

Free Academy of Tbilisi

Bachelor Educational Programme

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Bachelor Educational Programme

Title of the educational programme
Law
Academic higher education level
Bachelor's degree (first level of higher education) First level, Bachelor
Type of educational programme:
Higher Educational Academic Programme
Qualification to be awarded
Bachelor of Law
Duration of study
Duration of study: 8 semesters (4 academic years)
Programme volume in credits
240 (ECTS)
Language of teaching
Teaching in the educational programme is conducted in the Georgian language
Programme supervisor/co-supervisor
Salome Pirveli Doctor of Law, Professor
Ekaterine Lapachi Doctor of Law, Professor

Prerequisite for Admission to the Programme

Access to the Bachelor programme has holder of the general education certificate or equivalent who has passed Unified National Exams, through internal/external mobility and without passing Unified National Exams accordance with the rules established by the legislation of Georgia.

The educational program has a transparent prerequisite for admission, which is in compliance with the legislation and is focused on the person's ability to cope with the program. The official website of the Academy contains relevant information and that is available for all interested parties.

Programme Duration/volume

The duration of the bachelor's programme is 8 semesters (four academic years), and the semester includes a combination of study weeks, exams, additional examn(s) and the evaluation period of the student's achievement.

The bachelor's programme includes 240 credits.

The credit expresses the required workload for the student and it can be obtained through the achievement of learning outcomes according to the order N3 of 2007 of the Minister of Education and Science of Georgia.

One academic year includes 60 (ECTS) credits.

One credit (ECTS) is equivalent to a student's study activity (student workload) for 25 hours and includes both contact and independent hours.

The distribution of credits among the various learning components is based on a realistic assessment of the workload of a student with average academic achievement required for achieving the learning outcomes set for each component. Taking into account the specifics of the higher education programme and/or the student's individual educational programme, it is allowed that the student's annual workload to exceed 60 credits or be less than 60 credits.

It is not allowed that the student's annual academic workload to exceed 75 (ECTS) credits.

In the event that a student is unable to complete the program within 4 academic years and obtain at least 240 credits, he/she is given the opportunity to complete the program in an additional semester/s and obtain a bachelor's degree.

The final results of the bachelor's programme are achieved by taking the components outlined in the bachelor's programme. For the awarding of the bachelor's academic degree it is mandatory to prepare and defense bachelor's thesis and defence of practice report.

Programme Structure

The bachelor educational programme of law is drawn up in accordance with the requirements of the ongoing reform in the education system. The programme is focused on the requirements declared by the Bologna process and accumulates on the priority of competitiveness of teaching quality assessments. The educational programme is developed taking into account the content of the field of study in the respective detailed field, the development trends of the field, the peculiarities of the qualifications to be awarded in this field, and the best practices at the international level.

The undergraduate law education program includes 240 credits:

The Bachelor of Law programme is constructed on the principle of study courses/subjects and free components relevant to the main field of study. Courses/subjects relevant to the main field of study are presented as compulsory and optional components. Compulsory components consist of free study courses and compulsory study components of the main field of study. The elective component includes elective courses of the main field of study and free courses. In accordance with the framework of higher education qualifications, taking into account the qualification level defined for the bachelor and the requirements of the employment market, the logical sequence of the formation of competencies achievable by the Bachelor of Law Programme defines the content of the bachelor's programme, its structure and is reflected in the curriculum.

240 credits of the educational program are distributed as follows:

Free components: 27 Credits

Compulsory courses of the main field of study: 161 Credits

Elective courses of the main field of study: 40 – 52 Credits

Free elective courses: 0 – 12 Credits

The student has the right to choose a minimum of 40 credits and a maximum of 52 credits from the elective courses of the main field of study or to choose at least 40 credits from the elective courses of the main field of study and 12 credits from the free elective courses.

The components of the mandatory courses of the main field of study are focused on providing the student with fundamental theoretical knowledge and practical skills of a lawyer, as well as developing the student's ability to adapt and the values necessary for activity in the legal profession, to develop the highest subject knowledge in all branches of law.

The practice component is focused on the realization of the theoretical and practical knowledge gained during the learning process. The mentioned component gives the student the opportunity to acquire the experience of applying the knowledge and skills acquired in the academic environment in practice. The practice gives the student the opportunity to develop the skills necessary for working as a lawyer, the ability to adapt to different professional environments and to understand the importance of ethical principles.

