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*Modernization of master programs for future judges, prosecutors, investigators with
respect to European standard on human rights*

CONCEPT

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Modernized Master Program

(Belarus)

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This publication contains basic information about the training of students on the specialty of the second higher education level “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”. The publication includes the structure of curricula for the specialty “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”; a brief description of syllabi for new disciplines developed and aimed for implementing the goals of the project ERASMUS+ 598471-EPP-1-2018-1-AT-EPRKA2-SVNE-JP “Modernization of master’s programs for future judges, prosecutors, investigators, with respect to European standard on human rights” (CRIMHUM), a list of basic requirements for the competence of specialists.



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CONTENT

Introduction.....	5
1. General characteristics of the training of future judges, prosecutors and investigators in the Republic of Belarus	10
2. Reasons, conditions, content and expected results of modernization Master program on the specialty 1-24 80 01 “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”.....	21
3. Distribution of the content of the educational process by the total volume and cycles of preparation of Master students on the specialty 1-24 80 01 “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”.....	31
4. Curriculum for the preparation of Master students on the specialty 1-24 80 01 “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”.....	34
5. Implementation of interdisciplinary approach in Masters training on the specialty 1-24 80 01 “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”.....	36
6. Brief description of syllabi for courses, developed for the modernization of the curriculum for Masters training on the specialty 1-24 80 01 Jurisprudence within area of expertise “Activities of Prosecutor and Investigator”.....	40
7. General requirements for trained competencies.....	44
List of sources.....	48

Introduction

1. The relevance of the master's program modernisation on specialty "Jurisprudence" for future judges, prosecutors, investigators with respect to European standard on human rights.

According to the Constitution of the Republic of Belarus, "a person, his/her rights, freedoms and guarantees of its realization are the highest value and goal of society and the state".

Historically, the legal systems of post-Soviet States are based on the legal positivism of the traditions of the XIX century, which were later influenced by the Soviet legal doctrine. During some difficult socio-political stages of the development of the Soviet state, the criminal and criminal procedure law of its constituent republics underwent a number of changes related to political decisions to increase punitive influence on certain spheres of life. Later the legal framework and legal traditions that were formed became the basis for the criminal and criminal procedure law of the post-Soviet States.

Over the past decades, the legislative bodies of the post-Soviet States have made significant changes in various areas of legislation aimed at its humanization. At the heart of all the reforms, despite some technical differences, is the desire to create a criminal justice system as an activity that is based on the recognition of the priority of basic human rights.

It becomes obvious that the conformity of teaching legal subjects to modern trends in the field of law is essential for the progressive development of the rule of law, law enforcement and justice systems. However, today there are certain shortcomings in the teaching of criminal law disciplines.

The system of training on the first level, as well as on the second level, in disciplines of the penal cycle, was characterized by thorough study of the legal framework of main disciplines (criminal law, criminal procedure, penal enforcement law, criminology) from the point of view of their correct interpretation and application, from the point of court practice to adopting a uniform approach to the regulation of criminal sentences. This practice has contributed to the formation of dogmatic approaches to the application of law, the teaching of which is still carried out under the influence of traditions formed in the Soviet school and does not always take into account modern trends. As a result, young professionals often lack a deep understanding of the approach, based on human rights, particularly in the application of criminal law.

On this basis, the implementation of the presented concept is aimed at guidance a whole generation of future specialists. For this purpose, the Republic of Belarus has a conducive legal and socio-political framework. The Republic of Belarus is part of the Eastern partnership, which determines our state's awareness that criminal law should be compatible with European standards in the field of human rights. "Proper management at all levels is the key to ensuring

people's trust in their governments. The implementation of public administration and judicial reforms, as well as the fight against corruption, are at the heart of all other strategies in this area and are necessary to strengthen sustainability". "Supporting and empowering the younger generation, in particular in terms of developing their skills, civic engagement and solidarity, expanding academic mobility, and facilitating their employment" is one of the 20 outcomes by 2020"¹.

In October 2016, the government of the Republic of Belarus adopted an Inter-ministerial action plan to implement the recommendations adopted by the Republic of Belarus following the second cycle of the universal periodic review by The United Nations Human Rights Council. It includes: identification of human rights issues and development of possible legislative and institutional measures to address them; effective use of international experience to improve public policy in the field of human rights; building the capacity of public authorities in the field of human rights².

In addition to the Inter-ministerial plan, the Concept for the development of legal education in the Republic of Belarus for 2018-2025 was approved in 2017. It notes that legal education is the basis for effective protection of human rights and freedoms, the interests of society and the state. Improving the quality of graduates should be based on the skills approach and ensuring a combination of deep theoretical knowledge and practical focus of legal training. The need to develop training programs in legal specialties based on the modularization is emphasized, as well as the development of a system of train personnel in legal specialties in the master's program in foreign languages³.

Presented Concept of modernization of the master's program in the specialty 1-24 80 01 "Jurisprudence" with the specialisation "Prosecutorial and Investigative Activities" fully corresponds to the Concept of development of legal education in the Republic of Belarus for 2018-2025, as well as the requirements of the labour market and the latest developments in the field of modernization of higher legal education and will contribute to the development of competencies to meet social and economic requirements and improve the overall quality of training of graduates who will be able to hold the positions of judges, prosecutors and investigators. The concept has an integrative aspect, since it combines various disciplines in the field of criminal justice and a comparative legal aspect, since the European Union countries

¹Joint Declaration of the Eastern Partnership Summit [Electronic resource] // Delegation of the European Union to Belarus. – Mode of access: https://eeas.europa.eu/delegations/belarus_ru/36180/. – Date of access: 25.11.2019.

² On the approval of Inter-ministerial action plan to implement the recommendations adopted by the Republic of Belarus following the second cycle of the universal periodic review by The United Nations Human Rights Council, and recommendations addressed to the Republic of Belarus by the human rights treaty bodies for 2016-2019 [Electronic resource]: Resolution of the Council of Ministers of the Republic of Belarus, 24 October 2016 г. / Mode of access: <https://www.pravo.by/document/?guid=12551&p0=C21600860&p1=1>. – Date of access: 25.11.2019.

³ Concept for the development of legal education in the Republic of Belarus for 2018-2025. – Minsk, 2017. – 23 p.

experience will be used while studying the disciplines. It is planned that traditional theoretical training will be associated with practice-oriented education and extensive use of information technologies (electronic educational resources, including foreign ones in a foreign language, the creation of multimedia “work places” for students with specialised software).

Training in criminal justice, with a respect to European standard on human rights, will improve the level of preparation of Master students, create a modern value vector, and ensure the stable development of the legal profession, taking into account positive global trends.

The Concept takes into consideration international obligations of the Republic of Belarus, trends in world globalization and its impact on national education systems, increasing interdependence and convergence of legal systems, competition and cooperation between educational institutions.

The implementation of the Concept is intended to eliminate existing problems and create a science-based system for training highly qualified specialists who are ready for professional activity in the context of globalization, growing competition in the world, intensive economic development, innovation in basic industries and new industries, and modern management systems.

Thus, training of students who can take up positions of judges, prosecutors and investigators with respect to European standard on human rights will improve the quality of their preparation, form a modern value vector, and ensure the stable development of the legal profession taking into account positive global trends.

2. Goals and tasks of the master's program modernization.

Goal: to provide training for future judges, prosecutors, and investigators with respect to European standards on human rights.

The implementation of the Concept will contribute to the improvement of higher legal education in the Republic of Belarus. This will allow to create a master's program that is not burdened with outdated material, and transfer the practical experience of European Union universities in teaching criminal law disciplines by forming universal, advanced and special legal competencies.

The modernization of the master's program is a comprehensive one, since it also provides activities to improve the training of specialists at the first level of training future specialists in the field of criminal justice.

The modernization of the curriculum and syllabi involves the improvement of educational, methodological tools and indicators for the conceptualization of the knowledge

received by students, as well as the integration of best practices and new methods in the educational process.

Key tasks:

- *using the latest achievements of EU universities in the field of training future judges, prosecutors, investigators;*
- *structural and conceptual development of new training courses taking into account European standards in the field of human rights and aimed at the formation of universal, advanced and special legal competencies;*
- *professional development of University teachers in the Republic of Belarus;*
- *effective use of the material and technical base to ensure the educational process in the framework of the master’s program.*

The achievement of these tasks will have a positive impact on the quality of training of specialists in the specialty 1-24 80 01 “Jurisprudence” with the profiling “Prosecutorial and Investigative Activities” and improve the overall quality of legal education in the Republic of Belarus. The concept involves the modernization of curriculum and syllabi with an emphasis on the competence of graduates (knowledge, skills and abilities), which will contribute to the development of competencies in accordance with the social and economic needs of society and the state

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The project is implemented by a consortium of partners from the EU, Belarus and Ukraine consisting of 10 universities and one public association:

In the Republic of Belarus:

- Belarusian State University;
- Yanka Kupala State University of Grodno;
- Public association “Belarusian Republican Union of Lawyers”.

In Ukraine:

- Ivan Franko National University of Lviv;
- Yaroslav Mudryi National Law University;
- National University “Odessa Law Academy”.

