include the arguments of both parties. Students read and assess the arguments, then decide whether these arguments are provided by claimants or defendants. This activity is the first step to make students get to know Supreme Court’s arguments on existing cases. On the one hand, student have got arguments, on the other hand they can discover own arguments through getting to know background information;
- **Explanation method** – is based on discussion around the given topic. Lecturer and students discuss each topic in detail based on a specific example. This method has a double effect – complex topics are explained to the students and lecturers have opportunities to discover whether or not the complete understanding of the topic is achieved;
- **Experience based learning** – helps students fit and master the professional role. This method develops students’ problem solving, communication and professional skills; Also, in understanding how to learn from experience. Practice based teaching responds to student’s true needs and interests.
- **Debates** – develops the following skills of a student: figuring the arguments out, using proofs and orally presenting them. Students gain the experience to resist stress and doubts, while his/her position is strictly criticized by the opponent. Such experiences raise students’ self-confidence and improves their stress resistance skills. Students will be able to practice and improve rhetorical skills.
- **Demonstration method** - teaching method, which means visually presenting the information. It is a quite effective method in the approach of achieving the result. Students, as well as lecturers shall demonstrate the materials to learn. This method promotes better perception of each step of study materials, also helps us being more precise about what has to be done independently by the students. At the same time, this strategy visually demonstrates the notion of the issue/topic.
- **Dialogue by Socratic method** - the purpose of the method is to find out preliminary rulings or incorrectly understood decisions and through this, to help students develop their research and critical thinking skills. The most effective types of the Socrates’ methods to use with law students are the following: a) knowledge – the rule of the mentioned type of the dialogue includes identification of the concept of knowledge, which the lecturer wants the student to understand through the questions, which will lead them to knowledge; b) analogy – a case will be selected,

along with the proper questions, facts of which shall be altered throughout the discussion. Correctly asked questions lead students to the conclusions; c) critical thinking – uses questions, in order to check students' values and principles. Emphasis is put on thinking beyond ideas, not on knowing ideas. It requires the environment, which is characterized with so called “productive discomfort” and is mostly used in order to show difficulty, complexity and vagueness, rather than displaying the facts.

- **Discussion/Debates** – one of the most wide-spread methods of interactive teaching. Develops students' skills of presenting the arguments and defending their positions. This process is not limited to the questions asked by the lecturer. It makes students capable of accepting critical comments and reacting to them in stressful situations
- **Verbal or oral method** - Transferring new material orally, in a narrative form during which different methods are complexly used depending the context of the subject content. This helps them in formulating the theoretical foundations necessary for the course.
- **Cooperative teaching** - learning strategy where every member of the group is obliged not only to study himself/herself but also to help his/her team-mate to study the subject better. Each member of the group works on the problem, until all of them knows the matter.
- **Moot court** - The moot court is a role-playing that involves appellate or the Supreme Court hearings. The Court reviews the decision of the lower court by participation of the jury. Witness are not summoned. The main facts are not contested. The arguments are prepared and submitted regarding matters that are in judicial competence (e.g. constitutionality of any law). Since moot courts are not based only on reliability of the witness, they are an effective strategy to focus students' attention on basic principles and concepts.
- **Induction, deduction, analysis and synthesis** – induction means generalizing information based on specific examples, whereas deduction promotes creating new knowledge based on general information – discussion flows from general to certain direction. Analysis helps dividing the whole material into parts, which simplifies discussing the details of one material. On the other hand, synthesis means joining separate parts, which allows students to perceive the material as a whole.
- **Interactive lectures** – students are actively involved in the discussion process around the lecture topic. Through the method of dividing students either into small groups or pairs, the lecturer evaluates how well the students understand the topic, before he/she explains it in detail. Lectures become more interactive if students are asked their experience in connection with the lecture topic. Students can share specific examples, observations in connection with the topic to be explained. At the same time, group mates support their spokesperson if needed. This creates free and friendly environment for learning.
- **Preparation of case:** case is a legal question made up by a lecturer, which needs to be solved. During this process, students imagine that they create a detective story. They start the process with writing down a list of facts, which are going to discuss one by one. It is desirable if a case has got: introduction, descriptions of facts and pre-stories, legal norms to use and legal question to solve.
- **Continuum (closely connected chain of events)** – Continuum is a method designed to encourage students to express their opinions about controversial issues. The method is very useful to assess the knowledge before lecture and after the lecture. Since this method implies students' activity, generally, it promotes the least active students to get involved in the process