The bachelor's thesis is focused on the development of skills necessary for the performance of a theoretical work. The student will complete a bachelor's thesis/research according to the degree of independence. When working on a bachelor's thesis, it should be demonstrated that the level of knowledge and the quality of practical skills achieved as a result of studying the mandatory components of the bachelor's programme with the learning outcomes determined are in compliance. The goal of the bachelor's thesis is to develop the skills to carry out research work, to present it in written and oral form, observing the principles of research ethics.

The election of optional courses of the main field of study is made according to the curriculum of the bachelor's programme, where the prerequisites for study of the courses and their logical sequence are provided.

Free components include general courses oriented on the development of transferable skills already available within the educational programme of the first level of higher education in the institution, which the student can choose in order to broaden horizons on issues of his/her interest. In addition, the programme is oriented on the development of transferable skills such as effective oral and written communication in English, critical thinking, use of modern information technologies, and development of academic work skills.

Appendix N1

Programme Compliance with the Mission

Free Academy of Tbilisi creates a modern learning environment by introducing innovative methods. In the ever-changing digital age, the Academy ensures to prepare competitive, highly qualified and socially aware generations for the labor market.

Based on its mission, the bachelor law education programme is focused on preparing strategically-minded qualified specialists who will be competitive in the employment market and have the ability to communicate effectively and develop independently.

Programme Actuality

Law is one of the most growing and demanding professions in the labor market of the 21st century, which increases the demand for high-grade higher education from both employers and students. A person with a bachelor's academic degree can be employed both in state and private sector. Correspondingly, in the modern labor market there is almost no field where a bachelor of law graduate cannot be employed.

The direction of law is one of the most demanded professions in the labor market, and the academic degree of a bachelor of law is in demand due to its wide range of employment, because a person with a legal education can be employed in both the public and private sectors. In the modern labor market, there is almost no field/sector where a law graduate cannot be employed. The actuality of the programme stems from the popularity of the field, which is determined by the growing demand for services in the legal field. The undergraduate programme is focused on the needs of employers, as the labor market has become extremely competitive. A graduate of the Bachelor of Law educational programme will be employed in:

- Legislative and executive authorities;
- Courts;
- Law enforcement and other controlling bodies;
- Legal entities of public and private law or other organizations.

The graduate of the mentioned bachelor's program will also be able to use the acquired knowledge and be employed in the field of related specialty. Graduates will be able to continue their studies to obtain a master's academic degree,

both in the field of law, and in a master's program in any direction, if the prerequisite for admission to this program is not limited otherwise.

Goal of the Programme

The goal of the bachelor's programme in law is to prepare lawyers who are competitive in the local and international labor market and who:

1. Have deep theoretical knowledge of the general essence of law, legal system, fundamental principles of law, norms, historical sources of Georgian law, as well as knowledge of the basic principles, norms, theories and essential regulations of private, criminal, public and international law;
2. On the basis of acquired theoretical knowledge and developed practical skills can identify legal problems, analyze them from multiple perspectives, define ways and strategies to solve them, form their own legal position using specific legal terms;
3. Can conduct a legal dispute, as well as determine the necessary tactics for conducting dispute and justify own position in the dispute, draw up the necessary legal documents, compile a research and/or practical project with relevant references;
4. Can adapt to the constantly changing professional environment and solve different types of new legal problems by realizing theoretical knowledge and practical skills.

Programme Learning Outcomes

Knowledge and understanding:

1. Describes the essence of law, the legal system, fundamental principles, legal systems, existing theories, as well as the essence, structure, function, interpretation methods of legal norms and distinguishes the historical sources of Georgian law. Determines the features of a specific legal dispute and the optimal ways to solve them with legal instruments;
2. Identifies the main principles of human rights, the bases of the limitation of rights, the national and international legal mechanisms for the protection of human rights. Explains the essence and function of the state, features of state organization, basic principles and concepts of constitutional law, specifics of constitutional proceedings. Describes the essence of the administrative body, the peculiarities of its activities, the main issues of administrative proceedings;
3. Describes the international law system, its main principles, sources, international legal institutions, understands the role of international law and describes its relationship with national law, describes the specifics of the use of international agreements and conventions at the national level, as well as international courts and tribunals, rules and procedures, instruments of international legal responsibility;
4. Understands the essence of private law, system, the most general principles, theories and basic concepts in the field of civil law. Institutions of entrepreneurial law, importance and essence of entrepreneurial freedom,

as well as legal means of its protection, basic legal instruments for protection of labor rights, features of civil proceedings;

5. Describes the main institutions, concepts and principles of criminal law, as well as key theories in the field of criminal law, the essence of crime, types of crime, content features of individual crimes, punishment system, stages and features of criminal proceedings.

