Ministry of Education and Science of Ukraine
V.N. Karazin Kharkiv National University

Department of International and European Law

"APPROVED" by
Dean of the School of Law

Vitalii SEROHIN

"31" August 2026

Course program

EUROPEAN SYSTEM OF HUMAN RIGHTS PROTECTION

Level of academic degree:	**first (bachelor's degree level)**
Subject area:	**29 International Relations**
Special field:	**293 International Law**
Program of study:	**International Law**
Type of discipline:	**Optional**
Faculty:	**School of Law**

2026/2027 academic year

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

"31" August 2026, Protocol №1

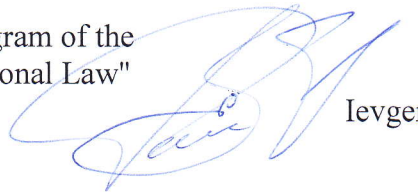
DEVELOPERS: Syroid T. L., Head of the Department of International and European Law of V.N. Karazin Kharkiv National University, Doctor of Law, Professor.

The program was approved at the meeting of the department of International and European Law

Protocol of "28" August 2026, №1

Head of the department of
International and European Law  Tetiana SYROID

The program was agreed with the guarantor of the educational and professional program of the first (bachelor) level of higher education in the specialty 293 International Law

Guarantor of the educational and professional program of the
first (bachelor) level of higher education "International Law"
PhD in Law, associate professor  Ievgen TITOV

The program is approved by the Scientific and Methodological Committee of School of Law

Protocol of "31" August 2026, №1

Head of the Scientific and Methodological Committee  Hanna ZUBENKO

INTRODUCTION

The program of the course "European system of human rights protection" belongs to the category of elective disciplines. It is taught in the 4th year, 7th semester for students of the first higher education level – bachelor, specialty 293 International law.

The subject of study is international legal relations in the field of institutional and legal mechanism at the European regional level.

1.1. The aim of teaching the course is to develop students' systematic understanding of the European system of human rights protection, its international legal and institutional foundations, the specific features of human rights protection mechanisms within the Council of Europe, the European Union and the OSCE, as well as to develop skills in analysing international legal instruments and the case law of the European Court of Human Rights.

1.2. The main objectives of the course are to:

- examine the genesis and development of the European system of human rights protection;
- characterise the international legal and institutional foundations of human rights protection within - the Council of Europe, the European Union and the OSCE;
- clarify the specific features of European mechanisms for the international protection of human rights;
- examine the legal grounds and conditions for the lawful restriction of human rights and derogation by states from their international human rights obligations;
- consider the specific features of the international protection of certain categories of persons, including national minorities and victims of terrorism;
- determine the place and role of regional international organisations in ensuring and protecting human rights;
- develop skills in analysing the provisions of international legal instruments in the field of human rights;
- develop skills in analysing and applying the case law of the European Court of Human Rights.

1.3. Credit hours – 4

1.4. Total hours – 120

<table>
<tr><td colspan="2">1.5. Characteristics of the course
The subject of study is international legal relations in the field of legal regulation of human rights.
The programme of the course: history of the formation and development of the European system for the protection of human rights; concept, subject, principles, sources of the European system of human rights protection; genesis of the European system of human rights protection; legal status of a person and a citizen; classification of human rights; lawful restriction of human rights and withdrawal of states from their obligations in the field of human rights; international regional mechanism for the protection of human rights; organizational and legal basis for the protection of human rights within the Council of Europe; precedent law of the ECHR; the organizational and legal basis for the protection of human rights within the European Union; organizational and legal basis for the protection of human rights within the framework of the Organization for Security and Cooperation in Europe.</td></tr>
<tr><td colspan="2">Compulsory / elective course
Elective</td></tr>
<tr><td>Full-time mode of study</td><td>Part-time (remote) mode of study</td></tr>
<tr><td colspan="2">Year of study</td></tr>
<tr><td colspan="2">4rd</td></tr>
<tr><td colspan="2">Semester</td></tr>
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7th	
Lectures	
32 hours	8 hours
Practical, seminar classes	
32 hours	4 hours
Independent work	
56 hours	108 hours
Test	
1	
Individual task	
1	
Final control	
Final test	

1.6. List of competencies formed by this discipline:

- ability to abstract thinking, analysis and synthesis (GC 1);
- ability to learn and master modern knowledge (GC 3);
- ability to adapt and act in a new situation, in particular in the international context (GC 7);
- the ability to act socially responsibly, to show civic consciousness, to be responsible for the quality of work performed (GC 11);
- ability to be aware of equal opportunities and gender issues (GC 13);
- the ability to protect the national interests of one's own state with the help of international legal instruments (PC3);
- ability to apply knowledge of the tasks, principles and doctrines of national law, as well as the content of legal institutions, at least in such areas of law as constitutional law, administrative law and administrative procedural law, civil and civil procedural law, criminal and criminal procedural law (PC8);
- the ability to provide legal opinions and advice on international law, national law of Ukraine and foreign countries; to determine the legal risks of certain foreign policy or foreign economic initiatives, to select ways to minimize them (PC11).