In European Union:

- The University of Graz (Austria) – the main partner;
- The University of Potsdam (Germany);
- Aix-Marseille University (France);
- University of Rijeka (Croatia);
- Vilnius University (Lithuania).

1. General characteristics of the training of future judges, prosecutors and investigators in the Republic of Belarus

1.1. The history of the development of master's training in the field of criminal justice in the Republic of Belarus.

The concept of “Master’s degree” originated in the depths of medieval European universities in the XII-XIII centuries, during the formation of their structure. The terms “Doctor”, “Professor”, “Magister” at first did not differ in their usage and were used to refer to the teaching staff of the first universities. Teachers, seeking to protect their rights, united in a guild and only its members could teach at this university. Thus, a master’s or doctoral degree was a pass to the guild of teachers. Already in those days, the award of a master’s degree was carried out based on the results of passing exams and defending a thesis. The system, in which the master’s degree precedes the doctoral degree on the hierarchical educational ladder, developed in the 15th-17th centuries. The following degrees existed at the medieval university: bachelor, licentiate and master⁴.

The development of socio-economic relations in the Republic of Belarus at the present stage is not only focused on the development of the economy, but also closely related to other spheres of public life, among which the education system occupies an important place.

The development of education in the Republic of Belarus takes place both taking into account the current trends in European and global educational processes, and strives to preserve its own characteristics and satisfy the needs of society as much as possible.

All the problems of world education are inherent in the development of education in the Republic of Belarus, but at the same time they have their own specifics, which is associated not so much with traditions and historical heritage, but with the originality of the time the country is going through. The education system of Belarus is characterized by certain financial difficulties, individual cases of inconsistency of the legislative framework with the problems and conditions of its effective functioning, as well as the presence of a significant gap between the needs of society and the impact of education, primarily in terms of such parameters as the structure, horizontal and vertical differentiation of educational services, their quality.

The history of the introduction of a two-level system of higher education in the Republic of Belarus began in 1994. By order of the Ministry of Education, the Regulation on the multilevel system of higher education was approved, which returned the master’s degree to Belarus, in a new – European sense. This can be called as the first level in the development of

⁴ History of Masters training [Electronic resource] / Yanka Kupala State University of Grodno. – Mode of access: <https://abit.by/magistratura-istoriya-magistratury.html>. – Date of access: 10.10.2019.

two-level education in the Republic of Belarus, when the Master's program was opened in 1994 as an experiment at the Higher School of Management and Business of the Belarusian State Economic University. In 1997, masters were trained in 58 specialties at 9 universities and research institutes of Belarus. For the period 1995-1999 more than 1000 people received an academic master's degree. The main feature of the formation of the Masters training was that it was one of the levels of training personnel of the highest scientific qualifications, i.e. it remained scientific research. Therefore, the specialties coincided with the code of the scientific specialty of PhD.

The second stage of development is 2008, when the specialty "Jurisprudence" was introduced into the National Classifier of Specialties. In terms of its content, it continued to be scientific research.

A key step in realizing the importance of the transition to a two-tier higher education system was the decision to join the Bologna process. On June 19, 1999, ministers responsible for higher education in 29 European countries signed the Bologna Declaration. They formulated a number of common goals aimed at creating the European Higher Education Area. On September 19, 2003, at the Berlin communiqué "Formation of a common European space for higher education", ministers of 33 European countries, including the Republic of Belarus, signed the Bologna Declaration. This decision fixed the status of a full member of the European educational community for the Republic of Belarus. One of the main goals of the Bologna Process is "promotion of mobility by overcoming obstacles to the effective exercise of free movement". For this, it is necessary that the levels of higher education in all countries are as similar as possible, and the scientific degrees awarded based on the results of education are easily comparable. This, in turn, is directly related to the introduction of a credit-modular training system in universities and the issuance of a special Diploma Supplement.

In accordance with article 202 of the Education Code of the Republic of Belarus at the second level of higher education (magistracy), in-depth training of a specialist, the formation of knowledge, skills and abilities of scientific, pedagogical and research work with the assignment of a master's degree are provided; the educational program of higher education of the second level is being implemented, which forms the knowledge, skills and abilities of scientific, pedagogical and research work and ensures the receipt of a master's degree, and an educational program of higher education of the second level with in-depth training of a specialist, which ensures obtaining a master's degree.

Higher education of the second level gives the right to continue education and to employment in the received specialty (specialty, specialisation) and the assigned qualification.

The third stage of development of the master's program begins in the Republic of Belarus in 2012, when, along with the traditional "academic" master's programs, the design of the so-called "practice-oriented" or "professional" master's programs began. It is aimed at training highly qualified specialists focused on design, experimental, technological, methodological and managerial activities. The specialty "Prosecutorial and Investigative Activities" was introduced, which was intended to train masters of law for the prosecution and investigation bodies.

The fourth stage in the development of master's programs is associated with the adoption of a decision in 2019 to integrate into a single program called "Jurisprudence". Within the framework of a single specialty, profilings are provided options for the implementation of an educational program related to the peculiarities of a master's professional activity. The training period was shortened. So, at present, the training of specialists in the field of criminal justice is carried out within the framework of the specialty "Jurisprudence" with the specialisation "Prosecutorial and Investigative Activities". These solutions, as well as the reduction in the training period on the bachelor's, require more detailed attention to the content of training programs for highly professional specialists. Although the judicial authorities were not mentioned in the name of the specialty, judicial activity must also be taken into account in the context of the increasing complexity of social relations and the increase in the number of appeals to the judicial authorities.

A Master is a widely erudite specialist who knows the methodology of scientific creativity, modern information technologies, prepared for research, consulting, and analytical activities.

The master's degree will give the opportunity to further study PhD programs, as well as work both in the specialty indicated in the diploma of higher education, and in the master's specialty. It is also expected that masters will receive a hiring advantage and the opportunity to hold positions that require special experience.

Belarus, being a transitional country, suffers human and economic losses inherent in the transitional period. Their inevitability in countries with economies in transition is convincingly proved in the 1999 Report on Human Development for Central and Eastern Europe and the CIS, prepared by the UNDP Regional Office for Europe and the CIS. The Report, in particular, notes that the education systems of countries with economies in transition have suffered significantly from a lack of resources, a reduction in funding, which primarily affected the quality of education. On the one hand, the difficulties and problems of the transition period put the education system in crisis conditions for development, and on the other, the educational potential of society that should become the basis for the development and implementation of effective reforms in the economic and social spheres. This dilemma is difficult to resolve in the short term,

if we talk about the entire system as a whole. However, the task is quite feasible in a relatively limited time period in relation to individual elements of the education system, and in particular the Masters training. This is primarily due to the potential that the magistracy carries as a type of educational service, as well as the fact that it is going through a period of formation, does not bear the “shortcomings of the past” and is more receptive to the use of international experience.

Master training on specialty 1-24 80 01 “Jurisprudence” with the profiling “Prosecutorial and Investigative Activities” in the Republic of Belarus will allow to study the experience of European countries in the training of future judges, prosecutors, investigators, taking into account standard on human and introduce it into the training. This is on interests of citizens and legal entities in the Republic of Belarus. In the future, this will make it possible to clearly determine the status of the educational level of the master’s diploma and state regulation of issues of professional demand and employment of persons with a master’s degree. This can be done by introducing the educational level “Master” as a mandatory requirement for a certain category of managers and specialists. The creation of a state national quality system for the masters training with the involvement of all interested participants in the education process: government bodies, representatives of customers and employers, external experts, trainees will improve the quality of training for future judges, prosecutors, and investigators.

2. The current state of training, problems of training and readiness for independent practical activities of future judges, prosecutors, investigators.

Legal education is the most important branch of state legal regulation. The further development of society and the country largely depends on the quality of legal education.

The educational system in modern conditions requires a constant qualitative increase in efficiency. The ideal of modern post-industrial culture is a self-developing, self-sufficient person, able to solve problems independently, creatively, find and quickly adapt to changing conditions and, therefore, aimed at constant updating of knowledge. Consequently, a qualitatively new approach to educational technologies, organisation and resource provision of the educational process is required.

It is also necessary to take into account the traditional mental and cultural mission of higher education, which consists in the existence of scientific and intellectual components of social development. This is how the formation and development of a democratic, professionally and socially mature personality of a lawyer is carried out, aimed at eradicating legal nihilism in society through the establishment and dissemination of legal culture⁵.

⁵ Воскресенская Е.В. Применение новых методов обучения в преподавании юридических дисциплин // Успехи современного естествознания. – 2008. – № 4. – С. 71-72.

Higher legal education in the Republic of Belarus includes two levels of training specialists: I level of higher education and II level of higher education (master's degree).

The terms of study at the I level are: 4 years – for full-time education and 5 years – for part-time students (for persons with I level of higher education in another specialty – from 3 to 3.5 years).

Currently, educational standards and standard curricula for the first level of higher legal education have been adopted, in which the component determined by the university has been increased to 40%, which allows for greater flexibility and variability of curricula.

At the II level of higher legal education, the duration of study is from 1 to 2 years.