Ability:

6. Analyzes the norms of law and other sources, as a result of the analysis applies them to specific factual circumstances and makes a reasoned legal assessment of them;
7. Identifies the legal problem and the methods of solving it by legal means. Justifies a position in a legal dispute, develops tactics for conducting and/or resolving disputes, taking into account legal means and ethical norms;
8. Drafts legal documents - contract, agreement, memorandum, administrative agreement, legal act, procedural document, individual and statutory administrative act project, lawsuit, complaint. Develops research and practice projects with appropriate supervision and guidance;
9. Searches for essential information for a lawyer (sources of national and international law, legislative changes, judicial practice, doctrine) in Georgian and English, using appropriate electronic means and various databases.

Autonomy and responsibility:

10. Recognizes the key importance of ethical norms in the legal profession, respects human rights and universally recognized democratic values, carries out professional activities taking into account the ethical and legal values of a lawyer;
11. Conducts development-oriented activities by following the principles of individual and team work. Demonstrates ability to update own knowledge.

Methods of achieving learning outcomes

The following teaching-learning methods and activities are used in the process of implementing the Bachelor of Law educational programme:

Lecture is a process in which both the lecturer and the student participate at the same time. The main goal of the process is the creative and active transfer of the main content of the proposed material. At the same time, attention is focused on basic concepts, their definitions, instructions, and assumptions. Critical analysis of key issues, facts and ideas is no less important. The lecture implies the consistent delivery of the main provisions of the subject and the teaching material.

The teaching process will be conducted in an active format, therefore, taking into account the specifics of the course and the topic to be studied, the following types of lectures are predominantly used: interactive lecture; lecture-discussion:

Interactive lecture - is a creative process that involves the active participation of students in the process of explaining and teaching new material. The interactive lecture is based on students' ability to think creatively and perceive the most important scientific problems. Its purpose is to activate students' thinking, during which both problematic and informative questions are used. Students' answers to problem questions are not based on prior knowledge and, therefore, present some intellectual difficulties for them, although at the level of hypotheses, students can give different answers to such questions using experience, or logical or imaginative thinking. Informative questions are aimed at activating the already existing knowledge, which contributes to the solution of the posed problem. The alternation of problematic and informative questions activates students on the one hand, and on the other hand diagnoses their knowledge and abilities, helps lecturers monitor students' thinking process and reveal and develop individual abilities.

Lecture-discussion - Teaching in this format is also focused on turning the student into a subject of active cognition and involving him/her in the process of systematic and complex discussion or critical analysis of a problematic issue. When using the lecture-discussion method, the lecturer offers students to analyze a specific fact, event, situation or issue selected as a discussion topic. He listens to the different points of view expressed by the students and their arguments regarding the issue raised for discussion, and then summarizes the lecture and enriches the discussed topic with new facts or arguments. During the lecture-discussion, it becomes possible to manage the group's unified point of view, at the same time, to present wrong/weakly argued points of view in such a way that it is not painful for the author. The lecturer's summary speech-lecture serves this purpose. Teaching with this method significantly contributes to the diagnosis of students' knowledge and thinking skills, helps the lecturer to monitor the students' thinking process and reveal and develop individual abilities; At the same time, the student gets used to critical thinking, develops the skills of a complex view of an issue/problem and finding alternative ways to solve it, arguing one's own position, respecting different opinions and, if necessary, agreeing on a compromise option, self-evaluation and evaluation of others.

In general, during the implementation of separate training courses within the programme, lectures will be predominantly conducted, using presentation materials. Facts, examples, charts, diagrams, graphs and other visuals serve to explain the idea of the lecture. In addition, due attention is paid to the discussion-definitions of basic concepts, provisions, terms or approaches, theories, methods or tools, critical analysis of facts or ideas. Therefore, in the teaching process, in order to increase the effectiveness of the lecture, the combination of explanation, audio-visual work and demonstration activities is actively used. Accordingly, the lecture includes the following activities:

- **Verbal explanation** - An academic activity during which the lecturer explains the key issues of a specific topic, explains them with examples and answers the questions that arise. Through explanations within the lecture, the lecturer makes it easier for students to understand the material to be worked on independently. Explanation refers to oral delivery of new material lecture by the lecturer and its explanation, which may be used in synthesis with other activities (eg demonstration).

