



IBSU

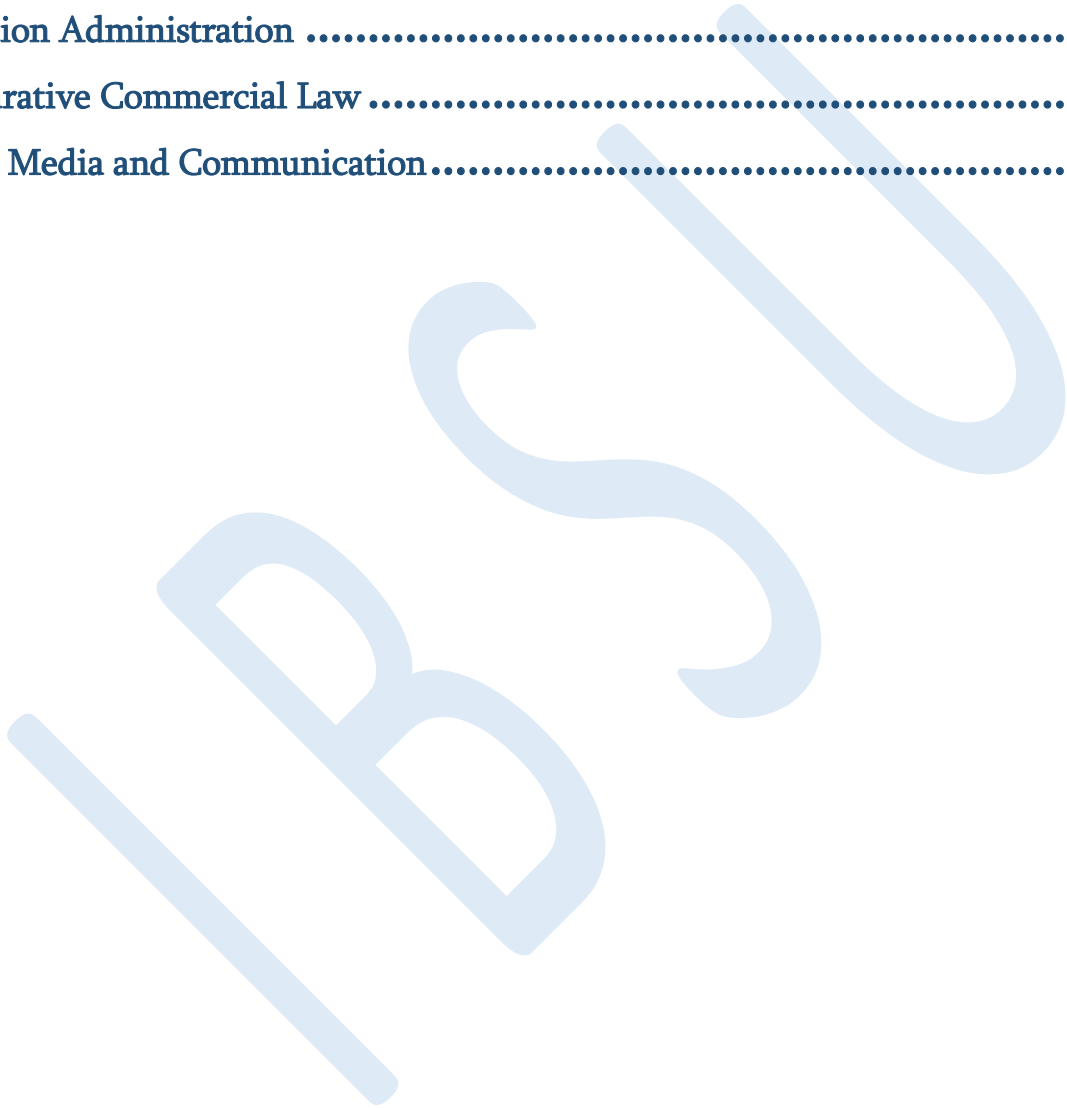
# CATALOGUE OF MASTERS PROGRAMMES

**CATALOGUE OF MASTERS 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/masters/>

# Finance

**Name of the Educational Program:** Finance

**Awarded Qualification:** Master of Business Administration in Finances

**Credit Value of the Programme:** 120 ESET Credit

**Language of Education:** Georgian

## **Programme Admission Precondition:**

Student enrollment is made according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law). for foreign applicants admission criteria is available at – <https://iro.ibsu.edu.ge/en/home>

A person can become a student of Master program if he/she has a bachelor or equivalent degree. In addition, the applicant should pass the University internal exam in specialty and English language (B2 level). Exams in English and specialty are divided according to the following ratio: 70 - specialty / 30 English

Those students who have graduated from English Language Educational Program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement, as well as if student is a citizen of a country, where first/second official language is English, or presented certificate of exam which correspondent to B2 level, is exempted from passing the language exam. Detailed information is available at IBSU.R04 REGULATION for MASTER'S EDUCATION.