1.7. Planned learning outcomes. The student knows and understands the basic concepts and content of the European system of human rights protection, features of cooperation in the field of human rights and the European system of human rights protection; is able to formulate own reasonable judgments based on the analysis of a known problem (PLO 4); Draw up and coordinate a plan of own research and independently collect materials from certain sources (PLO 7); Conduct formal and informal business talks in the field of international relations and foreign policy (PLO 11); Work in a group, forming your own contribution to the tasks of the group (PLO 17); Apply the acquired knowledge and skills in international relations, international law in solving practical problems (PLO 21).

1.8. Prerequisites: Constitutional Law of Ukraine, International public law (the fundamentals of theory), International public law (the main branches), Law of the European Union, Protection of vulnerable groups in International law.

2. Thematic plan of the discipline

Topic 1. Genesis of human rights at the international regional level

The genesis of the formation and development of human rights at the international regional level. Emergence of ideas about human rights. Development of ideas about human rights. Human rights and civilization. The role of international universal organizations in the development of the concept of human rights. A civilizational approach to the concept of human rights.

Topic 2. Concept, essence of human rights

The concept of human rights. Human rights as a normative form of relationships between individuals, society, and the state. The priority of human rights as a prominent principle of the rule of law. Concept, structure of the legal status of a person. Rights, freedoms, obligations of human rights. Guarantees of human rights. Human rights and citizen's rights. Legal regime of citizens in international law.

Topic 3. Legitimate restriction of human rights and derogation in time of emergency

Legitimate restriction of human rights during an emergency. Derogation from obligations during an emergency (Article 15 of the 1950 Convention for the Protection of Human Rights and Fundamental Freedoms). Practice of the ECHR on derogation from obligations. A. and Others v. United Kingdom case, No. 3455/05, 2009; Abdülsamet Yaman v. Turkey case, No. 32446/96, 2004; Bilen v. Turkey case, No. 34482/97, 2006; Marshall v. United Kingdom case, No. 41571/98, 2001.

Topic 4. The Council of Europe legal basis for human rights protection

Council of Europe Statute of 1949, European Convention for the Protection of Fundamental Rights and Freedoms of 1950, European Social Charter of 1961, European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment of 1987, Convention for the Protection of Persons in on the Automatic Processing of Personal Data of 1981, Convention for the Protection of Human Rights and Dignity with regard to the Application of Biology and Medicine: Convention on Human Rights and Biomedicine of 1997, European Convention on Nationality of 1997, Council of Europe Convention on Countermeasures human trafficking of 2005, etc.

Topic 5. The Council of Europe institutional mechanism for human rights protection

European Court of Human Rights (ECHR). European Commissioner for Human Rights (European Ombudsman). European Committee for the prevention of torture and inhuman or degrading treatment or punishment (ECPC). European Committee of Social Rights. Advisory Committee. Commissioner of the Council of Europe for personal data protection. Committee of independent experts. Commissioner for Human Rights. Advisory Committee. European Commission against racism and intolerance. Group of experts on anti-trafficking measures. Council of Europe Expert Group on combating violence against women and domestic violence.

Topic 6. Case law of the European Court of Human Rights

Practice of the European Court of Human Rights regarding the right to life (McCann and Others v. United Kingdom case, No. 18984/91, Grand Chamber decision of 1995). Practice of the European Court of Human Rights regarding the prohibition of torture, inhuman or degrading treatment or punishment (Kaverzin v. Ukraine case, 2012). Practice of the European Court of Human Rights regarding the right to freedom and personal integrity (Kharchenko v. Ukraine case, 2011). The practice of the European Court of Human Rights regarding the right to respect for private life (S and Marper v. United Kingdom case, No. 30562/04, 30566/04, decision of the Grand Chamber of 2008; Humenyuk and Others v. Ukraine case, No. 11423/19, 2021). The practice of

