Ministry of Education and Science of Ukraine
V. N. Karazin Kharkiv National University
Department of State and Legal Disciplines

"APPROVED" by
Dean of the Faculty of Law
Vitalii SEROHIN
"31" 04 2026 p.

ACADEMIC COURSE WORKING PROGRAM

GENERAL ETHICAL REQUIREMENTS OF THE LEGAL PROFESSION

Higher education level: Second (master's)

Field of knowledge: D Business, Administration, and Law

Specialty: D9 International Law

Educational program: International Law

Type of academic discipline: Compulsory

Faculty: Law

2026/2027 academic year

The program is recommended for approval by the Academic Council of the Faculty of Law

"31" August 2026 year, protocol № 1

PROGRAM DEVELOPER: Tetiana Kahanovska, Professor, Department of State and Legal Disciplines; Nataliia Hryshyna, Associate Professor, Department of State and Legal Disciplines

The program was approved at the meeting of the Department of State Law Disciplines

«31» August 2026, protocol № 15

Head of the Department of State Law Disciplines Natalia HRYSHYNA

The program has been approved by the guarantor of the educational-professional program at the second (master's) level of higher education in the specialty D9 International Law.

Head of the Educational-Professional Program
of the Second (Master's) Level of Higher Education "International Law"
Doctor of Legal Sciences, Professor

Oleksandr HAVRYLENKO

The program was approved by the Scientific and Methodological Commission of the Faculty Of Law

«31» August 2023, protocol № 1

Head of Scientific and Methodological
Commission of the Faculty Of Law Hanna ZYBENKO

INTRODUCTION

The syllabus for the academic discipline «General Ethical Requirements of the Legal Profession» level of study, specializing in D9 International Law.

1. Course Description

1.1. The objective of this course is to develop in students a solid understanding of the system of international organizational and legal frameworks for ensuring and maintaining the international legal order.

1.2. The primary tasks of the course are:

– to enable students—in the context of evolving legal science and state policy—to enhance and develop their intellectual and general cultural level, and to acquire new knowledge using modern information and educational technologies;

– to conduct independent research, organize individual research, and participate in collaborative scientific research within their field of specialization; to formulate research objectives and design research programs; to select and organize primary and secondary sources of scientific and specialized information; and to document research findings—specifically by producing high-quality academic texts suitable for publication in professional journals;

– to engage competently in scientific discussion and debate; to defend one's own views in a highly effective, persuasive, appropriate, and tactful manner; and to demonstrate intellectual integrity and respond constructively to criticism;

– to apply acquired knowledge and skills in the field of international law to practical situations, and to analyze international legal instruments—whether of a normative or individual nature;

– to ensure compliance with the requirements of international law and Ukraine's international obligations in the course of performing professional duties. – the ability to provide expert interpretation of international legal instruments, as well as professional legal opinions and consultations on matters of international law;

– the ability to participate in international negotiations concerning the maintenance of the international legal order, and to engage in the work of international intergovernmental and non-governmental organizations with relevant specializations;

1.3. Number of credits: 3

1.4. Total number of hours: 90

1.5 Characteristics of the Academic Discipline The subject matter of this academic discipline encompasses the theoretical and normative foundations of relations between states and other subjects of international law regarding the maintenance of international legal order. The course curriculum consists of two parts, covering general provisions concerning international legal order, as well as the organizational and legal frameworks currently employed in the practice of international relations to ensure such order.	
Full-time study	Part-time (distance) study
Preparatory Year	
1	1
Semester	
2	2
Lectures	
14 year.	4 year.
Practical and seminar sessions	
14 year.	4 year.
Independent Work	
62 year.	82 year.
Test	

1.6. List of competencies: ability to perform abstract analysis and synthesis (GC1); ability to search for, process, and analyze information from various sources (GC3); ability to adapt and act in new situations (GC4); ability to communicate in a foreign language within a professional context, both orally and in writing (GC5); ability to generate new ideas (creativity) (GC6); ability to make well-founded decisions (GC7); ability to communicate with representatives of other professional groups at various levels (including experts from other fields of knowledge or sectors of economic activity) (GC8); ability to work in an international context (GC9); ability to develop and manage projects (GC10); ability to apply an interdisciplinary approach when evaluating legal phenomena and engaging in law-application activities (SC9); ability to develop and uphold ethical standards for legal practice, as well as standards regarding the professional independence and responsibility of a legal professional (SC12).