**Programme Learning Outcomes:** Program alumni, as a leader, creates organizational structure of financial governance system, forms an organizational culture related to the financial governance, sets up strategical goals and tasks for decision making; can objectively evaluate his/her own and others' working outcomes, can make rational decisions, motivate and stimulate positive goals; possess full information and is free in decision making process, psychologically is ready to work in rapidly changing environment; is oriented on process, takes optimal decisions in dynamic and unexpected situations and decreases uncertainty risk.

### **Programme learning outcomes are:**

#### **Knowledge and understanding:**

#### **The graduate knows:**

- Modern concepts and methods of business and economics management, quantitative analysis and evaluation methods; Decision making principles and methods;
- Can analyze modern methodology and practical methods of the qualitative and quantitative research in business;
- Financial resource management system; The peculiarities of the financial system and the theory of financial markets; Risk management; Financial intermediaries as a financial system; Capital

cost and capital structure management; State finances as part of the financial system and its management;

- Principles of operation of the currency market and risk management; International currency trade; Methods of formation and management of currency rates; World financial market trends.
- Theoretical-methodological basis for investment research; Financial support of the investment process; The essence of investment project and its analysis; Analysis and evaluation of cash flows of investment projects;
- Principles of corporate governance in financial institutions; Internal corporate documents; Effectiveness and functionality of the supervisory board; Independent director of the Institute; Shareholders and stakeholders' rights;
- Modern methods and methods, techniques and technologies for identifying, analyzing and evaluating the main problems in the modern financial system; The modern mechanism for the reorganization of business processes of financial institutions.

**The graduate can:**

- Use the role of Business administration in the process of business management; the role of analyses and management in business development;
- The role of financial management in the process of managing financial resources; The role and methods of regulation of financial infrastructure and financial system; financial reporting, as an important role of regulation and forecasting; role of finance in the development of international economic relations;
- The role of managing Foreign Exchange Market (FOREX); the methods of foreign exchange currency trading and payment; the role peculiarities of worldwide money and interbank money market; the concept of international bank relationships and the role of Georgian in the system integration process;
- The sense of evaluation and analyzing process of investment projects; aims and methodology of business-plan formation process; the role of business plan in supporting investment projects; the role of using the different methods of efficiency of investment projects.

**Ability to use the knowledge in practice:**

**The graduate can:**

- Use the methods of business management and analyzes for the business assessment and planning;
- Define and identify characteristics of financial system; distribution of money and evaluation of factors effecting interest rate; define and assess the risk related to economic decisions; determination of capital price and management of capital structure; Characterization and management of state finances as part of a financial system; Utilization of financial mechanisms of anti-crisis management; Characterization of financial infrastructure and participation in regulation of financial system;
- Use the currency rules and trade technologies; work on currency markets; apply the macroeconomic model of currency formation and management;

- Underlining the role of the business plan in supporting investment projects; developing and implementing activities related with the problems in banking sector; elaboration of optimal and effective mechanisms of commercial banks based on the latest methods of regulation;
- Reasonable, wise management of financial risks; Transfer theoretical concepts into professional sphere; planning budget revenues and assessing the role of taxes in their formation; Calculation of tax cargo and its' optimization.

**Ability to make conclusions:**

**The graduate has:**

- Ability to emphasize and solve the key issues in the field of business management;
- Identifying the problems in the financial sphere and the ability to develop reasonable conclusions based on their critical analysis;
- Ability to elaborate grounded conclusions through analysis of literary sources and practical data;
- Ability to research and analyze problems in banking management based on analysis of international requirements, standards and limits;
- Ability to analyze and decision-making in the process of preparing and executing investment projects;
- Ability of using method of information innovative synthesise in the financial sphere using modern methods of research.