Postgraduate education

Postgraduate legal education includes two levels. At the first level, the PhD educational program is implemented, which ensures the acquisition of the scientific qualification “Researcher”, and at the second level is the educational program of doctoral (post PhD) studies.

Additional education for adults

The following educational programs of additional education for adults are being implemented in the Republic of Belarus:

- retraining of managers and specialists with higher education in legal specialties;
- advanced training of managers and specialists in the field of “Law”;
- internship for managers and professionals engaged in professional legal activities;
- special training required for certain positions;
- training courses in a specific area of professional legal activity.

Educational program of higher education of the second level on specialty 1-24 80 01 “Jurisprudence” with the profiling “Prosecutorial and Investigative Activities” is aimed at acquiring knowledge, skills and abilities of research work, ensuring the acquisition of skills in the practical activities of judges, prosecutors, investigators. The training of specialists is carried out using modern teaching methods, but foreign educational resources in foreign languages are used rarely. Improving the quality of training for future judges, prosecutors, investigators in the context of globalization requires the implementation of fundamental and applied research of the problems arising in the formation of not only national, but also foreign legislation, the practice of its application. This will contribute to the formation of a broad knowledge base of legislation, the ability to carry out its comparative analysis, and will help to form the skills of its correct interpretation and application.

The information society sets the task of developing the skills of introducing information technologies into professional activities for future judges, prosecutors, investigators, in connection with which training should be carried out within the boundaries of a single

information and legal space. The use of information technology in the educational process is aimed at the development of information culture, contributes to the expansion of cognitive capabilities. In the learning process, the skills of analyzing the material obtained using information resources and necessary for performing practical tasks should be formed. For a lawyer, it is necessary to develop the skills of selecting, analysing, extracting the necessary information. The use of computer technologies will contribute to the formation of interest in independent search activities and, in general, interest in studying the disciplines of the criminal law cycle. Strengthening the informatisation of legal education will create preconditions for improving the quality of training for future judges, prosecutors, and investigators. The use of multimedia technologies in the learning process will make it possible to simulate situations, promote a better understanding of information, as well as its memorization. It can be noted that today, students often demonstrate a weak level of ability to search for various data in information sources and competently interpret the results of solving practical problems using computer technologies.

The process of training judges, prosecutors, investigators is carried out taking into account the needs of practice and the current state of the development of theoretical problems. Scientific work in the learning process is carried out through the prism of practical approaches to solving empirical problems and is based on the study of empirical materials. The determination of the directions of scientific research is determined by the stakeholders: the judicial authorities, the prosecutor's office, the investigating authorities, which form the list of scientifically significant and demanded research topics, within the framework of which the master's theses are prepared.

The current level of development of legal education forms a network structure of interaction between various educational institutions and other organisations. This is useful for the development of research projects, network educational resources that allow students to acquire professional knowledge, communication skills, and learn to solve practical problems. To implement such goals, the development of interdisciplinary projects should be used more widely with the involvement of students in other specialties in order to solve complex research problems. The organisation of the educational process in the form of creative projects allows future judges, prosecutors, and investigators to be motivated for further self-development and self-realization.

The process of training judges, prosecutors, investigators can also be carried out using the form of business games. They represent a system of role functions and attitudes for modelling and researching possible relationships between the professional activities of law enforcement

officers. It is possible to use computer educational games with the formation of practice-oriented cases using information and communication technologies.

During the training period, various scientific events (conferences, seminars, round tables, meetings), the exchange of materials and experience between teachers are held. The preparation of scientific articles by students personally and jointly with teachers is carried out.

Of particular importance is the development of network interaction between the university and institutions and organisations that are not part of the education system, but are interested in the formation of their future staff resources. Currently, such interaction is carried out through the use of institutions of public assistants in law enforcement structures, and is also implemented in the process of internships on the basis of stakeholders. This allows to create flexible educational technologies that meet the requirements of the development of the information society and the digital state. It is required to develop the potential of network interaction between the university and external structures (law enforcement agencies) to strengthen the material base and create a technological information and communication platform.

The Concept for the development of legal education in the Republic of Belarus for the period up to 2025, approved in 2017, identifies the following key problems in the development of legal education at the present stage:

- lack of an effective system for forecasting the need for legal staff and planning training;
- low efficiency of educational internships;
- a formal approach to the formation of competence training;
- lack of consistency in determining the structure of specialties and qualifications of legal education at the levels of secondary specialised, higher and postgraduate education;
- unbalanced distribution of students according to the forms of obtaining higher legal education;
- educational standards, curricula and training programs that are not fully focused on training specialists, taking into account the latest trends in the legal regulation of public relations, informatisation of the state legal system and the use of state information and legal resources in legal activities;
- insufficient level of cooperation between educational institutions and employers in the formation of professional competencies of graduates, including those coming to the service at the prosecutor's offices, other law enforcement agencies, the court;
- insufficient provision of competitiveness of the national system of legal education at various levels;

- lag in the pace of evolution of legal education from global requirements and development trends;
- insufficient financing of priority directions of development of legal science;
- etc⁶.

To resolve the above problems, the development of legal education should be carried out on the basis of a scientifically grounded system of training in the field of law, in accordance with modern state and international standards. Future specialists should be ready to solve the problems of state legal policy, to protect the rights and legitimate interests of citizens and organisations, public and state interests at a high professional level.

High-quality education is “a set of components, including the acquisition of scientific and theoretical knowledge, practice-oriented skills and abilities, provided for by the competence-based approach in education; gaining practical experience already within the educational process; education of a lawyer as a highly educated practitioner by innovative methods and creative abilities of a teacher”⁷.

It is possible to increase the student’s interest in the study of the criminal-legal block by using innovative methods and their active inclusion in the educational process.

An important task of training future lawyers is the development of practical skills that allow applying the acquired legal knowledge and legal provisions in practice. It is for this reason that the basic boundaries of the formation of professional competencies include the ability to independently make decisions on practical legal situations.

It should be borne in mind that new competency-based approaches that influence the formation of professional knowledge, skills and abilities should be used, firstly, in a systematic manner, and secondly, in the aggregate of all studied sciences.

The educational process in specialised law universities should be based on the use of information technologies associated with the development of a system of continuous information training for law students. The main goal of the reform of the educational process is its reorientation from a predominantly informative type of education to interactive, problem-based learning. It allows you to transfer not ready-made knowledge, but to develop the activity of the students themselves, to identify and develop the cognitive and creative abilities of each, to educate students with high personal and professional qualities. With interactive learning, each student feels his own success, intellectual consistency; almost all students are involved in the

⁶ Concept for the development of legal education in the Republic of Belarus for 2018-2025. – Minsk, 2017. – 23 p.

⁷ Воскресенская, Е.В. Проблема качества юридического образования в современной России / Е.В. Воскресенская // Современные проблемы науки и образования. – 2017. – № 2.

learning process. Using interactive methods in the educational process, the teacher guides the students towards an independent search for problems solution.

In this regard, an effective pedagogical tool is case-analysis as “a pedagogical technology based on modelling a situation or using a real situation in order to analyze a given case, identify problems, search for alternative solutions and make an optimal decision”⁸. This tool allows you to orient the trainer to the application of existing knowledge in a specific situation.

The directions of modernization of education in the field of criminal justice can be formulated on the basis of the main directions formulated in the Concept for the development of legal education in the Republic of Belarus until 2025⁹:

I. Improving the labour market-oriented training system in criminal justice sphere

- development of curricula with a focus on strengthening the theoretical and practical training of future judges, prosecutors, investigators in accordance with modern global challenges, taking into account international standard on human rights;
- ensuring the compliance of the level of education with international standards and national regulatory legal acts, taking into account the specifics of the professional activities of judges, investigators, prosecutors;
- strengthening the scientifically grounded practical orientation of the acquired knowledge;
- increasing the theoretical and practical significance of the practical training;
- development of cooperation with foreign educational institutions providing training in the field of criminal justice;
- organisation and holding of regular scientific and practical conferences and other events on topical issues of criminal law, criminal procedure, criminology and forensic science, improving legislation, etc .;
- organisation of in-depth (optional) study of specialised disciplines and disciplines, introducing the specifics of the activities of law enforcement agencies;
- monitoring the quality of training with the participation of stakeholders

II. Changing approaches to the standardization of legal education at various levels and stages.

- coordinated development of training programs in order to ensure the unity of the educational process and the continuity of training;
- meaningful updating of training programs taking into account the latest trends in the legal regulation of public relations;

⁸ Сафонова, Л.Ю. Применение интерактивных форм обучения: методические указания / Л.Ю. Сафонова. – Великие Луки, 2015. – 39 с.

⁹ Concept for the development of legal education in the Republic of Belarus for 2018-2025. – Minsk, 2017. – 23 p.

- development and widespread use of training programs in cooperation with educational institutions

III. Staff improvement.

- providing the departments with highly qualified teachers;
- stimulating the participation of teachers in the development and implementation of innovative educational technologies in the educational process;
- advanced training of teachers and internships in government agencies, including courts, prosecutors and other organisations in Belarus and abroad;
- attracting talented youth to teaching;
- involvement of experienced practitioners in the educational process.