- **Interactive work** - Academic activity, which involves processing the topic within the lecture in the format of an active dialogue with students. Interactive work allows to attract and maintain the attention of students, as well as to determine the level of understanding of new information provided during the lecture.
- **Demonstrating** - The activity is used to better understand and remember the lecture material by the students. In particular, the verbal explanation of the new material takes place using appropriate visual effects (scheme, picture, diagram, video-audio material). There is also a demonstration of searching for court decisions, foreign legislation or other material in various search engines, which helps to improve the ability of the student to find the material. Thanks to the visual effect, the quality of the student's perception and memorization of the material increases significantly; The activity involves learning by doing, during which the lecturer shows the students, who are in the observer mode, how to perform a specific theoretical or practical task. The purpose of the demonstration is to make visible the different components of the learning material and specify what the students will have to do during independent work.

Working in a group/practical work/practical training - The method of working in a working group/practical work/practical learning combines all those teaching activities that form the student's cognitive and practical skills. Students' individual/group work will be conducted using the learning activities prescribed in the syllabus of the training courses in order to master a specific topic. (preparation of the seminar topic; holding of discussion, debate, simulation games; discussion of cases, problem situations; individual/group performance of practical tasks/exercises; discussion of homework, etc.) The purpose of this method is to give the students the opportunity to deepen and specify the knowledge about the topics heard in the lesson, to promote the development of the skills of students to strengthen their knowledge and apply it in practice by carrying out practical activities. The activities used within the scope of work/practical work/practical learning in the working group are:

- **Induction** - the inductive activities of teaching determine such a form of subject knowledge, when the course of thought in the learning process is directed from private to general, from facts to generalization;
- **Deduction** - is an activity used to transfer knowledge, which is a logical process of discovering new knowledge based on general knowledge. When using this method, the process proceeds from the general to the specific;
- **Analysis** - assists us in breaking down the training material as one whole unit into its constituents. It simplifies the detailed coverage of particular items inside a complex problem.
- **Synthesis** - considers compiling one whole unit by grouping individual issues. This method promotes the development of the skill to perceive a problem in its entirety.
- **Working on a book (source)** - the activity involves the student getting to know the mandatory and additional textbooks provided by the syllabus and studying relevant material, as well as searching and processing literature related to specific topics, searching for relevant normative acts, selecting the necessary additional literature, as well as using statistical data or official websites, which is needed to prepare various types of homework: presentation reports, debates, discussions, essays. This helps the student to learn the material,

develops the ability to search for relevant literature, court decisions, legislative and other materials, as well as draw conclusions;

- **Written work** - involves extracting the main and key theses from the material, as well as the so-called Compilation of "case briefs", report or essay, written analysis of the situation, preparation of a report and/or other written document.
- **Case study/analysis** - activity in law is actively used in order to correctly analyze the content of legal norms. It involves explaining legal material through real-life cases/casuses. As a result of the case analysis, the student acquires not only theoretical knowledge of the legal norm, but also the ability to apply it in practice. In addition, when discussing individual life cases, the degree of student's interest and memorization of the issue increases a lot;
- **Problem-based learning (PBL)** - An activity where a problem is used as the initial stage of the process of acquiring new knowledge and integrating. Students try to understand the problem raised by the lecturer and look for the best way to solve it, at which time they acquire new knowledge based on current needs and develop the ability to solve problems. Problem-based learning takes place in an open and supportive environment, where the lecturer acts only as a facilitator of the process;
- **Socratic approach** - involves leading students to the correct opinion through question-and-answer mode. Often the method is used in synthesis with the discussion/debate method. The lecturer asks a problematic question/issue, does not provide students with any information and/or hints about the problematic issue, and requires students to provide reasoned answers. Students should arrive at the correct answer through independent analysis. During students' discussion of a problematic issue, the lecturer also cites arguments against the students' opinion, so that the students continue their analysis as much as possible, see the problem from different perspectives, formulate appropriate versions, learn to reason and, as a result of the analysis, arrive at a correct/logical position;
- **Brain storming** - The activity involves the collection, categorization and connection of as many, preferably radically different, opinions and ideas from the students as possible in a short period of time. The activity is used to develop the student's creative approach to the problem while explaining a separate topic. It arouses the student's interest in the subject, which ultimately helps the student to analyze and remember the subject well.
- **Action-oriented learning** - The activity requires the active involvement of the lecturer and the student in the teaching process, where the practical interpretation of the theoretical material acquires special importance. Within the scope of the activity, the student performs separate actions: establishes a lawsuit, contract, petition, etc.
- **Role-playing and situational play** - The activity involves assigning the roles of different participants in the court process to the students. During the moot court, students understand the role of a lawyer in the field of human rights protection, understand the scope of professional ethics protection, get acquainted with the rights and duties corresponding to their role. Using the above, students acquire the ability to identify a legal