- **Critical thinking** – the Socratic method that uses questions to assess the values and principles of students. It highlights not knowledge, but the ability of thinking. This method requires an environment that is called "productive discomfort" and is used to emphasize difficulties, complexity and obscurity, and not mere facts.
- **Studying examples:** one of the most common and effective methods of teaching legal matters that enable students to conform law with real cases and situations. Examples should be prepared in advance and tailored to the purpose of teaching. It is desirable to combine the method with other methods such as discussion in small groups, role-playings, exchange of thoughts/ideas and others.
- **Direct teaching (lecture), where the following will be used:** *Structured practice* (lecturer step-by-step analyses the problem or task together with students); *Targeted practice* (independent work by students and control of their work by the lecturer); *Independent practice* (independent work by students without a direct communication with a lecturer and submitting an assignment at the seminar).
- **Problem Based Learning (PBL)** – this method uses the problem as the first source of acquiring knowledge, that, in turn, contributes to the formation of theoretical knowledge and practical skills. Students work individually or work as couples or groups (joint-cooperative work) to solve practical tasks.
- **Project planning/presentation** - The work on the project is carried out by the consultation and guidance of the professor that facilitates the conducting scientific dialogue on certain historical topics / issues / problems in auditorium format. Then, students individually (or with team-mates) prepare a problem-oriented matter and make its public presentation.
- **Role-playing** - Spontaneous, creative and reality close teaching strategy that implies playing the role of other persons by the participants. Role playing is an effective learning strategy, because it forces the participants to better understand the role of the individual at the moment they are playing. In addition, the role-playing means the student's direct involvement and getting closer to the real situation. Role-playing is well-used in the context of legal education, where the activities of the court are envisaged. Being on unusual role allows students to see the situation from other perspectives. The role play is interesting for the development of critical thinking, decision making and proof skills.
- **Law-making simulation** - this activity can be used for any issue that can be heard by the City Council or the legislative body of the country. It is important that the part of students represent the legislature and the second part - the population or an interested group. Students will be divided into following roles: a) Legislators or members of the committee - average 5-9 legislators, but this number can be changed by considering the number of students. One legislator will be appointed as the chairman of the committee. b) Witnesses - The number and type of witnesses depends on a specific case. The witnesses must present different opinions.
- **Classroom simulations for law teaching** - includes the following: court hearings, mock trials; Alternative dispute resolutions: mediation, arbitration, negotiations. Client interviewing and consultations; The process of adoption of the law; Parliamentary debates; Lawmaking activity (process of preparing the law). Classroom simulation stages: determination of the educational goal that simulation serves to; Preparation of the appropriate case, which should be basis of the simulation; Simulation playing; Simulation assessment; Simulation processing.

Lecture method - lecture is the oral presentation of the subject by the lecturer. This method involves the transmission of information, which includes the principles, concepts, ideas and whole theoretical knowledge related to the given topic. During the lecture, the lecturer explains and defines the information that students are required to know.

- **Court-practice study** - Study of court practice requires students to analyze problem situations and draw conclusions in relevant decisions. There are different forms of studying judicial practice: legal cases based on court precedents; Probable situations involving solving disputes or any dilemma; As well as actual situations from magazines, newspapers, books or other resources. Study of court practice is based on a written form, and may be presented by audio-visual means, like watching a movie and listening to audio recording. The practice mainly consists of the following elements: description of facts; solving problems; reference to arguments and different problems; decision or outcome of the case; the basis for the decision.
- **Action-Oriented Teaching** – This method requires active involvement of lecturers and students in the teaching process, where practical interpretation of the theoretical material is given special importance.
- **Case study** - This method implies that students shall analyze the problematic situation and make the final conclusion. It can refer to real life examples - from magazines, newspapers, books or other sources. The case mostly consists of the following elements: the description of the facts and the issue or the problem that is caused by the situation. Finally, the problematic issue is solved and the outcome is analyzed.
- **Book-based learning method** – this method ensures obtaining the compulsory knowledge envisaged for the course by using appropriate literature and other sources, promotes formation of awareness, that helps students to perform independent work.
- **Collaborative work** - This method involves dividing students into groups and giving them different types of assignment. Members of the group work individually on the topics and parallelly share the results with other members of the group. Depending on the objectives set, the functions can be distributed among the members in the process of group work. This strategy ensures maximum involvement of all students in the learning process.