1.7. Intended Learning Outcomes

In accordance with the requirements of the educational-professional program, students are expected to achieve the following learning outcomes:

- relate the modern system of civilizational values to legal values, principles, and professional ethical standards (ILO-2);
- formulate a well-grounded legal position, engage in counter-argumentation, evaluate evidence, and present persuasive arguments (ILO-6);
- apply advanced knowledge and methodologies in the processes of law-making and the application of law within the institutions of public and private law and criminal justice (ILO-11);
- integrate necessary knowledge to solve complex legal application problems across various areas of professional activity (ILO-17).

1.8. Prerequisites: Theory of State and Law, Constitutional Law, Legal Deontology, Human Rights

2. Thematic Plan of the Academic Discipline

Section 1. FUNDAMENTALS OF THE GENERAL THEORY OF ETHICS

Topic 1. ETHICS AS THE SCIENCE OF MORALITY. BASIC CATEGORIES OF ETHICS

The subject matter and tasks of ethics as the science of morality. Morality as a social regulator; its relationship with other regulatory systems. Social functions of morality.

Moral consciousness. Individual and social morality. Moral motives, norms, principles, and values.

Criteria of morality. The categories of good and evil, their relationship and interdependence. The moral-ethical ideal. Moral evaluation of human behavior and the criteria for such evaluation.

Moral choice and individual responsibility. The concept of free will. Freedom as a moral value and its interconnection with necessity. Paradoxes of freedom; types of freedom. Freedom as recognized necessity. Duty and moral necessity.

The categories of conscience, scruples, shame, honor, dignity, and justice—and their content.

The moral meaning of life.

Topic 2. ETHICAL STANDARDS IN LEGAL PRACTICE

Legal ethics as a branch of ethical science. Professional morality as the subject matter of legal ethics. Legal ethics and law. The moral, political, psychological, and intellectual culture of a legal professional, and their connection to legal ethics.

The content and tasks of professional ethics. Types of legal ethics. Structure and norms of legal ethics. Sources of legal ethics.

Moral requirements for the conduct of legal professionals. Professional responsibility and its content. Principles of professional responsibility. Types and forms of professional responsibility.

Chapter 2. TYPES OF PROFESSIONAL ETHICS

Topic 3. PROFESSIONAL ETHICS OF JUDGES

Ethics of judicial proceedings. Code of Judicial Ethics. General moral requirements for a judge and for their interactions with other participants in the judicial process. Ethics of judicial rhetoric. Ethics of judicial decisions. Ethics of judges' conduct outside of judicial duties.

Ethics of court staff.

Topic 4. PROFESSIONAL ETHICS OF ADVOCATES (ATTORNEYS)

Ethical foundations of the practice of law (advocacy). Rules and principles of legal ethics.

Ethics of an advocate in civil and administrative proceedings. Ethics of an advocate during pre-trial investigation. Ethics of an advocate during the trial process. Ethics of an advocate in communication with a client. Attorney-client privilege as a component of legal ethics.

Corporate ethics of advocates. Liability for violations of legal ethics.

Topic 5. PROFESSIONAL ETHICS OF PROSECUTORS

Ethical foundations of prosecutorial activity. Code of Professional Ethics and Conduct for Prosecutors. Prosecutorial ethics in supervisory activities. Prosecutorial ethics during pre-trial investigation. Prosecutorial ethics during the trial process.

Corporate ethics of prosecutors. Ethics of prosecutors' conduct outside of official duties. Liability for violations of prosecutorial ethics.

Topic 6. PROFESSIONAL ETHICS OF POLICE OFFICERS

Ethical foundations in the activities of the National Police. Rules of ethical conduct for police officers. Ethics of off-duty conduct for National Police personnel.

Topic 7. PROFESSIONAL ETHICS OF NOTARIES

Ethical foundations of notary practice. Rules of professional ethics for notaries in Ukraine. Ethical requirements when performing notarial acts. Corporate ethics of notaries. Liability of notaries for ethical violations.

Topic 8. PROFESSIONAL DEFORMATION

The concept of professional deformation. Deformation of moral and professional consciousness among legal professionals. Types of professional deformation. The impact of

professional deformation when changing legal professions.