problem, find the appropriate legal norm, analyze the norm, adapt it to real-life examples, justify a legal position, and speak through legal terminology. Students develop a culture of listening and asking questions. Role-plays based on scenarios allow students to look at the issue from different perspectives and help them develop alternative points of view. Like discussion, role playing also develops the student's ability to express his/her position independently and defend it in an argument.

- **Heuristic approach**- It is based on the step-by-step solution of the task set before the students. This task is carried out by independently fixing the facts and seeing the connections between them in the teaching process;
- **Team (collaborative) work** - The activity involves dividing the students into groups and giving them different tasks. This can be used to provide feedback on how well the student is analyzing the explained material. Also, groups may be tasked with solving a legal problem that requires special analysis. This may be held in the form of a competition. It is also possible to use different props. Through this method, the student is motivated, on the one hand, to listen well to the lecture or, and the other hand, to prepare the material well at home, in order to quickly solve the problem in a limited time during the competition and win with his team. Group work contributes to the development of teamwork skills, helps the student to develop the ability to argue his own opinion, the culture of listening to others' opinions, and the ability to quickly analyze within a limited time;
- **Discussion/debates** - The activity is held on any legal matter that is problematic, topical or interesting to students. Through it, the student learns to present his opinion to the audience, legal argumentation, justification of his position based on various sources, acquires the ability to listen to and respect the opposing opinion of others, demonstrates the culture of listening and asking questions;
- **Preparation and presentation of a project, abstract, speech or report** - Project/abstract/speech/report development is a diverse work aimed at solving a specific learning problem or implementing an initiative, during which research, creativity, collaboration and communication skills are developed. This activity includes stages of planning, research, practical activity and presentation of results according to the chosen issue. Students are required to find relevant materials on the given topics and make a presentation. Presentations can be presented both individually and in groups;
- **Practical tasks**- The activity involves giving a practical task to the student, which may include (but is not limited to) protecting the interests of a specific party, drafting an opening /closing speech, preparing a lawsuit, preparing a statement of defence, developing separate legal documents or performing other legal operations;
- **Audio-visual work / teaching with electronic resources** - An activity that involves the delivery of material to students in an audio and/or visual way using electronic and/or physical devices such as slides, video clips, audio recordings, photographs and other materials. The activity helps to increase/expand the effectiveness of academic communication.

- **Independent work/learning** - involves giving the student a more or less large and complex task, for the solution of which the student must carry out an independent work of the material/situation.

Assessment of student achievements - general rules

At the higher education institution the 100 - grading point student assessment system is in place, approved by the Order N3 of 2007 of the Minister of Education and Science of Georgia. The maximum total point of assessment is equal to 100 (one hundred), therefore, the maximum positive assessment is 100 points, and the minimum positive assessment is 51 points. Each assessment method has a minimum competence limit, which may be different in different courses, taking into account the specificity of the course and the interest in achieving learning outcomes.

Student assessment:

A. Five types of positive assessment:

- a.a) (A) Excellent - 91% and more from maximum grading points;
- a.b) (B) Very good - 81-90% from maximum grading points;
- a.c) (C) Good - 71-80% from maximum grading points;
- a.d) (D) Satisfactory - 61-70% from maximum grading points;
- a.e) (E) Sufficient - 51-60% from maximum grading points.

B. Two types of negative assessment:

- b.a) (FX) Unsatisfactory (could not pass) - 41-50% from maximum grading points, meaning that the student needs considerable more further work to pass and he/she is allowed to take the additional exam once in the current semester.
- b.b) (F) Failed - 40% and less from maximum grading points, meaning that the work performed by the student is not sufficient and further work is required to learn the subject over again.