Student Knowledge Evaluation System

Assessment systems (format, methodology and points given to each component) are prescribed in syllabus, of which students are informed in the beginning of each semester.

Midterm, final, excuse and make up exams will be held in written, oral or mixed form.

Oral exams are held with committee members attendance, which is comprises of 3 members appointed by the faculty board. The committee comprises of the lecturer of the certain course and other lecturers at the higher educational institution, who have obtained an academic degree in the same or the similar field. An oral exam is held in the language of the course. Committee members assess students individually according to the criteria provided in the syllabi of the course. In the final report, an average assessment should be reflected. Assessment documents and reports will be saved in the archive, as any other exam paper.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus. The maximum point for a study course/component is 100. Evaluation includes interim evaluation and final evaluation, the sum of which is 100 points.

The grading system allows

five types of positive grades:

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

two types of negative grades:

- (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

In each component of the educational programme a credit can be awarded only after a student gains minimum 51 points of maximum 100 points. For the interim and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Ordinary Bachelor's diploma is given to those students whose average point is between 51 and 85. Bachelor's diploma with honours is given to those students whose average point is no less than 86.

Field of Employment

Area of professional activity of the graduate is:

The graduate of the Bachelor's Degree Program will have an opportunity to continue studies of corresponding specialty on Master's and further on Doctoral levels, including at International Black Sea University.

The graduate of the Bachelor's Degree Program will be able to work in the legislative, executive and judicial authorities; Relevant legal entities of private and public law, non-state (non-governmental) structures, private legal bureaus. Also, in all the organs where it is not necessary to pass the state certification exam and / or additional preconditions are not provided by the Georgian legislation.

International Relations

Name of the Educational Program: International Relations

Awarded Qualification: Bachelor of International Relations

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition

Students are enrolled in the undergraduate programme in accordance with the procedure established by the legislation of Georgia - based on the results of the Unified National Exams. Third obligatory subject to pass at the Unified National Exams is one of the following: mathematics/history/civic education/geography.

Persons with full secondary education may apply for a bachelor's program.

In cases provided for by law, enrollment may be conducted in accordance with the procedure established by the relevant legislation without passing the Unified National Exams. Admission preconditions for foreign citizens can be found at the link - <https://iro.ibsu.edu.ge/en/home>

Programme Learning Outcomes

Upon completion of the program, the following general and field specific competencies required from graduates will be acquired:

1. Describes the primary directions of the state-of-the-art scholarly discourse in IR, and is able to distinguish and analyze theories of IR;
2. Interprets the history and its context of international relations;
3. Outlines theoretical foundations and draws conclusions on the most important issues in the field, its subdisciplines and related disciplines;
4. Based on the theoretical foundations of the field and a wide knowledge of the most important historical and contemporary events, is able to assess current events in international politics as well as actors' interests and specificities of their involvement in international relations; describes the most important challenges in the practice of international relations;
5. Describes the structure of the European Union (EU), history and theoretical foundations of its integration; policy development and implementation mechanisms, main policy directions; is able to assess the role of the EU as an actor in international relations;
6. Explains the directions of Georgia's foreign policy, the specifics of their development; Analysis of foreign policy strategy, challenges and opportunities facing the country;
7. Interprets field research methods and methodology, selects them based on the specifics of the research, plans and implements the research based on the instructions of the supervisor;
8. Analyzes the results of the research, draws conclusions and develops a research paper with academic integrity and ethical standards;

9. Writes and speaks consistently and argumentatively on the issues related to the field of IR;
10. Is able to devise the needs to further the knowledge, identifies necessary sources, obtains and interprets information, is in command of the independent and efficient time management skills.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes)

The following teaching and learning methods are used in the academic process:

- **Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students' active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.
- **Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.
- **Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students' ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.
- **Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.
- **Independent work** – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.
- *The teaching and learning methods mentioned above are fulfilled using following activities:*
- **Presentation (by lecturer)** – The method consists of narration and speaking through which the information is provided by a teacher to a learner. Through this process teacher transfers knowledge verbally, explains the material and students obtain this knowledge through listening, memorizing and comprehension. It is important to make sure that understanding occurs and information is perceived correctly. In case of necessity additional instruction should be provided. A teacher is giving specific examples and provides detailed explanation.
- **Demonstration** - It demonstrates information visually. It's sufficiently effective when reaching the result because it takes into consideration the interests of different students. Learning material can be demonstrated by lecturer or student. This method helps different steps of learning process

to be seen visually and concretize, what should student do independently. At the same time, this strategy visually demonstrates the main point of the subject/problem.