**Communication skills:**

**The graduate can:**

- Prepare master thesis and present it;
- Make own decisions in the field of finance; present verbally and in written form his/her own decisions with academic and professional society;
- Ability to participate in debates, present final decisions with arguments;
- Ability to transfer ideas and information with a logic sequence to specilaists and not specialists; use newest infoamtioal and communicative technology for professional and academic society;
- Ability to obtain, understand and report foreign literature and other informational sources;

**Learning skills**

**The graduate has:**

- Skills of planning and managing studying process independently;
- Skills of interpreting specifics of studying process and its' strategic planning;
- Skills to obtain information from various scientific sources independently and regularly renovate knowledge by reading field literature;
- Ability to continue the studies in doctoral studies;

**Values:**

**The graduate has:**

- Ability to assess the dependence of others in the field of business and direct finance;

- Ability to contribute to the formation of new values;
- Respect for business ethical norms and ability to protect them;
- Ability to observe professional ethical norms, academic honesty and standards.

## **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;



- (B) Very good – 81-90 points;
- (C) Good - 71-80 points;
- (D) Satisfactory - 61-70 points;
- (E) Enough - 51-60 points;

**two types of negative grades:**

- (FX) Fail – 41-50 points, 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, 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.

The Master's thesis is assessed once through final evaluation. In case of getting the grade considered by item (FX), the student has a right to present the revised Master's thesis during the next semester and in case of getting the grade considered by item (F) - the student has no right to present the same Master's thesis again.

Ordinary Master's diploma is given to those students whose average point is between 51 and 90. Master's diploma with honors' is given to those students whose average point is no less than 91.

### **Field of Employment**

With the help of multilateral sector and general (transferable) skills acquired within the program, the graduate will be able to work in the public and private structures as well as in the organization with educational and scientific research profile, NGO, etc. Master of Business Administration in Finances can work in all branches of the Financial System in general and the Business Financial Management System particular. The graduates will be able to hold high level management positions both in public and private sectors, in consulting firms, in joint ventures, etc. Graduates may continue to study not only in the fields of the finances but also the general profile of economics and business administration, taking into account the preconditions for admission to the relevant PhD program.

# Education Administration

**Name of the Educational Program:** Education Administration

**Awarded Qualification:** Master of Education Administration

**Credit Value of the Programme:** 120 ECTS Credit

**Language of Education:** Georgian

## **Programme Admission Precondition**

Student enrollment on MA program is made according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law). for foreign applicants admission criteria is available at – <https://iro.ibsu.edu.ge/en/home>

A person can become a student of Master program if he/she has a bachelor or equivalent degree. In addition, the applicant should pass the University internal exam in specialty and English language (B2 level). Although the language of instruction is Georgian, students have to have the English language competences, as the scientific literature on education administration is few; accordingly it is necessary for students to read the recent material in English language students.

Those students who have graduated from English Language Educational Program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement, as well as if student is a citizen of a country, where first/second official language is English, or presented certificate of exam (TOEFL IBT, IELTS, FCE and CAE) which correspond to B2 level, is exempted from passing the language exam. Detailed information is available at IBSU.R04 REGULATION for MASTER'S EDUCATION.

Exams in English and specialty are divided according to the following ratio: 70 - specialty / 30 English

## **Programme Learning Outcomes**

### **Knowledge and Understanding:**

The students determine and identify field-based theories, principles and challenges.

- 1) Describes and reproduces systems, history, theories, reforms and professional ethics related to education and its administration.
- 2) Deep and systematic analysis of key principles and best practices in education administration.
- 3) Comprehends the key challenges in education to meet with the stakeholders' demands and develop innovative ideas.

### **Skills**

4) Applies to thorough and systematic field-based theoretical knowledge in practice; tackles the complex problems in an innovative way; plans and implements projects and research related to education independently and considers the principles of academic honesty.

5) Applies to the relevant methods to collect, illustrate, interpret, assess information and conclude and present the recommendations.

6) Formulates and validates his/her own ideas verbally and in a written way for the professional community.

#### **Responsibility and Autonomy**

7) Assesses himself/herself and peers; plans, modifies and realizes the learning strategies independently.

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

The following methods are applied in the educational process:

- Verbal
- Demonstration
- Discussion/debate
- Collaborative work
- Brainstorming
- Induction, deduction, analysis and synthesis
- Case study
- Method of written work
- Practical method
- Problem-based learning (PBL)
- Project-based learning
- Teaching through electronic sources

#### **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.

Grading system allows:

##### **five types of positive grades**

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

##### **two types of negative grades**

- (FX) Fail – 41-50 points, 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, 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.