the European Court of Human Rights regarding the right to respect for family life (Saviny v. Ukraine case, No. 39948/06, 2008; M.R. and D.R. v. Ukraine case, No. 63551/18, 2018). Practice of the European Court of Human Rights regarding the right to respect for housing (Niemietz v. Germany case, No. 13710/88, 1992; Kryvitska and Kryvitskyi v. Ukraine case, No. 30856/03, 2011). Practice of the European Court of Human Rights regarding the right to respect for correspondence. Practice of the European Court of Human Rights regarding the right to freedom of thought, conscience and religion (Kokkinakis v. Greece case, No. 14307/88, 1993). Practice of the European Court of Human Rights regarding the right to freedom of expression (Lingens v. Austria case, No. 9815/82, 1986; Shvydka v. Ukraine case, No. 17888/12, 2014). Practice of the European Court of Human Rights regarding the right to freedom of assembly and association (Veniamin Tymoshenko and Others v. Ukraine case, No. 48408/12, 2014). The practice of the European Court of Human Rights regarding the right to property (Zelenchuk and Tsytsiura v. Ukraine case, No. 846/16 and No. 1075/16, 2018; Loizidou v. Turkey case, No. 15318/89, decision of the Great Chamber of 1996). Practice of the European Court of Human Rights regarding the prohibition of discrimination (Pichkur v. Ukraine case, No. 10441/06, 2013; D.H. and Others v. the Czech Republic case, No. 57325/00, decision of the Grand Chamber of 2007). Practice of the European Court of Human Rights regarding the right to a fair trial and an effective means of legal protection (Oleksandr Volkov v. Ukraine case, No. 21722/11, decision of the Grand Chamber of 2013; Burmych et al. v. Ukraine case, No. 46852/13, 47786/13, 54125/13, decision of the Grand Chamber of 2017).

Topic 7. The European Union legal basis for human rights protection

Formation of the concept of human rights in the law of the European Union. Community Charter on the Fundamental Rights of Workers of 1989, Charter of the European Union on Fundamental Rights of 2000. The founding treaties of the EU – the Treaty on the EU, the Treaty on the Functioning of the EU (as amended by the Treaty of Lisbon of 2007) Basics of the legal status of physical persons in the law of the European Union. Guarantees of human rights and freedoms in the law of the European Union. Cooperation of the European Union and the Council of Europe in the field of human rights protection.

Topic 8. The European Union institutional basis for human rights protection

Court of Justice. Agency for Fundamental Rights of the European Union. EU Ombudsman. European Union Asylum Agency. A data protection officer within each Community institution and body. European Data Protection Supervisor. European Data Protection Board. European Union Agency for Network and Information Security.

Topic 9. The OSCE legal basis for human rights protection

1975 Helsinki Final Act, 1990 CSCE Copenhagen Conference on the Human Dimension Act, 1991 CSCE Moscow Conference on the Human Dimension Act, 1994 Budapest Summit Declaration, 1996 Lisbon Act, 1999 European Security Charter, 2010 Astana Jubilee Declaration on the Way to a Community of Cooperation, 2017 Minsk Declaration, 2018 Berlin Declaration of the OSCE; resolutions of the OSCE PA, specialized OSCE acts in the field of protection of certain categories of persons (victims of terrorism, victims of human trafficking, etc.).

Topic 10. The OSCE institutional basis for human rights protection

OSCE High Commissioner for national minorities. OSCE Bureau for democratic institutions and human rights. OSCE Representative on freedom of mass media. Representatives of the OSCE Chairman-in-Office. Office of the OSCE Special Representative and Coordinator for

combating human trafficking. OSCE Special Representative and Coordinator for combating human trafficking. Alliance against human trafficking.

3. Structure of the course

Sections and topics	Course hours											
	Full-time						Part-time					
	Total	Including					Total	Including				
		lec	pr	lab	in/w	in/t		lec	pr	lab	in/w	in/t
1	2	3	4	5	6	7	8	9	10	11	12	13
Topic 1. The genesis of human rights at the international regional level	10	2	2			6	10					10
Topic 2. Concept, essence of human rights	10	2	2			6	12	2				10
Topic 3. Legitimate restriction of human rights and derogation in time of emergency	10	2	2			6	12	2				10
Topic 4. The Council of Europe legal basis for human rights protection	16	4	4			8	14	2	2			10
Topic 5. The Council of Europe institutional mechanism for human rights protection	16	4	4			8	15	2	2			11
Topic 6. Case law of the European Court for Human Rights	10	4	4			2	10					10
Topic 7. The European Union legal basis for human rights protection	12	4	4			4	11					11
Topic 8. The European Union institutional basis for human rights protection	12	4	4			4	12					12
Topic 9. The OSCE legal basis for human rights protection	12	4	4			4	12					12
Topic 10. The OSCE institutional basis for human rights protection	12	2	2			8	12					12
Total hours	**120**	**32**	**32**			**56**	**120**	**8**	**4**			**108**

4. Topics for practical lessons
Full-time / Part-time

№	Topic	Hours
1.	The genesis of human rights at the international regional level	2
2	Concept, essence of human rights	2
3.	Legitimate restriction of human rights and derogation in time of emergency	2
4.	The Council of Europe legal basis for human rights protection	4/2
5.	The Council of Europe institutional mechanism for human rights protection	4/2
6.	Case law of the European Court of Human Rights	4
7.	The European Union legal basis for human rights protection	4
8.	The European Union institutional basis for human rights protection	4
9.	The OSCE legal basis for human rights protection	4
10.	The OSCE institutional basis for human rights protection	2
	In total	**32/4**