The midterm assessment is divided into components: practical activity (work in a working group/seminar/practical teaching, presentation, etc.) and midterm exam. Each has its own percentage share in the assessment system.

From the 100-point system, 60 points are allocated to the mid-semester components, and 40 points are allocated to the final exam. The 60 points determined for the mid-semester components are distributed according to mid-term evaluations.

Academic requirements for student assessment:

In order to be awarded credit, the student has to overcome the minimum competence threshold established in each evaluation form/component by the course syllabus.

- a. In the components of the curriculum - in each course evaluation form the limit of minimum competence established should not exceed the amounts established in the syllabus of a specific course.
- b. In the component of Practice provided by the curriculum the limit of minimum competence established should not exceed the following amounts in each form of assessment.
- c. In the component of Bachelor's thesis provided by the curriculum in each form of evaluation the limit of minimum competence established should not exceed the established amounts.

If the student fails to pass the minimum competency limit set in each form/component of the evaluation determined by the course, he/she will be removed from the course and given a grade of "F" and will have to take the said course over again. The final exam is held at the end of the semester, in the time frame determined by the academic calendar of the educational process. The right to pass the final exam is granted to a student who has passed the minimum competence limit established in each form/component of the intermediate assessment.

In case of not appearing on the final exam and/or getting FX assessment, as well as in order to improve the received assessment, the student is given the right to retake the exam once for an additional exam in the same semester, not less than 5 days after the final exam. The assessment grade obtained on the additional exam is final grade. Taking into account the grade received on the additional exam, in case of receiving 0-50 points as the final grade, the student is given an F-point grade.

Note:

- Forms and components of assessment, their specific share in the overall assessment and the minimum level of competence, as well as assessment methods and criteria are outlined in the syllabus of each course and are available for students;
- The final exam is held at the end of the semester, within the time limits determined by the academic calendar of the educational process;
- A one-time assessment of the student's learning results is not allowed;
- In order to carry out practice and work on a bachelor's thesis, the student must have mastered the mandatory courses of the main field of study of the educational programme.

Issuance of diploma confirming academic degree/qualification

The qualification for the graduate of the undergraduate educational programme of law is granted in accordance with the order of the Minister of Education and Science of Georgia No. 69/N of April 10, 2019, on the framework of national qualifications and fields classifier. The graduate of the educational programme is awarded the academic degree/qualification of Bachelor of Law and is given a diploma confirming completion of the relevant bachelor's programme and diploma supplement.

Human resources necessary for the implementation of the programme

The implementation of the programme is ensured by highly qualified personnel. The components provided by the curriculum are led by the academic staff of the institution, invited staff with relevant experience and competences, and practicing specialists.

Material and technical resources necessary for the implementation of the bachelor's programme

The possibility of realizing the goals provided by the programme and achieving the learning outcomes is provided by appropriate equipment and modern technologies, equipped classrooms, professors' rooms, library (hard copies and electronic versions), computer center, computer programmes, continuous Internet. An electronic system for managing the educational process is functioning in HEI. Free Academy of Tbilisi has access to various international electronic databases.

Financial support of the undergraduate educational programme

In order to fully implement the Bachelor of Law programme and support the professors, the financial provision of the Bachelor programme is carried out by the programme budget. The amount allocated from the budget is directed to the constant updating of the resources provided by the programme, filling the library book fund with textbooks, promoting research projects, organizing student scientific conferences, developing the professors of the Academy, including the development/publishing of their works, textbooks, and other activities.

Teaching and methodical provision of the educational process

The educational process is methodically ensured in accordance with the legal documentation in force at the Academy, which is based on the Law of Georgia "On Higher Education", the orders of the President of Georgia and the Minister of Education and Science of Georgia, the orders of the Director of the National Center for Education Quality Enhancement. The teaching process of all study courses provided by the curriculum of the undergraduate educational programme is provided with relevant teaching-methodical materials, relevant course syllabi, mandatory and optional manuals, hard copies and electronic versions of manuals and information sources.