- **Induction** – modern, one of the most effective student-oriented methods. Major objective of this method is to collect much data and by generalizing the observed perspectives discover general principles through which it is possible to discuss the facts, cases and events and explain them. Learning is oriented at relying on facts and developing rules through generalizing these facts, thus, moving from specific facts to general rules.
- **Deduction** – a traditional method of teaching and learning which sees a teacher as a major source of information and students learn general theories through a teacher’s supervision. Deductive method of learning determines that kind of any subject knowledge, which presents the process when depending on general knowledge we discover new knowledge, so the process goes from general to concrete.
- **Analysis** – In the modern world majority of disciplines have become complex; accordingly, courses in these fields require complex approaches. The method of analysis helps us to dismantle multi-disciplinary and inter-disciplinary courses into parts which allows dividing an issue under the study into separate aspects. This helps to discuss separate issues in details.
- **Synthesis** - Method of synthesis means back-procedure, using some parts and making the whole with them. This method helps to see the whole problem.
- **Case Study** – active problem-situation analysis method, which presupposes discussing real cases and discussing them which allows students to look at the issues from different perspectives, analyze possible solutions of the problem and choose and justify specific strategies, objectives and expected outcomes. A case presents a context and it is an instrument by itself which allows a student to use specific knowledge obtained through the course and put it into practice in the context which is close to real-life situation.
- **Brain Storming** - collecting as many/various ideas about the topic/issue as possible. The method enhances development of creative approach towards the problem. It supports the development of creative approaches when students try to see an issue from different perspectives. This approach ensures that every person is involved in the learning process. It is efficient for a large group and is used in stages.
- **Discussion** – one of the most broadly spread interactive methods; discussion raises the level of student involvement; while discussion different opinions are confronted and the discussion is not limited to the questions asked by a teacher. Overall aim is to synthesise different views. This method develops students’ ability of reflection and argumentation.
- **Project** – This approach is a unity of perceptive methods, which makes it possible to solve a problem through students’ independent work and presenting the achieved solutions. This approach raises students’ motivation and responsibility; working on the project involves planning, research, practical activities and presenting the results; the projects are complete if the outcomes are presented in a convincable manner through exemplifying specific results; a project could be done individually, in peer or group work; upon completion, the project is presented to a broader audience.
- **Presentation (by student/students)** – Taking into consideration the development of technology presentation is one of the most interactive and effective ways of teaching. It is a combination of

teaching and learning methods which allows a student to solve a problem through independent work and presenting the outcomes. This method raises students' motivation to work independently; it also develops specific skills – planning, researching, and presenting data in an effective manner; it develops skills to work in groups or individually.

- **Teaching through Electronic Sources** – The method implies teaching through internet and the means of multimedia. It consists of all the components of teaching process that are realized through specific means of internet and multimedia.
- **Problem Solving** – The method of teaching that enables employment of newly obtained knowledge by students through study, analysis and solution of specific problem. While employing this method it is important to assess and analyze the results received through the solution of a specific problem. By using this method the skills and the ability of a student to use obtained knowledge in practice is developed.
- **Group Work** – Teaching method through which students are divided into the groups and the assignments are given to each of the groups. Group members process the information individually and share their ideas to other group members at the same time. Group members may be assigned different functions depending on the objective defined by the task. This method ensures active involvement of each student in the process of teaching.
- **Individual Work** – The method when a student individually performs the tasks and the assignments determined through the academic process.
- **Working with a Course-Book** – Actively used method in a process of learning through which a student process given material by using given literature and other sources.
- **Problem-based Learning** – a method which uses a specific problem from the field in order to help a learner to acquire new knowledge and integrate it with specific skills.
- **Preparing a Presentation** – Students' independent work through which a specific issue or topic is studied and the skills like planning, research, processing and analyzing data as well as presenting the results of study and arguments in a persuasive manner is developed. The method develops students' individual working skills.
- **Doing Homework** – Independent work when students do the home assignments determined through the academic process. Doing home assignments implies reading, processing and studying material determined through the study course as well as doing given assignments in written form or presenting them orally.
- **Learning through Electronic Sources** – The method implies learning through internet and the means of multimedia. It consists of all the components of learning process that are realized through specific means of internet and multimedia.
- **Explanation**– implies discussion of specific topics. Lecturer and students participate in a detailed discussion of an issue based on a particular example. This method will have a double effect – complex issues are explained to the students, and lecturer has an opportunity to double-check whether understanding of the issues is achieved.
- **Debates** – a method that allows to learn how to construct arguments, using supporting evidence, and communicating them in an oral or written form with a high degree of confidence. As a result, student obtains experience of dealing with stress and doubts when confronted with harsh