Topic 9. SELF-IMPROVEMENT AS A FORM OF DEVELOPING A LAWYER'S PROFESSIONAL CULTURE

Theoretical content of the professional culture of future lawyers. Structural-functional analysis of the concept of a lawyer's professional activity. Legal understanding as the foundation of a lawyer's professional culture. A philosophical strategy for developing the professional culture of future lawyers. Enhancing the development of a lawyer's professional culture.

3. Structure of the Academic Discipline

Chapter and topic names	Number of hours											
	full-time						part-time					
	Total	Including					Total	Including				
		L	S	lab.	ind.	n. g.		L	S	lab.	ind.	n. g.
1	2	3	4	5	6	7	8	9	10	11	12	13
Chapter 1. Fundamentals of the General Theory of Ethics												
Topic 1. Ethics as the Science of Morality. Basic Categories of Ethics.	10	2	2			6	10	1	1			8
Topic 2. Legal Ethics	10	2	2			6	10					10
Total for Section 1	20	4	4			12	20	1	1			18
Chapter 2. Types of Professional Ethics for Lawyers												
Topic 3. Professional Ethics of Judges	10	2	2			6	10	1	1			8
Topic 4. Professional Ethics of Attorneys	10	2	2			6	10	1	1			8
Topic 5. Professional Ethics of Prosecutors	10	2	2			6	10	1	1			8
Topic 6. Professional Ethics of Police Officers	10	1	1			8	10					10
Topic 7. Professional Ethics of Notaries	10	1	1			8	10					10
Topic 8. Professional Deformation	10	1	1			8	10					10
	10	1	1			8	10					10
Topic 9. Self-Improvement as a Form of Developing a Lawyer's Professional Culture	70	14	14			50	70	3	3			62
Total for Section 2	90	14	14			62	90	4	4			82

4. Seminar Topics

№	Topic Title	Number of	Topic Title
1	Ethics as the Science of Morality	2	1
2	Basic Categories of Ethics	2	
3	Legal Ethics	2	1
4	Professional Ethics of Judges	2	1
5	Professional Ethics of Attorneys	2	1
6	Professional Ethics of Prosecutors	1	
7	Professional Ethics of Police Officers	1	
8	Professional Ethics of Notaries	1	
9	Professional Deformation	1	
	Total	14	4

5. Tasks for Independent Work

№	Types and content of independent work	Number of	Types and content of independent work
1	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories. Preparation for the seminar session.	6	8
2	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories. Preparation for the seminar session.	6	10
3	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories. Preparation for the seminar session.	6	8
4	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories. Preparation for the seminar session.	6	8
5	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories. Preparation for the seminar session.	6	8
6	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories. Preparation for the seminar session.	8	10
7	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories. Preparation for the seminar session.	8	10
8	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories.	8	10

	Preparation for the seminar session.		
9	Reviewing lecture materials, studying recommended literature, and mastering the content of fundamental concepts and categories. Preparation for the seminar session.	8	10
		62	82

6. Assessment Assignment

During the study of the course "General Ethical Requirements of the Legal Profession," students are required to complete an assessment assignment.

These assessment-based research tasks develop independent work skills, facilitate a deeper study of theoretical material, and help students learn to apply their knowledge to solve practical problems.

The assessment assignment consists of preparing a paper (essay/report) on a topic that is either assigned or selected by the student in consultation with the instructor, as well as other types of work approved by the department. The schedule for the issuance, completion, and defense of these individual assignments is defined by the course syllabus.

Students must complete the assignment independently, while having the opportunity to receive necessary guidance from the instructor.

These assignments foster independent work skills and are designed to ensure a thorough mastery of the course material.

Points are awarded for the completion of these assignments.

For the course "General Ethical Requirements of the Legal Profession," the assessment assignment consists of preparing a paper on a topic that is either assigned or selected by the student in consultation with the instructor.

When preparing an individual research-based assignment, students should adhere to the following guidelines:

• The title of the work should concisely reflect the main idea or concept upon which the research is based.

• The structure of the work should generally follow this sequence: thesis — substantiation — evidence — argument — result — future prospects. An individual research assignment consists of a title page, a table of contents, and a list of references.

In terms of structure, the paper comprises a brief introduction, two or three main body sections, conclusions, and a list of references. The outline of the paper must demonstrate internal coherence and logic, while taking into account the relevance of the issue, the extent to which it has been studied academically, and its practical significance.

The introduction justifies the relevance and practical significance of the topic under study; it defines the research goals and objectives, and outlines the scope and structure of the paper. The introduction should not exceed one typed page.