5. Independent work

№	Types, content of independent work	Hours Full- time/Part-time
1.	The genesis of human rights at the international regional level *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	6/10
2	Concept, essence of human rights *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	6/10
3.	Legitimate restriction of human rights and derogation in time of emergency *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	6/10
4.	The Council of Europe legal basis for human rights protection *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	8/10
5.	The Council of Europe institutional mechanism for human rights protection *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	8/11
6.	Case law of the European Court of Human Rights *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	2/10

7.	The European Union legal basis for human rights protection *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	4/11
8.	The European Union institutional basis for human rights protection *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	4/12
9.	The OSCE legal basis for human rights protection *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	4/12
10.	The OSCE institutional basis for human rights protection *Task:* getting acquainted with the lecture material and doctrinal sources, preparing answers to the control questions, answering the tests.	8/12
	In total	**56/108**

6. Individual tasks

Individual tasks develop opportunities for independent work and contribute to a more in-depth study of theoretical material, formation of skills in using knowledge to solve relevant practical tasks.

The types of individual tasks (reports, tests performed during classroom classes and independent works, term paper, diplomas, etc.) are determined by the curriculum. Individual tasks consist in the preparation of an essay on a topic determined or chosen by the student with the help of the teacher and other types of work approved by the department. The deadlines for issuing, completing and defending individual tasks are determined by the programme of the course

Individual tasks are performed by the student independently with the necessary consultations from teacher. Cases of performance of works on complex subjects by several persons are allowed.

6.1. Topics of individual tasks

1. Compliance with the principle of non-discrimination in the activities of international bodies and organizations.
2. Court of Justice of the EU: organization and procedure of activity.
3. Protection of the rights of victims of human trafficking.
4. The status of vulnerable persons in international law.
5. The role of regional international bodies in the protection of human rights.
6. The role of advisory bodies of international regional organizations in the protection of human rights.
7. Activities of the OSCE Ombudsman.
8. Status of citizens in EU law.
9. International legal regulation of combating racism and racial discrimination.
10. Regional treaties on citizenship.
11. Status of the Ombudsman in the European Union.
12. OSCE activities in the protection of the rights of national minorities.
13. Protection of victims of terrorism within regional international organizations.
14. The right to a fair trial.

15. Legal regulation of the status of displaced persons within the Council of Europe.

16. International standards in the field of human rights and their implementation in the national legislation of states.

17. Regional systems of international protection of human rights and fundamental freedoms.

18. Genesis of human rights at the international regional level.

19. Guarantees of human rights: international legal aspect.

7. Teaching methods

The teaching method is an interrelated activity of the teacher and the student, aimed at the assimilation of the system of knowledge by students, the acquisition of skills and abilities, their education and general development.

Explanatory and illustrative method or informational and receptive method. Students gain knowledge at lectures, educational or methodological literature. Students perceive and comprehend facts, assessments, conclusions and stay within the limits of reproductive thinking. This method is widely used to transmit a large amount of information.

Reproductive method. Students' activities are algorithmic in nature, that is, they are performed according to instructions, prescriptions, rules in situations that are analogous, similar to the sample shown. Students' activities are organized according to the repeated reproduction of the acquired knowledge. For this purpose, a variety of exercises, practical tasks, programmable control, and various forms of self-control are used.

Problem-based presentation method. Before presenting the material, the scientific and pedagogical worker poses a problem, formulates a cognitive task on the basis of various sources and means. He/she shows a way to solve a problem. The way to achieve the goal is to reveal the system of evidence, compare points of view, different approaches. Students become witnesses and participants in scientific research. Students not only perceive, comprehend and memorize ready-made information, but also follow the logic of evidence, the movement of thought of scientific and pedagogical workers.

Partial-search, or heuristic, method. It consists in the organisation of an active search for solutions to the cognitive tasks put forward in the training (or formulated independently). The search for a solution takes place under the guidance of the scientific and pedagogical worker. The thinking process becomes productive. The thinking process is gradually directed and controlled by the academic staff or by the students themselves on the basis of work on programs (including computer programs) and textbooks. The method helps to activate students' thinking and arouse their interest in learning at seminars.

Research method. The material, the formulation of problems and tasks, and brief oral or written instruction of students are analyzed. Students independently study literature, sources, and perform other search activities. Tasks that are performed using the research method should contain all the elements of an independent research process (task statement, justification, assumptions, search for appropriate sources of necessary information, task solution process).

Discussion methods. Elements of discussion (disputes, clashes of positions, deliberate exacerbation and even exaggeration of contradictions in the discussed content) can be used in almost any organizational form of learning, including lectures.

Modeling method. Modeling situations during the educational process is the creation of such situations-models where real objects are replaced by symbols and the relationships between the participants in the activity are not natural, but are organized specifically under the guidance of the scientific and pedagogical worker, that is, artificially.

8. Methods of control

Control methods are methods of diagnostic activity that allow for feedback in the study process in order to obtain data on the success of learning, the effectiveness of the educational process.

Control measures determine the compliance of the level of knowledge, skills and abilities acquired by students with the requirements of normative documents on higher education.