IV. Improving the quality of the educational process

- improving the quality of training on the basis of a competency-based approach, ensuring the optimal combination of theoretical knowledge and practical orientation of training;
- expanding the use of modern technologies of the educational process (introduction and development of distance learning forms; development and improvement of the system of legal clinical education);
- development of interaction between educational institutions to ensure the territorial availability of educational services in compliance with the quality standards of legal education;
- strengthening the fundamental nature and practical significance of scientific research in the field of law (taking into account the priority areas of socio-economic development of the Republic of Belarus);
- development of new educational technologies, creation of open educational resources, the use of cloud technologies, the use of innovative forms and methods of training;
- annual scientific and methodological activities to improve the quality of legal education with the involvement of potential customers of personnel;
- organisation of foreign language courses (professional vocabulary) for the teaching staff.

V. Integration of the education system into the international educational space.

- development of curricula based on a modular principle, including in cooperation with educational institutions from partner countries, to increase the competitiveness of the national legal education system at various levels;
- development and implementation of joint educational programs of higher education in legal specialties with foreign partners;

- development of mobility of students, teachers, researchers and administrators of educational institutions;
- development of the personnel training system on the specialty 1-24 80 01 Jurisprudence with the profiling “Prosecutorial and Investigative Activities” in foreign languages.

2. Reasons, conditions, content and expected results of modernization Master program on the specialty 1-24 80 01 “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”

2.1. Revealing the demands of consumers of educational services.

To identify the needs for knowledge, skills and abilities at the second level of higher education, in April-June 2019 a survey of graduates of the first level of higher education of the Belarusian State University (hereinafter – BSU) and Yanka Kupala State University of Grodno (hereinafter – YUKSUG) was conducted.

163 respondents answered the questionnaire, of which 52.8% – YUKSUG students and graduates and 47.2% – BSU students. The last year students of the first level – 129 respondents (79.1%), practitioners of criminal justice bodies with work experience – 34 (20.9%).

In general, it can be noted that motivation to work in the field of criminal justice is laid even before entering a university or during training at the first level. There is the fact that 56.4% decided to link their professional activities with criminal justice before entering the first level of higher education, and 32.5% – in the process of training at the first level.

It should be noted that the desire to study for a master’s degree is not associated with dissatisfaction with the first level education.

Fully and partially satisfied with the skills and knowledge acquired at the university as relevant and sufficient for work in the criminal justice system – 84%, noted that they would like to improve their level of knowledge – 12%, while evaluate the skills obtained in the first level competencies as unsatisfactory for future work only 3.7%.

The majority of the respondents (51.5%) explained the motivation for training in the master’s program by the need to acquire additional knowledge and skills that would make it possible to solve problems of an analytical, methodological, organisational, control and administrative nature more effectively. 23.3% of respondents believe that studying for a master’s degree will help in career. A master’s degree is an opportunity to postpone active labor activity and increase the level of competitiveness. This was noted by 9.2% of the respondents. The possibility of postponement from conscription (it was possible at the time of the survey) was noted by only one of the respondents.

The question was raised of specific directions for improving the didactics of teaching at the second level of higher education.

The survey showed the need to increase the practice-oriented component of education (62%), lack of elective disciplines (24.5%), insufficient implementation of an interdisciplinary approach to teaching (26.4%), insufficient number of textbooks (23.3%), inconvenient access to

legislative bases (15.3%), insufficient scientific literature (11%), limited access to electronic databases of scientific publications (20.2%), complicated study schedule (17.2%).

In addition to a larger number of elective courses (50.3%), students would like to see project-based learning (27.6%) and heuristic assignments (20.9%) during the master's training.

Among the educational methods of interest, the respondents noted podcasts (39.9%). Students also support the introduction of various forms of distance learning (59.5%), including communication with a teacher via the Internet, testing in electronic form, etc.

At the beginning of their career, graduates note a desire to acquire sufficient office-work skills (44.8%), in-depth psychological preparation for real work in the criminal justice system, psychological adaptation skills to the specifics of work in this area (33.7%), business correspondence, competent and effective presentation of thoughts in documents, the formation of logical and understandable conclusions (32.5%). Some respondents indicated a lack of decision-making skills and (or) organisational activity (25.2%), the use of extra-legal means of resolving problem situations, disputes, conflicts (21.5%), effective methods of communication with clients (citizens, applicants) (17, 8%), work and information search (work with sources; summarizing (formation of a pool of information, paper and electronic case) (16.9%), effective use of personal and working time, self-organisation, self-education and identification of their own shortcomings (13, 5 %).

The respondents also indicated difficulties in the independent development of legal documents (in the absence of established forms and samples) (30.1%), correct application and interpretation of legal acts (24.5%), effective work with practical materials (criminal cases and other types of materials) (22.1%), the use of legal measures and means to restore violated rights (especially in non-typical situation) (17.8%), the legal justification of decisions made (16%). Some graduates have difficulties in working effectively with legal databases (15.3%), in determining specific measures of responsibility within the framework of permitted by law (14.1%), in giving effective (convincing, short) oral opinions and reports (13.5 %), in the analysis of judicial and administrative practice (13.5%), in the examination of regulatory acts and the preparation of appropriate conclusions (12.9%), in the adoption of legal measures for the prevention of offenses (8%), in the implementation of legal decisions (7.4%).

Among the most effective sources of practical knowledge and skills in the field of criminal justice, respondents identified: internship (69.3%), study of criminal case materials and other materials in the process of the project teaching method (57.1%), resolution of incidents, cases and situational tasks 47, 9%), examples of a teacher at lectures (31.3%), live communication with invited specialists (47.9%).

It was found that 73% of respondents consider it necessary to study how to prepare a comprehensive answer (conclusion), which involves the widespread use of an interdisciplinary approach (for example, to explain the correctness of the application of the criminal law norm and the problems of the procedure for its implementation, to explain the reasons for the existence of a certain prohibition or procedure, etc.).

The survey revealed a desire to study the problems of qualifying crimes in the field of information security and against management, the best practices of other states in the investigation of criminal cases. At the same time, it should be noted that from all the proposed topics, no disciplines and areas were identified, the study of which is not relevant at the second level of education.

The data obtained directly influenced the content of approaches to the planned modernization of master's programs in the field of criminal justice, as well as the corresponding methodology within the framework of the CRIMHUM project. The result of CRIMHUM should be an increase in the quality of the educational process, an improvement in the system of training legal specialist, as well as further integration of the system of national legal education into the international educational space.

2.2. Importance of European human rights standards and cooperation with EU universities for modernizing the master's program on specialty "Jurisprudence".

Within the framework of traditional approaches, the teaching of legal disciplines is carried out, first of all, through the analysis of the legal regulation of the activities of state bodies, the study of the norms of positive law. Thus, the curricula of legal specialties provide, as a rule, such disciplines as "Criminal Procedure", "Criminal Law", "Civil Law", etc.

At the same time, one of the most important components of effective state power is public confidence. For the sphere of criminal justice, it is significant to administer justice in which human rights and freedoms are understood, protected and respected. Consequently, a human rights-based learning approach allows:

- improve the level of competence of future lawyers,
- expand their legal awareness and
- create a basis for the formation of a new vision of the problems of criminal justice.

Cooperation with EU universities that have advanced experience in the study of human rights issues and their implementation is essential for understanding the essence of European human rights standards, interpreting international legal and regional principles and norms.

Cooperation with EU universities that have advanced experience in the study of human rights issues and their implementation is essential for understanding of European human rights standards, interpreting international legal and regional principles and norms.

Currently, the scientific community lacks such cooperation. Expansion of cooperation will allow to form the basis for the dissemination of fundamental ideas in the field of human rights in the law enforcement sphere of the Republic of Belarus at a deeper level.

The attention of students should be drawn and they should analyze the issues of observance and implementation of international legal principles in the field of human rights, regional requirements in this area. This area is most effectively implemented through innovative approaches, heuristic methods, the introduction of project-based learning, writing essays, etc.

The European experience is very important in understanding the approach based on human rights, in view of the development of regional norms of the European Union and the Council of Europe in the context of modern trends in the harmonization of legislation, the integration of legal systems.

Within the framework of the European scientific space, considerable experience in scientific understanding and teaching of legal disciplines, based on the study of human rights has been accumulated.

The implementation of this experience increases the effectiveness of teaching, in terms of didactic techniques, information collection, analysis of European regional standards. The implementation of these approaches through the exchange of scientific knowledge and development of a methodological plan will make it possible to effectively use European standards by Belarusian teachers. This area can be developed through the mobility of teachers for internships, the exchange of scientific developments, advising teachers from European partners, reviewing textbooks, etc.

Also, the experience of European partner universities can be implemented through joint scientific and methodological events, including scientific conferences and summer schools.

2.3 The main stages of modernization of the master's program on the specialty "Jurisprudence" for future judges, prosecutors, investigators, with a respect to European standards on human rights.

In accordance with the educational standard of higher education in the specialty 1-24 80 01 Jurisprudence, the training period for in the full-time form is 1 year. The training term in evening and part-time forms may increase no more than 0.5 years.

As part of the modernization of the Masters training programs, new courses will be developed and existing courses devoted to the problems of countering modern criminal threats will be improved. The development of courses will be accompanied by the preparation of appropriate textbooks with the stamp of the Ministry of Education of the Republic of Belarus.