Structure of the Bachelor of law education programme

	Name of the component	Course code	Credits	Hours	Lecture	Practical work	Midterm exam	Final exam	Contact hours	Independed work	Distribution of credits by semesters								Prerequisites
N	1	2	3	4	5	6	7	8	9	10	11								12
Compulsory free component focused on the development of general, transferable skills - 27 credits																			
											I	II	III	IV	V	VI	VII	VIII	
1.1	English language 1	ENGL 311	5	125	-	45	2	3	50	75	X								without prerequisites
1.2	English language 2	ENGL 321	5	125	-	45	2	3	50	75		X							English language 1
1.3	English language 3	ENGL 331	5	125	-	45	2	3	50	75			X						English language 2
1.4	English language 4	ENGL 341	5	125	-	45	2	3	50	75				X					English language 3
1.5.	Academic writing	ACWR 311	4	100	15	15	2	3	35	65	X								without prerequisites
1.6.	Information technologies	INTC 311	3	75	15	15	2	3	35	40	X								without prerequisites
Mandatory courses/components of the main field of study (161 credits)																			
2.1.	Introduction to law	INLW 311	5	125	15	30	2	3	50	75	X								without prerequisites
2.2.	Introduction to Civil Law	INCL 311	5	125	30	30	2	3	65	60	X								without prerequisites

2.3.	Constitutional law	CONL 311	5	125	15	30	2	3	50	75	X									without prerequisites
2.4.	Commercial (Property) Law	COML 321	5	125	15	30	2	3	50	75		X								Introduction to Civil Law
2.5.	Fundamental human rights and freedoms	BHRF 321	5	125	15	30	2	3	50	75		X								Constitutional law
2.6.	Public international law	INPL 321	5	125	15	30	2	3	50	75		X								Introduction to Civil Law Constitutional law
2.7.	General part of Criminal law	GCLW 321	5	125	30	30	2	3	65	60		X								without prerequisites
2.8.	History of Georgian law	HGLW 321	4	100	15	15	2	3	35	65		X								without prerequisites
2.9.	Private part of Criminal law I	1PCRL 331	5	125	30	30	2	3	65	60			X							General part of Criminal law
2.10.	General part of Law of obligations	GPOL 331	5	125	30	30	2	3	65	60			X							Introduction to Civil Law
2.11.	Human rights international law	ILHR 331	5	125	15	30	2	3	50	75			X							International public law Law
2.12.	General administrative law	GALW 331	5	125	15	30	2	3	50	75			X							Constitutional law
2.13.	Contract law	COLW 341	5	125	30	30	2	3	65	60				X						General part of Law of obligations
2.14.	Private part of Criminal law II	2PCRL 341	5	125	30	30	2	3	65	60				X						Private part of Criminal law I
2.15.	Legal Obligations Relations	LEGR 341	6	150	30	30	2	3	65	85				X						General part of Law of obligations
2.16.	Constitutional control and legal proceedings	CONL 341	5	125	15	30	2	3	50	75					X					Fundamental human rights and freedoms

2.17.	General part of Criminal procedural law	CPRL 351	5	125	30	30	2	3	65	60					X				Private part of Criminal law II
2.18.	Family relations and hereditary law	FINL 351	5	125	30	30	2	3	65	60					X				Contract law
2.19.	Labour Law	LABL 351	5	125	15	30	2	3	50	75					X				Contract law
2.20.	Entrepreneurial law	ENLW 351	5	125	30	30	2	3	65	60					X				Contract law
2.21.	Civil Procedural Law I	1CPRL 351	5	125	30	30	2	3	65	60					X				Contract law
2.22.	English language for lawyers I	1ENLW 351	5	125	-	45	2	3	50	75					X				English language 4
2.23.	Civil Procedural Law II	2CPRL 361	5	125	30	30	2	3	65	60						X			Civil Procedural Law I, Domestic relations and hereditary law
2.24.	Private part of Criminal Procedural Law	CPRL 361	5	125	30	30	2	3	65	60						X			General part of Criminal procedural law
2.25.	Contract drafting methodology in private law	CONL 361	6	150	30	30	2	3	65	85						X			Labour Law, Domestic relations and hereditary law
2.26.	English language for lawyers II	2ENLW 361	5	125	-	45	2	3	50	75						X			English language for lawyers I
2.27.	Administrative procedural law	APLW 371	5	125	15	30	2	3	50	75							X		General administrative law, Civil Procedural Law II
2.28.	Ethics of legal professions	ELPR 381	5	125	15	30	2	3	50	75								X	Administrative procedural law,