criticism of his/her own position from their counterparts. Debates help students boost self-confidence, practical skills and refine their public speaking and rhetoric skills.

- **Interactive lectures** – this method implies students’ active involvement in the class discussion. Using this method in small groups or pairs provides understanding of students’ awareness of a topic before it is introduced in the classroom. Lectures can also be made interactive by asking students to narrate their personal experiences relating to the topic through sharing specific observations.
- **Critical thinking** – uses questions form for evaluating student’s viewpoint. Emphasis is made on thinking and analysis skills. It requires the classroom environment that is referred to as the “productive discomfort” and is used for the purpose to get used to difficulties, complexity and misunderstanding rather than working in quiet and stress-free conditions.
- **Role Play** - an activity in which students are usually given an open-ended situation where they make a decision, resolve a conflict, or act out the conclusion to an unfinished case. Role-playing is designed to promote students empathy and understanding of different positions and roles. Role-playing equips the students with opportunity to learn various behavior strategies appropriate to a specific situation. Role-playing is also useful for developing critical thinking, decision making, and assertiveness skills.

Student Knowledge Evaluation System

The goal of evaluation is to determine student’s education results qualitatively in relation to academic programme goals and parameters.

Student may be assessed orally and/or in a written way. A student’s knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

Five types of positive grades

- (A) Excellent – 91 and over of maximum point;
- (B) Very good – 81-90 of maximum point;
- (C) Good – 71-80 of maximum point;
- (D) Satisfactory – 61-70 of maximum point;
- (E) Acceptable – 51-60 of maximum point.

Two types of negative grades

- (FX) Fail – 41-50 of maximum point, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 and less of maximum point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

- e) Obtaining minimal competence levels set for midterm and final evaluations;
- f) Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

Field of Employment

Upon receiving Bachelor's degree, the graduate will possess necessary basic qualifications for being employed in international organizations, relevant public (e.g. profile ministries as Ministry of Foreign Affairs or other structures' departments dealing with international relations, issues of European integration; embassies) and private sector (NGOs, think tanks, research centers, universities) structures involved in various spheres of the international relations. International Relations Bachelor Programme allows for continuing graduates' academic development through studies at MA level.

Journalism

Name of the Educational Program: Journalism

Awarded Qualification: Bachelor of Journalism

Credit Value of the Programme: 240 ESET Credit

Language of Education: Georgian

Programme Admission Precondition: A person with a complete secondary education has the right to study in a bachelor's educational program. The student will be admitted to the program according to the rules established by the legislation in Georgia. Admission to the program is a prerequisite for passing the unified national exams. In the national exams, the entrant must take one of the following subjects as an optional subject: history, geography, literature, and civic education.

Enrollment of citizens of foreign countries takes place under the rules established by legislation, without the national exams. A citizen of another country wishing to enroll in a bachelor's program in journalism must confirm knowledge of the Georgian language at the B2 level.

Programme Learning Outcomes:

A graduate of the program

1. Has thorough knowledge of fundamental theories and principles of journalism.
2. Knows the specifics of media organizations' work and the administration basics.
3. Knows the work standards of impartial media and is familiar with local and international media regulation and self-regulation mechanisms.
4. Creates journalistic materials.
5. Contributes to creating a media product while working in a team.
6. Can disseminate the media product in the Internet space.

Learning -teaching Methods (Methods of Attainment of Learning Outcomes):

Methods of obtaining of Learning Outcomes: Teaching and Learning Format includes: Lecture-seminars, individual, group and practical work, homeworks, presentations, training practices in studios (print, radio and television), new media and training press clubs, master classes of famous journalists, Internships in mass communication.