The main body—spanning up to 10 typed pages and divided into two or three sections—must present the core theoretical concepts defining the essence and content of the subject matter, in line with the paper’s goals and objectives. It should examine various perspectives from leading experts based on an analysis of literature and other information sources, identify priority issues requiring immediate attention, and analyze practical data, current development trends, and specific characteristics of the field. Based on the findings, the paper should offer proposals, recommendations, and measures aimed at achieving the objectives related to the chosen topic. Throughout this process, the student is expected to demonstrate independence and initiative.

The conclusions represent the final stage of the student's research paper. They must

contain brief summaries based on the research findings and an applied analysis of the subject under study, highlighting its strengths, weaknesses, and unrealized opportunities. They should also include a list of measures aimed at addressing the problem and improving the efficiency of the subject under study, the qualitative and quantitative indicators obtained, and potential options for implementing the proposed measures.

A list of references, compiled in accordance with established requirements, must be attached to the paper.

The material in the paper must be presented in a scholarly manner—clear, logically consistent, and free of spelling or syntactic errors. Directly copying material from sources is not permitted. The text should be written legibly, without errors, and on one side of the page only. Footnotes should be included where necessary.

- Length: 12–15 typed pages of main text.
- Font size: 14.
- Line spacing: 1.5.
- Margins: top – 2 cm; bottom – 2 cm; left – 3 cm; right – 1 cm.
- Page numbering: in the top right corner of the page.

Sample Assignment

1. What is the social significance of the legal profession?
2. Can the ethical requirements for legal professions be considered solely as moral norms? Why or why not?
3. What moral values should a professional lawyer possess? Explain their meaning within the context of professional practice. 4. What constitutes a conflict of interest from the perspective of legal professional ethics?
5. What are the primary causes of professional-moral deformation among attorneys?

Evaluation Criteria

The maximum score a student can receive for the answers to the assignment questions is 10 points. Each answer is graded on a scale of up to 10 points. The final grade is calculated as the arithmetic mean of the scores for each individual question.

A score in the 8–10 range is awarded if the student demonstrates a clear understanding of the issue under consideration, presents a well-reasoned perspective on the nature of the problem and potential solutions, displays a strong command of the relevant terminology and uses it correctly, and demonstrates knowledge of both core and supplementary literature.

7. Teaching Methods

Teaching methods are systematic approaches to the activities of the instructor and students, aimed at the effective resolution of educational and developmental objectives. They are implemented through a system of techniques and tools for learning activities.

The following teaching methods are used in the instruction and mastery of the academic discipline "Civil Society Institutions":

- verbal methods (narration, explanation, lecture, discussion);
- visual methods (illustration);
- practical methods (case study analysis).

Furthermore, based on the level of independent mental activity, the following methods are applied:

- problem-based presentation;
- the partial-inquiry (heuristic) method;
- the research method.

8. Assessment Methods

The educational process for this discipline employs the following types of assessment: initial, ongoing, and final.

1. Initial assessment may be conducted prior to the commencement of a new course to allow the instructor to determine the students' level of preparation for mastering the discipline. Typically, this takes place during the first class session.

2. Ongoing assessment is conducted by the instructor during all types of in-class sessions. The primary objective of ongoing assessment is to verify the students' level of preparation for specific tasks. Its main purpose is to facilitate feedback between the instructor and the students during the learning process, as well as to manage student motivation. Information gathered through ongoing assessment is utilized by both the instructor (to adjust teaching methods and tools) and the students (to plan their independent study).

Ongoing assessment may take the form of oral questioning or brief written checks during seminars and lectures, colloquia (a specific type of ongoing assessment), or student contributions during discussions in seminars.

The results of ongoing assessment (current academic performance) serve as the primary data for determining module grades and assessing students for course credits; they are also taken into account by the instructor when calculating the final grade for the discipline.

The current grade is the sum of points earned by a student for completing all types of work specified in the course syllabus. Ongoing assessment takes place during seminar sessions and involves evaluating students' knowledge based on their participation in discussions of the scheduled topics. During a seminar session, a student may earn up to 5 points.

A score of 5 points is awarded if the student demonstrates a clear understanding of the topic under discussion, presents their point of view with sound reasoning, shows a strong command of the relevant terminology, and uses it correctly.

A score of 4 points is awarded if the student generally demonstrates an understanding of the topic, presents their point of view with reasonable argumentation, and shows a good command of the relevant terminology, but makes minor errors or inaccuracies.