Upgradeable courses:

- fundamentally new:
 - Human Rights from a Comparative Criminal Law Perspective;
 - Cybercrime and Digital Evidence;
 - International Cooperation on Criminal Matters;
 - Ethics of public prosecutor / judge / investigator;
 - Negotiation and Mediation in Criminal Matters;
 - European Criminal Procedure;
- modernized:
 - Criminal Policy on Sentencing;
 - Organised and Financial Crime.

The new curricula will provide better teaching of the disciplines of the criminal law, criminal procedure and criminology cycles in a national and transnational (international) context. The main focus will be on training in investigation; public prosecution, legal proceedings in terms of ensuring guarantees of procedural rights, in particular, ensuring human rights. In addition, students will study modern trends in the field of criminal law and procedure in the countries of the European Union and the peculiarities of the influence of foreign, supranational and international law on national legislation and criminal procedure of the Republic of Belarus.

The foundations for interdisciplinary training, in particular in forensic psychology and legal ethics, will be laid.

In order to comply with the Concept for the Development of Legal Education for the Period up to 2025, the developers of curricula and curriculum will use national standards in the development of curriculum documentation with maximum consideration of the recommendations and application (in a non-contradictory part) of European recommendations and standards in this area.

Taking into account the intermediate learning outcomes of graduate students of the YUKSUG and BSU, the structure of the curriculum can be clarified, the opinions and wishes of students can be taken into account in the 2019/2020 academic year.

To improve the quality of the educational process, to increase interest and perception, a sociological survey of graduates and students was conducted to identify the main problems in

existing education and expectations in this area. The main obtained results were processed¹⁰. Based on the results, proposals in the field of improving the quality of implementation of the goals and objectives of this concept were formulated. Proposals to the project participants (authors of manuals, compilers of programs and other participants) were brought. As a result, clarifications to the structures of curricula will be made, positions on the implementation of the identified expectations in the materials of textbooks, methods of teaching new disciplines will be formed.

Stakeholder experts (representatives of law enforcement agencies as potential customers of personnel and representatives of public associations) were invited to assess; they will also be included in the working groups on curriculum development and course books, will participate in the review of the course books and in discussions on the modernization process during public events.

Draft curricula will be developed based on the presented Concept, as well as theoretical and practical research conducted in the Republic of Belarus. The most important role in this area will be assigned to the use of information and materials obtained in the course of international cooperation with universities in the European Union.

The developed educational and methodological documentation will be evaluated by experts from Ukraine and the European Union, discussed in all universities involved in the modernization of master's training, finalized and approved by the Councils of the law faculties of Belarusian universities.

Academic staff of universities involved in the modernization of master's programs will jointly develop teaching materials for students.

It is assumed that teachers will participate in theoretical and practical study trips to universities in the European Union for retraining, as well as conduct webinars and individual consultations between teachers of universities in the Republic of Belarus, Ukraine and the countries of the European Union.

As noted, the modernization of master's training in the specialty 1-24 80 01 Jurisprudence with the profiling "Prosecutorial and Investigative Activities" requires the simultaneous modernization of the training of specialists in the first level. It is planned to revise the curricula of the disciplines of the criminal law block, develop educational materials (course books on criminal law and criminal procedure) for first-degree students.

All course books will be published, electronic versions of all study materials will be placed in electronic libraries and educational platforms of universities. It is planned to create a

¹⁰ More details about the results of the questionnaire in 2.1.

separate electronic library with literature in the field of criminal justice, which will be linked to the existing electronic libraries of universities.

The traditional theoretical study of criminal law disciplines will be associated with practice-oriented training (through the installation of workplaces with special software for practice-oriented training of students in drafting procedural documents), as well as the development of the material and technical base for lessons on forensic science (purchase of forensic means), the organisation of retraining of specialists working with forensic equipment.

The exchange of best practices and the dissemination of the results of the modernization of the master's program will be facilitated by holding international scientific and practical conferences and summer schools in universities of the Republic of Belarus and abroad.

As noted, internship is important in the system of master's training. In this regard, the professional competencies of specialists responsible for organizing internships at law faculties of universities will be improved.

To improve the quality of the preparation of undergraduates, it is planned to organize academic mobility to the universities of the European Union countries for passing a certain period of study and obtaining competencies.

2.4. The innovative nature of modernization.

The modernization of the master's program on the specialty 1-24 80 01 Jurisprudence with the specialisation "Prosecutorial and Investigative Activities" has innovative nature.

For the first time in the Republic of Belarus (as well as in Ukraine), the system of training is being modernizing in the traditionally most conservative legal field – the field of criminal justice.

Modernization of the training program for the specialty 1-24 80 01 Jurisprudence with the profiling "Prosecutorial and Investigative Activities" has an integrative component, since it combines various disciplines in the sphere of criminal justice (which remain fragmented in universities, can be taught at different departments) within the human rights based approach.

There are also innovative aspects to the implementation details. An important aspect is the combination of practical training approaches with traditional legal education. Also, along with the installation of computerized workplaces at law faculties, special software will be developed to train students in drafting procedural and other documents in the field of criminal justice.

In a preliminary phase, data to assess the needs of the modern "criminal justice labour market" were collected. It is also planned to introduce advanced teaching methods not only in

full-time, but also on distance, including using social networks and other interactive methods of information exchange.

The innovative aspect is related to the harmonization of teaching. It is planned to jointly prepare textbooks in individual disciplines by representatives of different universities and countries, which will facilitate mutual exchange and mutual enrichment of knowledge and competencies. Teachers will also receive the training necessary to conduct disciplines in English.

In addition, the implementation of the Concept is a socially significant innovation. The experience of its implementation and the results obtained will be used in the future both by individual teachers and by higher educational institutions of the Republic of Belarus and foreign countries, which provide training of lawyers in areas that meet the actual needs of civil society and the state and the needs of the individual.

2.5. Expected results of modernization of the master's program in the specialty "Jurisprudence" for future judges, prosecutors, investigators, taking into account European standard on human rights.

It is planned that the implementation of the Concept will have significant positive results that will contribute to the development of:

- training in higher educational institutions in the Republic of Belarus;
- scientific cooperation, including at the international level;
- interaction of the international scientific community, public associations, government bodies on improving the efficiency of criminal proceedings, implementation of European standards on human rights.

There are four separate levels of the implementation of the Concept results:

1) Local:

The implementation of the Concept is aimed at improving the master's programs in the field of training specialists for judicial, investigative and prosecutorial authorities. Its implementation will allow:

- to begin the implementation of experimental training in the framework of the improved master's program in the specialty 1-24 80 01 "Jurisprudence" with the specialisation "Prosecutorial and Investigative Activities";
- to carry out measures to improve the professional qualifications of the teaching staff of higher educational institutions, to improve their knowledge and skills;
- improve the quality of education, acquire new knowledge, skills and abilities of students;

- increase the motivation of students to study foreign languages and participate in international projects;
- increase the competitiveness of graduates in the labor market;
- to influence the entire process of university training of specialists in legal specialties, since the disciplines of the criminal law block are compulsory for study, including certain courses (for example, those related to combating corruption) can be taught for other specialties;
- ensure the implementation of an interdisciplinary approach in training in the specialty 1-24 80 01 “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”;
- improve the language competence of the teaching staff and start teaching in English on the specialty 1-24 80 01 “Jurisprudence” with profiling “Prosecutorial and Investigative Activities”;
- to improve the material and technical base of universities, necessary for high-quality training of specialists;

2) National:

The results of the modernization of the master’s program in the specialty “Jurisprudence” for future judges, prosecutors, investigators, with a respect to the European standard on human rights, will be disseminated to other universities of the Republic of Belarus:

- implementation of the Concept will improve the quality of legal education at the national level;
- since the teaching staff of universities is also engaged in research work, the knowledge gained will be used in ongoing research;
- in addition to teaching students, teachers also conduct lectures for various specialists (judges, prosecutors, investigators) when conducting special training courses. This will allow specialists to obtain high-quality information on the latest trends in the development of criminal law and criminal procedure, including taking into account the decisions of the European Court of Human Rights;
- since the teaching staff of universities is often involved in norm-setting activities to analyze and improve regulatory legal acts of various levels, including legislative. The results of the implementation of the modernization of the master’s program (in particular, issues related to human rights) can have a positive impact on legislation.

3) Regional

- cooperation in the implementation of the Concept between the states of the Eastern European region will contribute to the deepening of academic and methodological

cooperation between higher education institutions and teaching staff working in the field of criminal justice;

4) European

- Since European universities are directly involved in the implementation of the Concept, the exchange of experience, advanced teaching technologies and research results will be carried out (during joint scientific conferences and other events);

- holding joint scientific conferences will also involve other universities of Belarus, Ukraine and the countries of the European Union;

- As a result of the implementation of the planned activities, teachers and students will disseminate the acquired knowledge, including about European values, European standards in the field of human rights, approaches to criminal law and its harmonization.