Self-control is intended for self-assessment by applicants for higher education of the quality of mastering the educational material of the discipline (section, topic). To this end, the textbooks for each topic (section), as well as methodological developments for seminars provide questions for self-control.

Department control is carried out in order to assess the level of training of students in the discipline at different stages of its study and is carried out in the form of incoming, current, boundary and semester control.

The following types of control of study outcomes are used in the educational process: entrance, current during the semester, control works provided by the curriculum, acceptance of individual tasks, term papers, final semester, and deferred control.

Entrance control is carried out before studying a new course in order to determine the level of preparation of students in the disciplines that provide this course. Entrance control is carried out in the first lesson on the tasks that correspond to the programs of previous training. The results of control are analysed at the departmental (interdepartmental) meetings and meetings of methodical commissions together with scientific and pedagogical workers who conduct classes on security discipline. Based on the results of the entrance control, measures are developed to provide individual assistance to students, adjust the educational process.

Current control is carried out on all types of classes during the semester. Current control can be carried out in the form of oral questioning or written control in practical, seminar classes, lectures, in the form of a colloquium, student speeches when discussing issues in seminars, in the form of computer testing, etc. Specific forms of current control and criteria for assessing the level of knowledge are determined by the curriculum. The results of the evaluation of students' work must be communicated to students in a timely manner. The form of current control is rector's control works. The results of the evaluation of rector's tests can be counted as the results of the tests provided for in the curriculum.

The final semester control in the discipline is a mandatory form of assessment of student learning outcomes. It is carried out in the terms established by the schedule of educational process, and in the volume of the educational material defined by the program of educational discipline. Semester control is conducted in the form of a test or semester exam in a particular discipline. The student is admitted to the semester control provided that he performs all types of work provided for in the curriculum for the semester in this discipline.

Semester test - a form of final control, which consists in assessing the assimilation of students' lecture material, as well as their work on certain seminars.

Semester exam - a form of final control in a particular discipline for the semester, which aims to test the mastery of theoretical and practical material. Exams are based on examination tickets approved by the department. The teacher must acquaint students with the content of examination questions, a sample examination ticket at the beginning of the study discipline.

The maximum amount of points that a student can score when passing the exam (test) in the discipline is 40.

The score of the final control is set on a national scale as the sum of points earned by the applicant during the semester during the control activities provided by the program of the discipline (practice) and points scored during the semester exam (credit).

The maximum amount of points that a student can score when studying the discipline (internship) is 100.

8.1. Questions submitted for the current and final control

Test questions:

1. Genesis and development of human rights on international regional level.
2. Classification of human rights.
3. Rights, freedom, responsibilities of human and citizen.

4. Guarantees of human rights and freedoms.
5. Concept, structure of the legal status of a person.
6. Human rights and citizen rights.
7. Grounds for restricting human rights and freedoms.
8. Concept, essence of the institute of the protection human rights.
9. Legitimate restriction of human rights during an emergency. Derogation in time of emergency (Article 15 of the Convention of 1950).
10. The practice of the ECHR on derogation in time of emergency. A. and Others v. United Kingdom, No. 3455/05, 2009.
11. Practice of the ECHR on derogation in time of emergency. Abdülsame Yaman v. Turkey, No. 32446/96, 2004.
12. Practice of the ECHR on derogation in time of emergency. Bilen v. Turkey, No. 34482/97, 2006.
13. Practice of the ECHR on derogation in time of emergency. Marshall v. United Kingdom, No. 41571/98, 2001.
14. Regional international law mechanism of the human rights protection.
15. Correlation of international universal and regional human rights protection mechanisms.
16. Areas of cooperation EU and Council of Europe in the sphere of human rights protection.
17. European Convention on Human Rights 1950: generalcharacteristic.
18. The role of the founders treaties of the Council of Europe in in the sphere of human rights protection.
19. Convention for the protection of Human Rights and Dignity of the Human Being with regard to the Application of Biology and Medicine: Convention on Human Rights and Biomedicine (ETS No. 164).
20. European Social Charter of 1961 (revised).
21. European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment of 1987.
22. European court of human rights (ECHR): competence, procedure for submission and consideration of complaints.
23. European ombudsman.
24. European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (CPT).
25. European Commission against Racism and Intolerance (ECRI).
26. the Group of Experts on Action against Trafficking in Human Beings.
27. Group experts with questions opposition violence concerning women and homeviolence councils of Europe
28. The practice of the European Court of Human Rights on the right to life (McCann and Others v. United Kingdom), No. 18984/91, decision of the Great Chamber of 1995).
29. The practice of the European Court of Human Rights regarding the prohibition of torture, inhuman or degrading treatment or punishment (Kaverzin v. Ukraine case, 2012).
30. Practice of the European Court of Human Rights regarding the right to freedom and personal integrity (Kharchenko v. Ukraine case, 2011).
31. Practice of the European Court of Human Rights regarding the right to respect for private life (Humenyuk et al. v. Ukraine case, No. 11423/19, 2021).
32. Practice of the European Court of Human Rights regarding the right to respect for family life (M.R. and D.R. v. Ukraine, No. 63551/18, 2018).
33. Practice of the European Court of Human Rights regarding the right to respect for housing (Kryvitska and Kryvitskyi v. Ukraine case, No. 30856/03, 2011).
34. Practice of the European Court of Human Rights regarding the right to freedom of thought, conscience and religion (Kokkinakis v. Greece case, No. 14307/88, 1993).
35. Practice of the European Court of Human Rights regarding the right to freedom of expression (Shvydka v. Ukraine case, No. 17888/12, 2014).