A score of 3 points is awarded if the student generally demonstrates an understanding of the topic and can articulate their point of view, but makes significant errors or inaccuracies, uses certain scientific concepts incorrectly, or fails to provide adequate reasoning for their answers.

A score of 1–2 points is awarded if the student’s response does not meet the criteria for the preceding grade level, yet the student demonstrates some fragmentary knowledge regarding the topic in question.

3. Final assessment. Final assessment is conducted in the form of a semester-end pass/fail examination (credit test). The examination assignment consists of ten questions covering each section of the academic discipline. Each question is worth a maximum of 6 points. The total number of points for the final assessment is 60.

The final grade is the sum of the marks obtained during seminar sessions and the mark received during the final test (credit).

The maximum number of points a student can earn based on the assessment of their work is 100.

8.1. Assessment Methods for Distance Learning

When classes are conducted via distance learning, students are required to attend lectures on the Google Meet platform. Prior to this, they must review a summary of the relevant lecture, which is made available on Google Classroom or Moodle. After reviewing the lecture materials, students must complete the assigned independent work in writing; these assignments can be found within the seminar materials on Google Classroom. Assignments must be completed by the specified deadlines, in accordance with the instructor’s recommendations. Each assignment is graded on a five-point scale based on the criteria outlined in Section 7.

9. Points Accrual Scheme

Ongoing assessment, independent work, individual assignments										Sum
Section 1		Section 2						Test	Final assessment task	
T1	T2	T3	T4	T5	T6	T7	T8			
10	5	5	5	5	5	5	5	15	40	100

T1, T2 ... – section topics.

Criteria for Assessing Learning Achievements

In the case of non-formal education, specify the platforms, course titles, and the number of credits/points to be awarded to the student upon successful completion of the relevant courses and submission of the appropriate documentation (certificate, diploma, etc.).

During the study of this academic discipline, the use of artificial intelligence (AI) technologies is governed by the Artificial Intelligence Usage Policy of V. N. Karazin Kharkiv National University.

The following models for AI usage apply within this discipline:

1. "AI Prohibited" Model.

The use of artificial intelligence technologies is not permitted during assessment activities designed to evaluate a student's individual knowledge and competencies—specifically: oral examinations, modular tests, final exams (or pass/fail assessments) (unless otherwise specified by the instructor), and any other forms of assessment for which the instructor has restricted the use of AI.

2. "AI as an Assistant" Model.

When preparing for practical classes, completing individual assignments, writing essays, analytical reviews, or other written work, the use of AI is permitted for the following purposes: searching for and organizing information; selecting and conducting an initial analysis of academic sources; explaining complex concepts; refining the structure of a text; checking grammar, style, and formatting; and generating ideas, work outlines, or examples.

The final text of the work, conclusions, analysis, interpretation of results, and any decisions made must be prepared independently by the student.

3. "AI as a Tool" Model. For certain laboratory, practical, project-based, or research assignments, the use of artificial intelligence (AI) technologies may be a mandatory component of the task. In such cases, students may use generative AI models for: analyzing and preparing data; generating, analyzing, and optimizing software code; comparing the outputs of different AI models; creating visualizations, diagrams, or images; analyzing large datasets; and conducting experiments using modern AI tools.

All results obtained with the assistance of AI must be critically analyzed, verified, and refined by the student.

Disclosure of AI Use.

If AI technologies are used, the student is required to specify: the name of the AI service or model; the date of use; and the nature of the assistance provided (e.g., generating ideas, searching for information, analyzing data, generating code, editing text, etc.).

Upon the instructor's request, the student must provide the prompts used or explain how the AI tools were utilized.

The undisclosed use of AI technologies, or the submission of AI-generated material as one’s own original academic work, is considered a violation of the principles of academic integrity, in accordance with the University’s internal regulations.

Assessment Scale

Total points for all types of academic activities during the semester	Grade on the national scale	
	Four-level grading scale	Two-level grading scale
90-100	excellent	passed
70-89	good	passed
50-69	satisfactory	passed
1-49	unsatisfactory	failed

9. Recommended Literature

Core Literature

1. Lozovoy V. O., Petryshyn O. V. *Professional Ethics of a Lawyer*. Kharkiv: Pravo, 2004. 176 p.
2. *Ethics: A Study Guide* / [V. O. Lozovoy et al.]; edited by V. O. Lozovoy; Yaroslav Mudryi National Law Academy of Ukraine. – Kyiv: Yurinkom Inter, 2007. – 223 p.
3. *Professional Ethics of a Lawyer: A Study and Methodological Guide (in Diagrams)* / scientific editor: Prof. V. S. Blikhar. Lviv: PP "Aral", 2018. 108 p.