3. Distribution of the content of the educational process by the total volume of master's training in the specialty 1-24 80 01 "Jurisprudence" with the profiling "Prosecutorial and Investigative Activity"

The main normative documents for the development of curricula in the specialty 1-24 80 01 "Jurisprudence" with the profiling "Prosecutorial and Investigative Activities" are the Code of the Republic of Belarus on Education, the educational standard for the specialty 1-24 80 01 "Jurisprudence", the National Classifier of the Republic of Belarus "Specialties and qualifications" and the "Procedure for the Development and Approval of Curricula and Individual Work Plans for the Implementation of the Content of Educational Programs of Higher Education of the Second Level", approved by order of the Minister of Education of the Republic of Belarus dated December 3, 2018.

A typical curriculum in terms of the requirements of the educational standard is also mandatory.

When developing curricula, it is provided:

- continuity of fundamental training and its sequence;
- unification of academic disciplines (modules) in order to create conditions for the unification of student groups;
- fulfilment of requirements for the organisation of the educational process, based on the tasks of preserving and strengthening health and increasing the efficiency of students and teachers.

The curriculum is approved by the head of the university.

A copy of the approved curriculum is sent to the Republican Institute of Higher Education no later than the beginning of the academic year.

The main sections of the curriculum are:

- schedule of the educational process;
- summary data on the time budget (in weeks);
- plan of the educational process;
- internships;
- master's thesis;
- final certification;
- competency matrix.

The schedule of the educational process includes the calendar terms of theoretical training, examination sessions, internships, vacations, preparation of a master's thesis, final certification.

The plan of the educational process includes a list and distribution of disciplines by semester, grouped by modules; the total number of hours, the number of classroom hours for each discipline, module and in general for the entire period; number and semester distribution of examinations, credits, course projects; semester distribution of the total number of hours, the number of classroom hours; credits of academic and general education disciplines (modules) and course projects, research work.

The number of academic hours for academic disciplines (modules) of the state component is normatively 25-35% of the total theoretical training, for academic disciplines (modules) of the component of a higher education institution – 65-75%.

The component of the institution of higher education is determined by the institution of higher education independently, taking into account the focus of the educational program in the specialty in the institution of higher education and the characteristics of the professional activity of the future specialist.

The distribution of modules and academic disciplines by courses and semesters is carried out taking into account the logical sequence of studying interrelated modules and academic disciplines.

The content, volume, sequence and organisational forms of studying modules and academic disciplines are designed to ensure the formation of a set of competencies defined by the curriculum.

The maximum study load of a master student does not exceed 54 academic hours per week, including all types of work; the volume of compulsory classroom studies for full-time higher education is set within 16-24 classroom hours per week; in the hours for independent work in the academic discipline (module), the time provided for preparation for the exam in the discipline is included.

Independent work of a master's student includes the study of academic and general education disciplines, preparation for exams during the examination sessions, research work on the subject of a master's thesis during the period of theoretical training and preparation for the defence of a master's thesis. Research work includes preparation of materials for a master's thesis, participation in scientific conferences and seminars.

Modular approach in the structure of the curriculum.

In accordance with the normative and methodological documentation for the development of curricula, a module is understood as a relatively isolated, logically completed part of the educational program, providing the formation of a certain competence (group of competencies).

The modules and academic disciplines in the curriculum are planned taking into account the content relationship and in accordance with the sequence of study.

The module consists of several academic disciplines. The duration of a module (academic discipline) study is, as a rule, one semester or one academic year.

The use of a modular approach creates conditions for the development of academic mobility, facilitates mutual recognition of learning outcomes by higher education institutions, and contributes to the flexibility and competitiveness of higher education programs.

The main aspects of the modular approach are as follows:

- presentation of the volume of modules and academic disciplines mainly in standard multiples;
- compact study of modules and academic disciplines, the absence of unreasonable stretching of them over several semesters;
- minimizing the dependence of various modules on each other;
- creation of additional conditions for the development of academic mobility of students.

4. Curriculum for master's training in the specialty 1-24 80 01 "Jurisprudence" with the specialisation "Prosecutorial and Investigative Activities"

BSU Curriculum

№	Module / Course name	Semester	Number of hours	Number of credits
1	STATE COMPONENT			
1.1.	Module "Modern Problems of Jurisprudence"			
1.1.1.	Modern Problems and Methodology of Legal Science	1	108	3
1.1.2.	Lawmaking of Representative, Executive and Judicial Authorities	1	90	3
1.1.3.	Legal Support of the Development of an Electronic State	1	90	3
1.2.	Module "International Legal Cooperation"			
1.2.1.	Implementation of International Treaties in the National Legal System	1	90	3
1.2.2.	Institutional Law of the Union State, EEU and CIS	1	90	3
1.3.	Module "Research"			
1.3.1.	Research Seminar	1	90	3
2	HIGHER EDUCATION INSTITUTION COMPONENT			
2.1.	Module "Modern Trends in The Psychology of Relationships in Criminal Procedure"*	1		3
2.1.1.	Ethics of Public Prosecutor / Judge / Investigator		46	
2.1.2.	Negotiation and Mediation in Criminal Matters		46	
2.2.	Module "Problems of criminal law policy at the present stage of development of society and the state"			
2.2.1.	Actual Problems of the Application of Criminal Responsibility Measures	1	90	3
2.2.2.	Prosecutorial and Judicial Practice in Cases Against the Interests of Service	2	100	3
2.2.3.	Human Rights from a Comparative Criminal Law Perspective / Criminal Policy on Sentencing **	2	100	3
2.3.	Module "Legal Support for Combating Transnational Crime"			
2.3.1.	Organized and Financial Crime	1	90	3
2.3.2.	Cybercrime and Digital Evidence	2	104	3
2.3.3.	International Cooperation in Criminal Matters / Criminal Procedure of European States **	2	100	3
2.4.	Module "Problems of justice in criminal cases"***	2		3
2.4.1.	Evidence and Proof in Criminal Procedure		52	
2.4.2.	Public Prosecution in Courts		52	
2.5.	Module "Forensic support of crime investigation"***	2		3
2.5.1.	Actual Problems of Crime Investigation Methodology		52	
2.5.2.	Modern Forensic Tools and Practice of Their Application		52	
3.	ELECTIVES***			
3.1.	Technologies of Creative Education in Higher Education / Pedagogy and Psychology of Higher Education	/1	/108	/3
4.	SUPPLEMENTARY LEARNING ***			
4.1.	Foreign language	/2	/220	/6
4.2.	Philosophy and methodology of science	/2	/240	/6
4.3.	Fundamentals of Information Technology	/1	/108	/3
5.	Internship			3
6.	Master`s dissertation			12
Total				60

* integrated module

** studied by choice

*** studied by choice, not included in the total number of credits

YKSUG Curriculum

№	Module / Course name	Semester	Number of hours	Number of credits
1	STATE COMPONENT			
1.1.	Module “Modern Problems of Jurisprudence”			
1.1.1.	Modern Problems and Methodology of Legal Science	1	108	3
1.1.2.	Lawmaking of Representative, Executive and Judicial Authorities	1	90	3
1.1.3.	Legal Support of the Development of an Electronic State	1	90	3
1.2.	Module “International Legal Cooperation”			
1.2.1.	Implementation of International Treaties in the National Legal System	1	90	3
1.2.2.	Institutional Law of the Union State, EEU and CIS	1	90	3
1.3.	Module “Research”			
1.3.1.	Research Seminar	1	90	3
2	HIGHER EDUCATION INSTITUTION COMPONENT			
2.1.	Module “Problems of criminal law policy at the present stage of development of society and the state”			
2.1.1.	Theoretical and Legal Problems of Qualification of Crimes	2	108	3
2.1.2.	Anti-corruption Legislation	2	108	3
2.1.3.	Human Rights from a Comparative Criminal Law Perspective / Criminal Policy on Sentencing *	1	90	3
2.2.	Module “Legal support of combating transnational and organized crime”			
2.2.1.	Organized and Financial Crime	2	108	3
2.2.2.	Cybercrime and Digital Evidence	2	108	3
2.2.3.	International Cooperation in Criminal Matters / Criminal Procedure of European States *	2	108	3
2.3.	Module “Criminal Procedure and Forensic Support of Crime Investigation”			
2.3.1.	Actual Problems of Legal Psychology	1	108	3
2.3.2.	Methodology for Investigating Certain Types of Crimes / Evidence and Proof in Criminal Proceedings	2	90	3
2.4.	Module “Modern Trends in The Psychology of Relationships in Criminal Procedure”***	1		3
2.4.1.	Ethics of Public Prosecutor / Judge / Investigator		54	
2.4.2.	Negotiation and Mediation in Criminal Matters		54	
3.	ELECTIVES***			
3.1.	Technologies of Creative Education in Higher Education / Pedagogy and Psychology of Higher Education	/2	/108	/3
4.	SUPPLEMENTARY LEARNING ***			
4.1.	Foreign Language	/2	/220	/6
4.2.	Philosophy and Methodology of Science	/2	/240	/6
4.3.	Fundamentals of Information Technology	/1	/108	/3
5.	Internship			3
6.	Master`s dissertation			12
Total				60

*studied by choice

**integrated module

*** studied by choice, not included in the total number of credits

5. The introduction of an interdisciplinary approach to master's training in the specialty 1-24 80 01 "Jurisprudence" with the profiling "Prosecutorial and Investigative Activities"

From a scientific point of view, an interdisciplinary approach allows the formation of such recommendations that would represent a scientifically proven solution to the problem (evidence-based policy). Any legal issues studied by students are the subject of research in various legal and non-legal sciences, including sociology, psychology, criminology, medicine from various points of view. Their interaction leads to new facets and, most importantly, to systemic changes in the legal status of an individual in the corresponding legal system.