36. Practice of the European Court of Human Rights regarding the right to freedom of assembly and association (Veniamin Tymoshenko and Others v. Ukraine case, No. 48408/12, 2014).
37. Practice of the European Court of Human Rights regarding the right to property (Loizidou v. Turkey case, No. 15318/89, decision of the Grand Chamber of 1996).
38. Practice of the European Court of Human Rights regarding the prohibition of discrimination (Pichkur v. Ukraine case, No. 10441/06, 2013).
39. Practice of the European Court of Human Rights regarding the right to a fair trial and an effective means of legal protection (Oleksandr Volkov v. Ukraine case, No. 21722/11, decision of the Grand Chamber of 2013).
40. Charter of Fundamental Rights of the European Union.
41. EU secondary legislation concerning the legal status of citizens of third countries and stateless persons equated to them.
42. European Court of Human Rights (ECHR): competence, procedure and review of complaints.
43. The role of the Court of Justice in the protection of human rights.
44. European Commissioner for Human Rights (European Ombudsman): competence, legal force of decisions.
45. Extrajudicial mechanisms for the protection of rights and freedoms in the European Union.
46. Status of the citizens of the European Union.
47. Status of the third countries' citizens in EU.
48. Guarantees of the human rights and freedoms in the European Union.
49. European Union Agency for Fundamental Rights.
50. The European Union Agency for Network and Information Security.
51. Fundamental OSCE Acts in the field of human rights protection.
52. Helsinki Final Act of 1975.
53. Specialized OSCE acts in the field of protection of certain categories of persons (victims of terrorism, victims of human trafficking, etc.).
54. OSCE High Commissioner on National Minorities.
55. OSCE Office for Democratic Institutions and Human Rights.
56. OSCE Representative on Freedom of the Media.
57. Office of the Special Representative and Co-ordinator for Combating Trafficking in Human Beings (CTHB).
58. OSCE Special Representative and Co-ordinator for Combating Trafficking in Human Beings.

9. Grading scheme
Example for the final control during the semester

Full-time (distance) mode of study

The total number of points is 100.
The number of points for the exam is 40.
Number of points during the semester - 60:
Number of points for answers at seminars - 40: Formula about

$$\Sigma 40 = \frac{\Sigma 1}{\Sigma 2} \times 8 \text{ (eight)}$$

Note:
Σ40 - the sum of the maximum number of points
Σ1 - the sum of the points received by the student for answers to practical (seminar) classes.
Σ2 the number of practical (seminary) classes during the semester.
8 is the coefficient

Written test - 10 points.
Individual task - 10 points.

Current control, independent work, individual tasks									credit test	Total
						Written test	Individual task	Total		
T1-2	T3-5	T6-7	T8	T9	T1					
40						10	10	60	40	100

T1, T2 ... – topics sections

Exam (final test) scoring criteria

The exam is conducted in the form of a written work consisting of 40 test tasks on the topics provided by the syllabus within the questions for the final control. Each correct answer to one test task is rated at 1 point. The maximum number of points scored during the final exam is 40.

Individual task scoring criteria

Individual task is conducted in the form of written work. The maximum number of points scored – 10 points.

Test scoring criteria

The test is conducted in the form of a written work consisting of test tasks on the topics provided by the syllabus within the questions for the final control. The maximum number of points scored is 10.

Oral response scoring criteria

Criteria for evaluating oral answers.

The answer to the seminar is 1-5 points.

The current control is carried out, in particular, in the form of a survey and verification of the results of speeches at seminars and practical classes in a five-point scale of assessments.

5 points are put under the following conditions:

- the student actively works during all practical lessons;
- gives a complete, correct, consistent, coherent, substantiated statement of the issue, accompanied by correct examples and a reference to the current legislation;
- all that is taught should indicate a profound understanding and orientation in the phenomena and processes being studied;
- correct comprehensive answers to additional questions of the teacher.

4 points are put under the following conditions:

- the student actively works during the practical training;
- gives a correct, complete statement of the content of the textbook and the material provided by the teacher, but additional control questions that the teacher sets to clarify the depth of understanding and ability to navigate in phenomena and processes, responds only with some help from a teacher or colleagues;
- insufficiently comprehensive answers to additional questions of the teacher.