The Master's thesis is assessed once through final evaluation. In case of getting the grade considered by item (FX), the student has a right to present the revised Master's thesis during the next semester and in case of getting the grade considered by item (F) - the student has no right to present the same Master's thesis again.

Ordinary Master's diploma is given to those students whose average point is between 51 and 90. Master's diploma with honours is given to those students whose average point is no less than 91.

**Field of Employment**

Administrative personnel in the field of education -governmental offices and NGOs dealing with education, educational institutions. Lecturers of education courses, subject teachers. Also, students can continue studies on the doctorate level.

# Comparative Commercial Law

**Name of the Educational Program:** Comparative Commercial Law

**Awarded Qualification:** Master of Laws (LLM)

**Credit Value of the Programme:** 120 ESET Credit

**Language of Education:** Georgian

## **Programme Admission Precondition:**

- Academic degree of Bachelor of Law;
- Unified MA Exams;
- University exam in specialty and exam in English Language (B2) (Entrants who have graduated from English Language Educational Program or have got the international certificate in English language corresponding to B2 level (TOEFL IBT, TOLES Advanced IELTS and FCE) or other rules established by law, will be exempt from the English language requirement. Detailed information is available at IBSU.R04 REGULATION for MASTER'S EDUCATION. Exams in English and specialty are divided according to the following ratio: 30%- 70%

## **Programme Learning Outcomes:**

Master's programme – the 2021 version

1. Identifies problematic national segments of regulation in the field of commercial and, in general, business law in theoretical-dogmatic terms, as well as contemporary topical issues observed in case law at national and international levels;
2. has in-depth knowledge of the systemic regulation of commercial law (traditional sub-fields - corporate, property, commercial and related areas of public law) at domestic national level, as well as at international level; understands the place of this segment of law in the general legal system and the peculiarities that distinguish it from non-entrepreneurial legal relationships;
3. knows approaches of traditional legal families (Continental-European - Germanic, Romanistic, Scandinavian and mixed, as well as Anglo-American common law, Far Eastern and Religious law models) in regulating business and commercial relationships;
4. is aware of the European unified and harmonized model for the regulation of commercial relations, as well as the varieties of the implementation of common European law in the national legislations of the Member States;
5. knows the etymology of commercial law and the specifics of its close connection with other disciplines of the science;
6. knows foreign judicial and arbitration practices and their role in shaping living law.
7. is aware of the specifics of the comparative method of conducting research.
8. Identifies the problem of national corporate, property, commercial law, and determines their relevance in light of economic, social and cultural considerations;
9. conducts research of high academic standards about the problems of commercial law using comparative and empirical methods and presents his/her own substantiated results;

10. participates in norm-making activities, in particular provides wording and justification of the norm.
11. carries out professional consulting analytical and representative functions in practical environment for the representatives of local business and commercial community, including through formation of business activity strategy, planning of an effective organizational and legal forms and provision of legal support (legal and documentary provision in Georgian and in English) in realization of local and international business projects at a national and international levels;
12. through finding and analyzing basic legal material, provides legal support in disputes litigated between business operators within classical and alternative justice abroad;
13. improves his/her own professional development through monitoring trends in the development of national and international models of the system regulating the commercial and business sphere;
14. independently studies relevant aspects of local and foreign doctrine and case law using modern databases and updatable international sources;
15. manages relationships with professional circles, business operators and public entities, as well as other stakeholders through adequate communication in Georgian and English, observing professional ethics, balance of interests and other legal values.

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

**Methods to achieve 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 and mediation clinics. Following methods are used in educational process:

- **Role play** – spontaneous, creative and close to reality strategy of teaching, which means that the participants fit and play different roles. It is a very effective since the students have to well realize the role of an individual they are going to be in. at the same time, the process requires students' direct involvement and assimilating the situation to the real one. Role play games are well used in context of legal education, where it usually means imitating a real court trial. Being in an unusual role helps students to see the situation from a different perspective. Role play games are interesting in the approaches of critical thinking, decision making and proving skills development;
- **Classroom simulations for teaching law** – includes the following: trials, moot courts; alternative dispute resolution: mediation, arbitration, negotiations; client consultation; passing a law; parliamentary debates; legislative work (preparing a bill). Steps of classroom simulations: determination of the educational purpose, which is going to become a basis for the simulation; assessment of the simulation; re-producing the simulation;
- **Legislative simulation** – this activity can be used while working on any topic, which can be heard in city councils or legislative body of the country. It is important that part of the students represent legislators and another part represents society or an interested group. Students will be divided according to the following roles: a) legislators and members of committees – up to 5-9 legislators (depending on the total amount of students in the class). One of the legislators will be a chairperson

of the committee; b) witnesses – amount depends on a certain case which is the basis for the simulation. The witnesses must present different opinions;