The following methods of teaching and learning are used in the study process:

- **Verbal method** - Transferring of new material verbally, by means of narration when different methods are used based on the content of the subject;
- **The method of working on the book**, which is mainly used in the learning process. The student processes materials required for the topics using the literature and other sources;
- **The method demonstration** involves presenting information in a visual form. It is quite effective in terms of achieving the result. The study material can be demonstrated by both - the lecturer and the student. This method helps us to demonstrate different levels of perceptions of a learning

material, explaining what students have to do independently. At the same time, this strategy visualizes the essence of the problem/subject;

- **Discussion / debate** - is one of the most common methods of interactive teaching. Discussions increase the quality of students' engagement. Discussions can be turned into debates. This process is not limited to the questions asked by the lecturer. This method develops the ability of argumentation in students;
- **Working with a group (collaborative)** - This method involves dividing the students into groups and giving them certain instruction. Group members process subjects individually and in parallel with other members of the group. Depending on the objectives set, it is possible to divide the functions among the group members. This strategy provides maximum student engagement in the learning process;
- **Cooperative training** is a learning strategy when every member of the group is obliged not only to study, but also to assist his/her team with studying the subject better. Each group member works on the problem until each of them masters the subject;
- **Brain storming** - This method involves generating new/even radical ideas about a specific issue / problem. This method promotes the development of creative approaches to the problem(s). The method is effective in large groups and consists of several main stages;
- **Induction, Deduction, Analysis and Synthesis** - The method of induction defines the form of any subject knowledge, when the process of thinking is directed from concrete to general conclusions (generalisation).
- **The deduction method** of learning determines any form of knowledge that is a logical process of discovering new knowledge based on general knowledge, that is, the thinking process is going from general to concrete.
- **The method of analysis** in the study process helps to disseminate the study material as a part of one whole component and thus, simplifying the detailed coverage of individual issues within the framework of challenging problems.
- **The method of synthesis** implies a reversible procedure, i.e. the creation of one whole group by selecting individual issues. This method promotes the development of the skill that enables problem identification in an effective manner;
- **Action-oriented teaching methods, including "Make it Yourself"** - require active involvement of the lecturer and students in the learning process, where the practical interpretation of theoretical material takes on a special meaning. All practical purposes are aimed at creating a journalistic product when the method of applying a theoretical knowledge in practice is being utilised.

Student Knowledge Evaluation System:

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus. The maximum point for a study course/component is 100. Evaluation includes interim evaluation and final evaluation, the sum of which is 100 points.

The grading system allows

five types of positive grades:

(A) Excellent – 91-100 points of assessment;

(B) Very good – 81-90 points of maximal assessment;

- (C) Good - 71-80 points of maximal assessment;
(D) Satisfactory - 61-70 points of maximal assessment;
(E) Enough - 51-60 points of maximum assessment;

two types of negative grades:

(FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;

(F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

In each component of the educational programme (except the doctoral thesis) credit can be awarded only after a student gains minimum 51 points of maximum 100 points. For the interim and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

The Doctoral thesis is evaluated once through final evaluation. The grading scheme allows:

- a. Excellent (summa cum laude) – an excellent performance;
- b. Very good (magna cum laude) – a result exceeding given requirements in all aspects;
- c. Good (cum laude) – a result exceeding given requirements;
- d. Average (bene) – a result satisfying given requirements in all aspects;
- e. Satisfactory (rite) – a result satisfying given requirements despite some mistakes;
- f. Unsatisfactory (insufficenter) – a result not satisfying given requirements because of serious mistakes;
- g. Absolutely unsatisfactory (sub omni canone) – a result absolutely not satisfying given requirements.

The student is awarded the academic degree of doctor in case of obtaining any of the above mentioned grades considered by items from a) to e), in case of getting the grade considered by item f) – the student has a right to present the revised Doctoral thesis during the first year and in case of getting the grade considered by item g) – the student has no right to present the same Doctoral thesis again.

Field of Employment:

- Broadcasting (radio and television) companies;
- Print and online media companies (webportals);
- Media Holdings;
- News agencies;
- Press services of state and non-governmental organizations and business companies;
- Public Service organizations;
- Consulting and advertising companies;
- advertising companies

And other organizations where the journalist's qualification is required.

Graduate may also continue their studies on higher levels education such as master's degree, in accordance with the requirements of the current legislation.