3 points are put under the following conditions:

- a student behaves passively in the classroom, responds only to the challenge of a teacher;
- in general, reveals the knowledge of the main study material under consideration, but during the answer makes mistakes and recognizes them only after the instruction of the teacher;

- Answers to the questions do not immediately, but only after some tension of memory, with what answers are fuzzy;

- not able to deduce the relationship with other problems of the discipline without the help of the teacher;

2 points are put under the following conditions:

- admits significant errors or completely misses the material and partially corrects these errors only after the instruction of the teacher;

- the student reveals the lack of knowledge of a significant part of the educational material, illogical and uncertainly teaches him, in the answer there are humps and breaks, can not explain the problem, although he understands it;

- the teaching material is not sufficiently connected and consistent.

1 point is put under the following conditions:

- the student assumes gross errors in the presentation of the material and does not correct these errors, even if they instruct them on the teacher; - reveals a lack of understanding of the educational material and, as a result, a complete lack of skills in the analysis of phenomena, and in the further implementation of practical tasks.

Part-time (distance) mode of study

The total number of points is 100.
The number of points for the exam is 40.
Number of points during the semester - 60:
Number of points for answers at seminars - 40;
Written test - 10 points.
Individual task - 10 points.

Current control, independent work, individual tasks					**credit test**	**Total**
		Written test	**Individual task**	**Total**		
T4	T5					
40		10	10	60	40	100

T4, T5 ... – topics

Oral response assessment criteria

The current control is carried out, in particular, in the form of a survey and verification of the results of speeches at seminars and practical classes in a twenty-point scale of assessments.

15-20 points are given under the following conditions:

- the student actively works during all practical lessons;

- gives a complete, correct, consistent, coherent, substantiated statement of the issue, accompanied by correct examples and a reference to the current legislation;

- all that is taught should indicate a profound understanding and orientation in the phenomena and processes being studied;

- correct comprehensive answers to additional questions of the teacher.

10-14 points are given under the following conditions:

- the student actively works during the practical training;

- gives a correct, complete statement of the content of the textbook and the material provided by the teacher, but additional control questions that the teacher sets to clarify the depth of understanding and ability to navigate in phenomena and processes, responds only with some help from a teacher or colleagues;

- insufficiently comprehensive answers to additional questions of the teacher.

5-9 points are given under the following conditions:

- a student behaves passively in the classroom, responds only to the challenge of a teacher;

- in general, reveals the knowledge of the main study material under consideration, but during the answer makes mistakes and recognizes them only after the instruction of the teacher;

- answers the questions not immediately, but only after some tension of memory, with what answers are fuzzy;

- not able to deduce the relationship with other problems of the discipline without the help of the teacher;

2-4 points are given under the following conditions:

- admits significant errors or completely misses the material and partially corrects these errors only after the instruction of the teacher;

- the student reveals the lack of knowledge of a significant part of the educational material, illogical and uncertainly teaches him, in the answer there are humps and breaks, can not explain the problem, although he understands it;

- the teaching material is not sufficiently connected and consistent.

1 point is given under the following conditions:

- the student assumes gross errors in the presentation of the material and does not correct these errors, even if they instruct them on the teacher;

- reveals a lack of understanding of the educational material and, as a result, a complete lack of skills in the analysis of phenomena, and in the further implementation of practical tasks.

Assessment criteria of written tests, credit tests and exams

Written tests and credit tests are performed in a written form. The written test consists of 10 open-ended questions / 20 test tasks, the credit paper consists of 40 test tasks. Each test item has four answer options, only one of which is correct; one point is awarded for each correct answer.

During the study of the course, the use of artificial intelligence (AI) technologies shall be carried out in accordance with the Policy on the Use of Artificial Intelligence Technologies of V. N. Karazin Kharkiv National University.

The following AI use models are applied within the course:

1. “AI Prohibited” Model

The use of artificial intelligence technologies is not permitted during assessment activities aimed at verifying the student's individual knowledge and acquisition of competencies, including oral questioning, modular tests, examinations (pass/fail assessments), unless otherwise specified by the instructor, as well as other forms of assessment for which the instructor has established restrictions on the use of AI.

2. “AI as an Assistant” Model

During preparation for practical classes and completion of individual assignments, essays, analytical reviews, and other written assignments, students are permitted to use AI for: searching for and systematizing information; selecting and conducting a preliminary analysis of academic sources; explaining complex concepts; improving the structure of a text; checking grammar, style, and formatting; generating ideas, work plans, or examples.

The final text of the assignment, conclusions, analysis, interpretation of results, and 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 AI technologies may be a mandatory component of the task. In such cases, students may use

generative AI models for: data analysis and preparation; generation, analysis, and optimization of code; comparison of the results produced by different AI models; creation of visualizations, diagrams, or images; analysis of large datasets; and conducting experiments using modern AI tools.