- **Court-practice study** – requires students to analyze certain problems in cases and make conclusions. There are different forms of studying courts' practice: cases based on court precedents; presumable cases which includes solving disputes and dilemmas; real cases from journals, newspapers, books and other sources of information. Court practice study is majorly based on written form; it is also possible to present it with audio-visual means such as watching a movie and listening to an audio record. Practice mainly includes the following elements: description of facts; solution to problem; indication to arguments and different problems; basis for the solution made;
- **Moot courts** – is a role play game, which includes Supreme Court's and courts of appeals' trials. The court, consisting of a jury, tries a case discussed in lower courts. Witnesses are not called upon. Basic facts are not controversial. Arguments prepared and presented and justifiable by the court (e.g.: constitutionality of a law). As moot courts are not based on reliability of a witness, they present an effective strategy for the students to focus on basic principles and concepts of law.
- **Studying examples** – allows students to connect laws with real cases and situations. Examples must be prepared beforehand and should fit the purpose of teaching. It is desirable to unite the method with the ones such as discussions in small groups, role play games, idea exchange, etc.
- **Studying examples** – allows students to connect laws with real cases and situations. Examples must be prepared beforehand and should fit the purpose of teaching. It is desirable to unite the method with the ones such as discussions in small groups, role play games, idea exchange, etc.
- **Case study** – 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.
- **Case analysis** – professor along with the students discusses a specific real or hypothetical cases, to completely understand them. The purpose of the method is to analyze the existing solution to an issue, as well as assess the possibility generalizing specificity.
- **Dialogue through Socrates' 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. Requires the environment, which is characterized with so called "productive discomfort" and is mostly used in order to show the complexity and vagueness, rather than displaying the facts.
- **Practice based teaching** – 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;

- **Continuum (tightly connected chain of events)** – the purpose of the method is to promote students' desire to express their ideas about the topic. It is necessary to assess knowledge before and after lectures. This method helps even the least active students to get involved in the 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;
- **Verbal/oral method** – passing on the knowledge orally and throughout this process use different methods according to the content of the topic. This allows them to shape the theoretical basis necessary for the study course.
- **Working in textbooks** – ensures gaining knowledge envisaged by the course through using relevant literature and different sources. Promotes understanding, so that students won't have trouble with accomplishing an independent work.
- **Demonstration methods** – 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.
- **Discussions** – one of the most wide-spread methods of intellectual teaching. Develops students' skills of presenting the arguments and defending their positions. This process is not limited with the questions asked by the lecturer. It makes students capable of accepting critical comments and reacting to them in stressful situations;
- **Discussions** – one of the most wide-spread methods of intellectual teaching. Develops students' skills of presenting the arguments and defending their positions. This process is not limited with the questions asked by the lecturer. It makes students capable of accepting critical comments and reacting to them in stressful situations;
- **Group work** – lecturer divides the class into groups and gives them different types of work. Group-mates work on these issues individually and at the same time, they share their ideas with the rest of them. Depending on the purpose of the work, group-mates may fit different roles. This ensures the maximum activity of each student.
- **Cooperative learning** – such strategy of teaching, which obliges each member of the group not only to learn the material himself/herself but also, help the co-members in this process, until all of them know the material.
- **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.



- **Action-oriented teaching** – requires students’ and lecturers’ active engagement in the study process, where emphasis is put on practical interpretation of theoretical knowledge.

Grading system allows:

**five types of positive grades**

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

**two types of negative grades**

- (FX) Fail – 41-50 points, 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, 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.

The Master’s thesis is assessed once through final evaluation. In case of getting the grade considered by item (FX), the student has a right to present the revised Master’s thesis during the next semester and in case of getting the grade considered by item (F) - the student has no right to present the same Master’s thesis again.