Teaching based on an interdisciplinary approach allows giving a diversified view of the offered courses, endowing the student with comprehensive knowledge, skills and abilities aimed at the formation of effective criminal policy and law enforcement, based on human rights. The implementation of this approach in master's training is suggested by the Concept.

The curriculum includes several disciplines of the social sciences, in particular forensic psychology and legal ethics. Non-legal sciences also allow students to acquire practical skills, an understanding of social phenomena of life and human psychology, including in the context of rights and freedoms. A modular approach (or elements of a modular approach) is used to form an integrated and systematic view of problems in the field of criminal justice.

The training programs will be created by a team of specialists from various fields of legal science (criminal law, criminal procedure, criminology, forensic science) or their content will be coordinated with representatives of related areas of law enforcement. When creating programs, the comments of reviewers from leading experts in the field of law enforcement will be taken into account. Similar work is planned for the preparation of course books.

Within the framework of the training programs, new courses will be developed on the problems of countering modern criminal threats (for example, cybercrime, cross-border crime). It should be noted that many problems of both practical and theoretical level within the proposed disciplines imply an interdisciplinary aspect. Thus, the study of the qualifications of cybercrimes is impossible without basic technical knowledge, and the study of the ethics of the prosecutor, investigator and judge significantly increases the efficiency of law enforcement, including the observance of human rights at the moral level.

The development of disciplines will be accompanied by the development of appropriate course books with the stamp of the Ministry of Education of the Republic of Belarus.

5.1. Interdisciplinary links within the legal profession and their characteristics

Law enforcement requires a specialist to competently apply the acquired knowledge in a complex. Thus, the writing of a jurisdictional act requires knowledge of criminal law in terms of the qualification of the act, of criminal procedure in terms of the decision-making procedure and compliance with the relevant procedural guarantees.

Conducting criminal proceedings requires appropriate forensic competencies, including effective obtaining of evidence, methods of investigation and maintenance of public prosecution in court, accurate use of evidence. Particular attention should be paid to the fact that international law sets standards in the field of human rights. The use of these requirements in law enforcement is possible only through the prism of branches of national law.

In addition, new challenges of our time affect the legal sciences in a complex manner. Thus, information technology presupposes a change in the nature of crime and new approaches to investigation, however, it also changes the process of proving in criminal cases.

5.2. Interdisciplinary links with other fields of knowledge and their characteristics

Teaching legal disciplines is closely related to the acquisition of new knowledge within the framework of other non-legal disciplines. So, psychology gives knowledge in the field of understanding emotions, memory, thinking and human development, interpersonal relationships.

Ethics forms the ideas that are directly related to such legal concepts as honor and dignity, forms the basis of the relationship between the state and the individual, as well as society.

Information technologies expand the possibilities for a person to understand crime as an event of the past, and to understand the possibilities of saving and transmitting information.

Sociology reveals the problems and patterns of social life. It is impossible to understand crime as a phenomenon of modern society, its prevention without knowledge in this area

Legal activity is carried out in conditions of constant conflict. Conflictology helps to study the conflict, its typology and resolution mechanisms, provides specific recommendations for effective conflict management.

It is planned to include knowledge in these areas, the development of relevant skills, in the content of course books and methods of teaching new academic disciplines. The methods and materials formed during the teaching of the course “Practical skills in the professional activity of a lawyer” will be used. There is an appropriate base for this - a wide number of specialists who developed and teach this course are included in the project.

5.3. Links with human rights science and European approaches to strengthening and implementing human rights standards in the criminal justice sector

Human rights science is the area of legal knowledge that is directly related to a human rights-based approach. Based on the knowledge of other branches of law, the focus of this branch is subjective human rights. This sets special approaches in research.

Human rights changes cannot be out of touch with reality.

The combination of social science research and the traditional positivist approach influences human rights policy through defining empirical realities.

With the help of social science tools, specific problems in society are identified and investigated in order to present an appropriate legal solution. This principle is at the heart of the EU Fundamental Rights Agency (FRA). The development of recommendations within the framework of the Council of Europe also follows this principle.

5.4. Planned methods and directions of an interdisciplinary approach in the framework of the modernized master's program

The methodological support of teaching in the disciplines taught at the second level of higher education is based on an interdisciplinary approach. It is planned to include knowledge about international human rights standards in the content of course books.

In course books, human rights and related public relations will be considered as an object of legal protection, which will ensure the formation of an understanding of the importance of public relations. Based on the ideas of the project team, the presentation of the material and the teaching methodology should develop a vision of the fundamental connection between the benefits protected by law and the solution of current issues. There are specialists in this area of methodology with relevant scientific developments among the members of the project team.

The methodology for teaching new academic disciplines will be created taking into account the methods and materials obtained in the course of international cooperation with EU universities. In accordance with this approach, a curriculum has been created for the specialty 1-24 80 01 "Jurisprudence" with the profiling "Prosecutorial and Investigative Activities". It includes not only legal disciplines, but also the study of other social sciences, such as "Ethics of public prosecutor / judge / investigator", "Negotiation and Mediation in Criminal Matters". In addition, the study of certain topics requires students to acquire knowledge on the basics of other areas. For example, the discipline (Cybercrime and Digital Evidence) will study the principles of the Internet.

Methodological support of teaching based on an interdisciplinary approach assumes that, course books will be written taking into account interdisciplinarity, topics for distance learning

to develop practical skills will be developed, etc. For this, methods and materials obtained in the course of international cooperation and exchange with EU universities will be used.

6. Brief description of syllabi for courses, developed for the modernization of the curriculum for Masters training on the specialty 1-24 80 01 Jurisprudence within area of expertise “Activities of Prosecutor and Investigator”

The new disciplines are designed to provide an analysis of criminal law, criminal procedure and criminology in a national and international context. The emphasis is on teaching how to conduct investigations and legal proceedings, and support public prosecution in terms of procedural guarantees, in particular, ensuring human rights. In addition, students will be taught current trends in criminal law and procedure in the EU countries, in particular how national legislation is affected by foreign, supranational and international law.

1. Human Rights from a Comparative Criminal Law Perspective

Purpose of the study: training of a specialist with scientific and theoretical knowledge in the field of criminal law protection of individual rights and freedoms; implementation of measures of criminal responsibility; systemic and comparative analysis for the preparation of a master’s thesis; methodology of independent scientific research of the problems of criminal law regulation of the protection of individual rights and freedoms; formation of knowledge of advanced scientific developments, concepts and theories of criminal law science.

The study of the discipline “Criminal law protection of human rights and freedoms” allows to ensure the study of the main issues of criminal law policy, controversial and problematic provisions of criminal law science, the legislation of the Republic of Belarus in the field of protecting the rights and freedoms of the individual, execution and serving of sentences and other criminal responsibility measures.

Knowledge of the academic discipline makes it possible to understand the scientific foundations of criminal law prohibition, the problems of the implementation of criminal law relations aimed at protecting the rights and freedoms of the individual, as well as factors influencing the formation of criminal law policy, to study the main scientific works, as well as to form skills correct interpretation, presentation and application of the criminal law.

2. Cybercrime and Digital Evidence

The purpose of the discipline: training a specialist with basic scientific and theoretical knowledge about: criminal law policy in the field of information security and electronic justice, systemic and comparative analysis for the preparation of a master’s thesis, as well as the methodology of independent scientific research of the problems of criminal law support of

information security and work with electronic evidence; formation of knowledge of advanced scientific developments, concepts and theories in the field of criminal law issues.

The study of the discipline “Cybercrime and Digital Evidence” allows to ensure the study of the main issues of criminal policy and law enforcement in modern socio-economic conditions (characterized by the processes of informatisation and computerisation), controversial and problematic provisions of criminal law and criminal procedure.

Knowledge of the discipline makes it possible to understand the scientific foundations of criminal law support for information security, the organisation of electronic justice and work with electronic evidence, the legal basis on this issue and the content of basic scientific works, as well as to form the skills of correct interpretation and reasoned presentation of criminal law and criminal procedure legislation.

3. Criminal Policy on Sentencing

The discipline aims to study the issues of legal regulation of the application and execution of criminal penalties and other criminal law measures, the implementation of the goals of criminal liability. The study of the discipline has the following tasks: ensuring consistency and continuity in the theory of criminal, criminal procedural and criminal-executive law, aimed at the implementation of measures of criminal responsibility; familiarization with the procedure and conditions for the appointment and execution of punishment and other measures of criminal liability; formation of a clear understanding of the principles, basic concepts and categories of criminal responsibility; knowledge about the legal status of convicts; knowledge about the procedure for applying test and preventive measures; knowledge about the procedure and conditions for removing a criminal record.