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

Declaration of AI Use

If artificial intelligence technologies are used, the student is required to indicate: the name of the AI service or model; the date of use; and the nature of the assistance provided (e.g., idea generation, information search, data analysis, code generation, text editing, etc.).

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

Undeclared use of artificial intelligence technologies or submission of AI-generated material as the student's own academic work shall be considered a violation of the principles of academic integrity in accordance with the University's internal regulations.

Grading scale

The number of points for all types of educational activities during the semester	Score on a national scale	
	for an exam	for a final test
90 – 100	Excellent	Credited
70-89	Good	
50-69	Satisfactory	
1-49	Unsatisfactory	Not credited

10. Recommended literature

Literature:

1. Alston P. International Human Rights. New York : NYU Law, 2025.
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8. Rainey B., Wicks E., Ovey C. The European Convention on Human Rights. 8th ed. Oxford : Oxford University Press, 2021. 711 p.
9. Reid K. A Practitioner's Guide to the European Convention on Human Rights. 7th ed. London : Sweet & Maxwell ; Thomson Reuters, 2023.
10. Stoyanova V. Positive Obligations under the European Convention on Human Rights: Within and Beyond Boundaries. Oxford : Oxford University Press, 2023.
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Ліра-К. 2013. 416 с.

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15. Захист прав людини в сучасному міжнародному та європейському праві : навч.-метод. посібник / Х. Бехруз, А. Гриб та ін. ; за ред. Х. Бехруз; НУ «Одес. юрид. академія». Одеса : Фенікс, 2023. 62 с.

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17. Ковалів М. В., Тимчишин Т. М., Ніканорова О. В. Основи права Європейського Союзу: навчальний посібник. Львів: Львівський державний університет внутрішніх справ, 2020. 212 с.

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21. Міжнародне публічне право. Міжнародний захист прав людини : посіб. для підгот. до зовн. незалеж. оцінювання / Т. Л. Сироїд, Л. О. Фоміна ; за заг. ред. Т. Л. Сироїд. 6-те вид., перероб. і допов. Харків : Право, 2024. 502 с.

22. Міжнародний захист прав людини : навчальний посібник / кол. авторів ; за ред. О. Б. Онишко. Львів : Львівський державний університет внутрішніх справ, 2022. 540 с.

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27. Права людини у міжнародному праві : підручник / за заг. ред. канд. юрид. наук, доцента А. В. Войціховського; [Бакумов О. С., Варунц Л. Д., Войціховський А. В., Гудзь Т. І. та ін.]; передм. А. В. Войціховський. Харків : ООО «Планета- Принт», 2021. 404 с.

28. Саченко А. П. Європейська конвенція з прав людини: знайомство та практика застосування. Київ : Дакор, 2022.

29. Сироїд Т. Л. Міжнародне публічне право : навч. посіб. Київ : Юрінком Інтер, 2025. 628 с.

30. Сироїд Т. Л., Фоміна Л. О. Міжнародне право прав людини: підручник. Київ: Юрінком Інтер, 2023. 564 с.

31. Сироїд Т. Міжнародне публічне право: навч. посібник. Київ.: Юрінком Інтер, 2025. 628 с.

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Supplementary literature:

1. Handbook on Statelessness in the OSCE Area International Standards and Good Practices. URL: https://www.osce.org/handbook/statelessness-in-the-OSCE-area?download=true.

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3. Knoll-Tudor B., Pardavi M. Cartel of Silence: How the European Union Undermines the Work of its Human Rights Defenders in the OSCE. *Journal of Human Rights Practice*. 2023. Vol. 15. No. 1. P. 284-303.

4. Kūris E. Brussels in Strasbourg: Theoretical Reflections on the Impact of European Union Law on the Case-Law of the European Court of Human Rights. *Teisė*. 2024. Vol. 131. P. 8-22.

5. Polakiewicz J., Suominen-Picht I. A Council of Europe Perspective on the European Union's Accession to the European Convention on Human Rights. *European Papers*. 2024. Vol. 9. No. 2. P. 729-744.

6. Syroid T., Fomina L. Approaches to Understanding the Concept of Vulnerability: International Legal Aspect. *Journal of International Legal Communication*. 2023. № 9 (2). P. 7-15.

7. Tubić B. Human Rights Protection in the European Union. *Central European Journal of Comparative Law*. 2024. Vol. 5. No. 2. P. 311-326.

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з прав людини. *Реалії та перспективи розбудови правової держави в Україні та світі:* матеріали IX Міжнародної науково-практичної конференції (м. Суми, 29-30 травня 2026 р.). У 2-х томах. Суми: Вид-во СумДПУ імені А.С. Макаренка, 2026. Т.1. С. 152-155.

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11. Links to information resources on the Internet, video lectures, other methodological support

1. Офіційний сайт Агентства фундаментальних прав Європейського Союзу. URL: https://fra.europa.eu/en/about-fra.
2. Офіційний сайт Дитячого фонду ООН. URL: http://www.unicef.org/.

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