Ordinary Master’s diploma is given to those students whose average point is between 51 and 90. Master’s diploma with honours is given to those students whose average point is no less than 91.

## **Field of Employment**

**After receiving master’s degree the graduate will have an opportunity to get employed in:**

- Local and International Legal Companies;
- Non-Governmental organizations (NGO) and Business companies;
- Public Sector;
- Advisory companies;
- Other organizations, where the qualification of lawyer is needed.

After obtaining the MA degree, graduates will have opportunities to continue their PhD in the respective field.

# Digital Media and Communication

**Name of the Educational Program:** Digital Media and Communication

**Awarded Qualification:** Master of Mass Communication

**Credit Value of the Programme:** 120 ESET Credit

**Language of Education:** Georgian Language

## **Programme Admission Precondition:**

Prerequisites for admission on the Master's program in Digital Media and Communication:

A person can become a student of Master program if he/she has a bachelor or equivalent degree.

Student enrollment is made according to the Georgian legislation - based on the results of the Unified National Master's Exams (Admission to the educational program without passing Unified National exams may be allowed only in cases considered by the Georgian law). for foreign applicants admission criteria is available at – <https://iro.ibsu.edu.ge/en/home>

Besides, applicants have to pass the University exam in specialty and in English Language (B2 level).

Those students who have graduated from English Language Educational Program within the last 3 years and their GPA is at least 75 (out of 100) or 3 (out of 4) will be exempt from the English language requirement, as well as if student is a citizen of a country, where first/second official language is English, or presented certificate of exam which correspondent to B2 level, is exempted from passing the language exam. Detailed information is available at IBSU.R04 REGULATION for MASTER'S EDUCATION.

Exams in English and specialty are divided according to the following ratio: 70%-30%.

## **Programme Learning Outcomes**

After successful completion of MA Digital Media and Communication Programme, graduates should have below given general and field-specific competences.

### **Knowledge and understanding**

*Graduated will have/acquire:*

1. Demonstrates deep and systematic knowledge of media and communication: about forms, theories, concepts and methods of the media, trends in digital media development, digital media law and digital media ethics;
2. Has a deep and systematic knowledge about digital media and visual storytelling methods and forms;
3. Understands the specifics of the work of digital media platforms and the role of strategical communication; Innovative ways of social media analytics and forms of distribution to digital media audiences;
4. Critically analyses and investigates new ways of solving current complex problems, including the latest advances in digital media and communication and creates the groundwork for developing new and original ideas; Knows how to implement innovations by applying the knowledge gained; knows how plan and manage social media strategies and campaigns.

## Skills:

### *Graduate will be able to:*

5. Search for information and create content; Apply visual tools and technologies (text, photos, audio, video or web) required of digital storytelling; plan and manage social media strategies and campaigns.
6. Produce multimedia products for different platforms and distribute for the target audience;
7. Process and analyze data; Present them through visualization;
8. Critically analyze difficult or incomplete information; Synthesizes innovation and evaluate; Use appropriate methodology for research; Conduct social media analysis and monitoring; Make conclusions;
9. Communicate effectively with colleagues and audiences across a variety of media platforms and social media.

### **Responsibility and Autonomy:**

10. Has a professional responsibility to conduct his / her own studies lifelong independently of the needs of the digital media industry.

## **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 – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good - 71-80 points;
- (D) Satisfactory - 61-70 points;
- (E) Enough - 51-60 points;

#### **two types of negative grades**

- (FX) Fail – 41-50 points, 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, 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.

The Master's thesis is assessed once through final evaluation. In case of getting the grade considered by item (FX), the student has a right to present the revised Master's thesis during the next semester and in case of getting the grade considered by item (F) - the student has no right to present the same Master's thesis again.

Ordinary Master's diploma is given to those students whose average point is between 51 and 90. Master's diploma with honours is given to those students whose average point is no less than 91.

## **Field of Employment**

The master's program will train competitive specialists in digital media and communication. The knowledge and skills acquired by graduates will enable them to respond to the challenges of modern media and communication.

Graduates will be able to get employed in both – online and traditional media organizations (television, newspaper, magazine, news agency); Public relations services in public, private or non-governmental organizations as multimedia journalists, producers, social media managers, etc.;

As the program, in addition to the development of practical skills, provides a deep and systematic theoretical knowledge in media and communication, it is a good basis for future pedagogical or scientific activities. Graduates will be able to continue their studies at a doctoral level, if they wish.