Supplementary Literature

1. *Ethics of a Legal Professional: A Collection of Abstracts and Presentations from a Round Table (November 21, 2019)* / edited by T. B. Vilchyk, Ya. O. Kovalova. Kharkiv: Yaroslav Mudryi National Law University, 2019. 307 p.
2. Sushchenko V. M. "European and International Standards of the Legal Profession in the Context of the Functioning of Ukraine’s Legal System" / V. M. Sushchenko // *Scientific Notes of NaUKMA*. – 2016. – pp. 22–25.
3. Slyvka S. S. *Legal Deontology: Legal Ethics. Professional Culture: A Textbook* / S. S. Slyvka; Lviv State University of Internal Affairs. – [3rd ed., revised] [and suppl.]. – Kyiv: Atika, 2006. – 295 p.
4. Umanets O.V. Etiquette in the Sphere of Communication and Professional Activity of a Lawyer: [study guide] / O. V. Umanets, M. V. Tsenko. – Kharkiv: Kolehium, 2011. – 147 p.
5. Chuprynskyi B. O. Philosophical and Legal Aspects of the Formation of Professional Culture
among Future Lawyers: monograph / B. O. Chuprynskyi; Lesya Ukrainka Volyn National University. – Lutsk: Zakharchuk V. V., 2012. – 140 p.
6. Hladkyi S. An Auto-Reflexive Model of Legal Cognition: Pedagogical Aspects. *Journal of the Kyiv University of Law*: Ukrainian Scientific-Theoretical Journal. Kyiv: KUL, 2017. No. 2. pp. 20–24.
7. Hladkyi S.O. Deformations of Legal Consciousness in the Context of Legal Self-Cognition. *Bulletin of V.N. Karazin Kharkiv National University. Series "Law"*: collection of scientific papers. Kharkiv: KhNU, 2014. No. 1137. pp. 22–25.
8. Hladkyi S.O. Self-Consciousness as the Structural-Functional Core of Legal Self-Cognition. *Journal of the Kyiv University of Law*: Ukrainian Scientific-Theoretical Journal. Kyiv: KUL, 2014. No. 3. pp. 13–16.

10. Links to online information resources, video lectures, and other methodological materials

1. Verkhovna Rada of Ukraine: Official website [Electronic resource]. URL: http://www.rada.gov.ua
2. Ministry of Justice of Ukraine: Official website [Electronic resource]. URL: http://www.minjust.gov.ua
3. V. I. Vernadsky National Library of Ukraine: Official website [Electronic resource]. URL: http://www.nbuv.gov.ua
4. Supreme Court: Official website [Electronic resource]. URL: https://supreme.court.gov.ua/supreme/
5. National Police of Ukraine: Official website [Electronic resource]. URL: https://www.npu.gov.ua/
6. Ukrainian National Bar Association: Official website [Electronic resource]. URL: https://unba.org.ua/
7. Constitutional Court of Ukraine: Official website [Electronic resource]. URL: https://www.ccu.gov.ua/
8. Office of the Prosecutor General: Official website [Electronic resource]. URL: https://www.gp.gov.ua/ua/index.html
9. Security Service of Ukraine: Official website [Electronic resource]. URL: https://ssu.gov.ua/
10. National Anti-Corruption Bureau of Ukraine: Official website [Electronic resource]. URL: https://nabu.gov.ua/
11. Center for Judicial Studies. URL: http://www.pjudges.org.ua
12. Notaries of Ukraine. URL: http://www.notarius.com.ua
13. Center for the Development of Ukrainian Legislation. URL: http://www.uldc.kiev.ua
14. Official Web Portal of the Judiciary in Ukraine. URL: http://www.court.gov.ua/vscourt
15. Forum for Employees of the Ministry of Internal Affairs of Ukraine. URL: http://www.police.ua
16. V. I. Vernadsky National Library of Ukraine. URL: http://www.nbuv.gov.ua
17. National Parliamentary Library of Ukraine. URL: http://www.catalogue.nplu.org