The discipline has legal, moral and scientific significance, especially since criminal, penal and other legislation provides for significant restrictions on the rights and freedoms of convicts. In this regard, the approaches of criminal and criminal-executive law should assume further humanization of the execution of sentences and other measures of criminal responsibility.

4. Organised and Financial Crime

The purpose of the discipline is to train a specialist with basic scientific and theoretical knowledge about criminological, criminal law, operational and investigative aspects of countering organized and economic crime, systemic and comparative analysis for the preparation of a master’s thesis, as well as the methodology of independent scientific research on the problems of countering organized and economic crime, formation of knowledge of advanced

scientific developments, concepts and theories in the field of criminal law, criminological and forensic problems.

5. International Cooperation in Criminal Matters

The discipline is aimed at deepening knowledge in the field of criminal procedure law on international legal assistance in criminal matters. The purpose of the discipline is to provide the necessary knowledge about the possibilities of the current national legislation for the provision of international legal assistance in criminal cases, international standards and practice in foreign countries. The task of the discipline is the formation of the ability to make the right decisions, give reasons, to teach how to implement these decisions in the criminal procedure; to teach to choose the necessary type of international legal assistance in criminal cases, to draw up the appropriate procedural documents. The study of international legal assistance in criminal cases as a special educational discipline provides professional training of qualified specialists for work in the scientific field, teaching, as well as in law enforcement agencies, the legal profession and courts.

6. Ethics of public prosecutor / judge / investigator

The purpose of the discipline is to acquire systematized knowledge in the field of professional ethical relations based on knowledge of the requirements of the ethics of the legal profession, which are one of the most important factors in the formation of stability and justice in public relations. Success in the implementation of professional knowledge and skills is ensured not only by its presence, but also by the correct understanding of the place in the system of moral values of society, respect for the basic moral principles of legal activity.

Discipline objectives:

- to acquaint with the basic theoretical knowledge in the field of ethics, its categories in relation to the legal profession;
- the formation of moral professional qualities of a lawyer: a sense of honour and dignity, loyalty to professional duty, a sense of civic responsibility, discipline, etc.;
- development of an irreconcilable attitude towards antisocial manifestations in future lawyers, strong immunity to deformation of the moral sphere of the personality of a law enforcement officer;
- the acquisition of skills for moral assessment in law enforcement activities;
- to form a clear idea of professional culture as a phenomenon, including the case organisation, high professional competence, moral responsibility, culture of behaviour in service and outside it, culture of communication, appearance, leisure, culture of speech.

7. Negotiation and Mediation in Criminal Matters

Negotiation and Mediation in Criminal Matters is a discipline of special training to deepen knowledge in the field of criminal law and criminal procedure law related to alternative conflict resolution and dispute resolution with a partial alternative to criminal prosecution. The purpose of the discipline is to give students the necessary knowledge about the possibilities of the current national legislation on alternative dispute resolution in criminal proceedings, corresponding to international standards and practice in foreign countries.

The task of the discipline is to form the ability to make the right decisions, to give reasons for decisions, to teach how to translate these decisions into criminal proceedings; to teach how to choose the necessary alternative method of settling criminal conflicts with the possibility of using negotiations and mediation, to draw up the appropriate procedural documents.

The study of the discipline provides professional training of qualified specialists for work in the scientific field, teaching, as well as in law enforcement agencies, courts, individually as a mediator.

8. Criminal procedure of European states.

The purpose of the discipline is to provide the necessary knowledge about the possibilities of the current national legislation of European states in the field of criminal procedure, as well as trends in the development of the criminal procedure legislation of the European Union.

The task of the discipline is to master the basic concepts of the science of criminal procedure in foreign states; knowledge of the norms of criminal procedural law contained in the acts of the criminal procedural legislation of European states; awareness of the possibilities of supranational law in the regulation of the criminal process; developing skills of working with sources of criminal procedure law of European states, interpretation and application.

7. General requirements for trained competencies.

In accordance with the regulatory documents for the design of educational and methodological documentation for master's training, the following lists of competencies are developed: universal, in-depth professional and specialised.

Universal and in-depth professional competencies are included in the set of required master's training results in accordance with the educational standard.

Developing a master's program, the university profiles it taking into account the topics of research and projects.

The list of universal competencies established by the educational standard can be supplemented by the institution of higher education, taking into account the profiling of the master's program.

Additional universal competences and specialised competencies are established on the basis of generalization of foreign experience, consultations with organisations that have a need for training masters, and other sources.

General rules for the formulation of competencies:

- competence is formulated, as a rule, in one sentence;
- as a rule, only one action verb is used to formulate one competence;
- describing the competence, simple concepts are used so that the learning objectives are clear to all interested (teachers, students, employers);
- the basic requirements for its diagnosis should follow from the formulation of a competence, therefore, the formulation of competencies should not be too general and should not be too specific;
- the number of competencies should not be excessive;
- competencies are arranged in accordance with the levels of knowledge (in order of increasing or in order of decreasing levels);
- each competence corresponds to one academic discipline or a group of academic disciplines, united in a module and with a single form of control;

Universal and in-depth professional competencies in the specialty 1-24 80 01 "Jurisprudence" with the profiling "Prosecutorial and Investigative Activities" are determined by the standard of specialty. Specialised competencies are determined by the university.

Universal competences (UC):

UC-1. Be able to identify and analyze problems, patterns and trends in the development of legal science, to apply in scientific and practical research the main methods of scientific knowledge (analysis, comparison, systematization, abstraction, modelling, data validation,

decision-making, etc.), in independent research activities , generate and implement innovative ideas.

UC-2. Possess a high level of professional legal awareness, legal thinking and legal culture, be able to develop and improve the intellectual and general cultural level, build a trajectory of professional development and career.

UC-3. To be able to use fundamental legal knowledge for analysis, verification, assessment of the completeness of objective reality in the course of professional activity, if necessary, fill in and synthesize missing information, work in conditions of uncertainty, risks and incompleteness of information.

In-depth professional competencies (DPC):

DPC-1. To be able to demonstrate knowledge and understanding of the main doctrines, concepts and theories that characterize the dynamic and static state of legal phenomena, the specifics of the formation and development of doctrines about state and law in the historical, civilisational and worldview perspective, to comprehend the problems of the history of state and law in global and local dimensions, analyze the history of the state and legal development of Belarus in independent research, scientific and educational and other professional activities.

DPC-2. To be able to apply the knowledge of modern theory and practice of lawmaking of public authorities, participate in the development and conduct of examinations of draft regulatory legal acts, analyze and evaluate the effectiveness of legal acts in research, lawmaking, law enforcement, educational and management activities.

DPC-3. To be able to use in professional activities knowledge about the legal support of state process management using information and communication technologies, to evaluate the organisational, technological and social results of the work of information systems and electronic state resources, to propose scientifically based ways to improve such activities.

DPC-4. To be able to use knowledge about the mechanisms for the implementation of international law at the international and domestic level, to solve theoretical and practical problems related to the implementation and application of international treaties..

DPC-5. To be able to demonstrate knowledge about the peculiarities of integration law within the framework of the Union State, the EAEU, the CIS and apply it in the course of research, educational and other types of professional activities, taking into account the peculiarities of the national legal system.

Specialised competencies (SC):

1. Human Rights from a Comparative Criminal Law Perspective

SC – to have the skills of a systematic and comparative analysis of the practice of applying criminal executive and criminal legislation in the Republic of Belarus and foreign states, understand the specifics of the formation and development of the doctrine of criminal responsibility, penology, penitentiary law

2. Cybercrime and Digital Evidence

SC – to be able to use scientific knowledge in the field of criminal law regulation of the limits of information security protection; have the skills to use modern information technologies in the process of criminal investigation and trial.

3. Criminal Policy on Sentencing

SC – to be able to determine the necessity and direction of legal regulation of the spheres of public life in the aspect of protecting human rights and freedoms related to the appointment and execution of criminal sentences and other measures of criminal responsibility.

4. Organised and Financial Crime

SC – to have skills to use scientific knowledge in the field of criminal law, criminological and forensic counteraction to economic and organized crime

5. International Cooperation in Criminal Matters

SC – to be able to demonstrate scientific knowledge and understanding of the main categories, directions and sources of legal regulation of the provision of international legal assistance in criminal cases, as well as be able to apply the acquired knowledge, skills and abilities in scientific, teaching and practical activities related to procedural actions in international legal assistance in criminal cases.

6. Ethics of public prosecutor / judge / investigator

SC – to demonstrate knowledge and understanding of the categories and principles of judicial and prosecutorial and investigative ethics in the implementation of research, scientific and educational and other professional tasks, be able to conscientiously fulfil professional duties to ensure law and order, observe the principles of legal ethics, have a high level of legal thinking and legal culture.

7. Negotiation and Mediation in Criminal Matters

SC – to be able to use deep theoretical knowledge about the legal regulation of alternative methods of resolving criminal conflicts through negotiations and mediation.

8. *European Criminal Law and Procedure*

SC – to have the ability to analyze criminal procedural activity in a comparative legal aspect, as well as the skills of using modern information technologies to search for sources of foreign and supranational law.

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