3.6	Legislative technique	LEGT 302	5	125	15	30	2	3	50	75									Constitutional law
3.7	History of foreign countries law	HISL 302	5	125	15	30	2	3	50	75									without prerequisites
3.8	Methodology of case study in constitutional law	CRLW 302	5	125	15	30	2	3	50	75									Fundamental human rights and freedoms
3.9	Construction law	COLW 302	5	125	15	30	2	3	50	75									General administrative law
3.10	Practical course of administrative law	PCAL 302	5	125	15	30	2	3	50	75									Administrative procedural law
3.11	Local self-government law	LSGL 302	4	100	15	15	2	3	35	65									Constitutional law
3.12	Children's rights protection law	CRPL 302	4	100	15	15	2	3	35	65									Children's rights protection law, English language 4
Private law																			
3.13	Banking law	BANL 302	5	125	15	30	2	3	50	75									Civil Procedural Law I, Entrepreneurial law
3.14	Insurance law	INLW 302	4	100	15	15	2	3	35	65									Contract law
3.15	Intellectual property law	INPL 302	5	125	15	30	2	3	50	75									Contract law
3.16	Notarial law	NOTL 302	4	100	15	15	2	3	35	65									Civil Procedural Law II
3.17	Roman law	ROML 302	5	125	15	30	2	3	50	75									without prerequisites
3.18	Innovation Law	INOL 302	4	100	15	15	2	3	35	65									General administrative law

3.19	Alternative means of dispute resolution	AMDR 302	4	100	15	15	2	3	35	65										Civil Procedural Law II
3.20	Practical course of private law	PCPL 302	5	125	15	30	2	3	50	75										Civil Procedural Law II
3.21	Methodology of case study in civil law	MCRL 302	5	125	15	30	2	3	50	75										Contract law, Statutory obligatory relations
Criminal law																				
3.22	Penitentiary law	PENI 302	5	125	15	30	2	3	50	75										Criminal Private Part of Procedural Law, Private Part of Criminal law II
3.23	Juvenile Justice	JUVJ 302	5	125	15	30	2	3	50	75										Private Part of Criminal law II
3.24	Criminalistics	CRIM 302	5	125	15	30	2	3	50	75										Private Part of Criminal law
3.25	Criminology	CROM 302	5	125	15	30	2	3	50	75										Private Part of Criminal law I
3.26	Practical course of criminal law	PCRL 302	5	125	15	30	2	3	50	75										Private Part of Criminal procedural law
3.27	Drafting of pleading documents in criminal proceedings	DCRP 302	5	125	15	30	2	3	50	75										Private Part of Criminal procedural law
3.28	International criminal law	ICLO 302	5	125	15	30	2	3	50	75										International public law, Private Part of Criminal law I
3.29	Methodology of case study in criminal law	SCLW 302	5	125	15	30	2	3	50	75										Private Part of Criminal law I
Free elective courses/components (13 credits)																				

3.33	Fundamentals of critical thinking	PCT 303	4	100	15	15	2	3	35	65			X	X	X	X	X	X	without prerequisites
3.34	Rhetoric	RETH 303	5	125	15	30	2	3	50	75			X	X	X	X	X	X	without prerequisites
3.35	Informatics	INFO 303	5	125	15	30	2	3	50	75			X	X	X	X	X	X	without prerequisites
3.36	French Language 1	FRA 303	5	125	15	30	2	3	50	75			X	X	X	X	X	X	without prerequisites
3.37	French Language 2	FRL 303	5	125	15	30	2	3	50	75				X	X	X	X	X	Franch language 1
3.37	Philosophy	PHIL 303	4	100	15	15	2	3	35	65			X	X	X	X	X	X	without prerequisites
3.39	Foundamentals in psychology	BPS 303	5	125	15	30	2	3	50	75			X	X	X	X	X	X	without prerequisites
3.40	Logic	LOGI 303	3	75	15	15	2	3	35	40			X	X	X	X	X	X	without prerequisites
3.41	Political science	POLS 303	3	75	15	15	2	3	35	40			X	X	X	X	X	X	without prerequisites
3.42	Public relations	PR 303	5	125	15	30	2	3	50	75			X	X	X	X	X	X	without prerequisites
3.43	History of Georgia	HIST 303	4	100	15	15	2	3	35	65			X	X	X	X	X	X	without prerequisites
3.44	Project management	PMAN 303	4	100	15	15	2	3	35	65			X	X	X	X	X	X	without prerequisites