UDC: 004.01/.08:811.111+ 37.01/.09 (075) https://doi.org/10.15407/jai2025.03.023

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ARTIFICIAL INTELLIGENCE USAGE IN STUDENTS' ACADEMIC WRITING: ON THE EXAMPLE OF THE THESIS OF THE JURISPRUDENCE SECTION FROM THE COLLECTION OF WORKS

Annotation. The actuality of ongoing research witnesses that integration of digital tools into academic writing has been demonstrated to significantly enhance students' writing skills across various educational levels. Instruments such as automatic grammar checkers, reference management systems, plagiarism detection software, and collaboration platforms support students in creating more organized and academically compliant writing. This digital transformation not only contributes to the technical improvement of writing skills but also enhances educational accessibility, offering broader opportunities for students from diverse backgrounds to develop their abilities. Moreover, AI technologies, including AI-driven digital writing assistants, further improve the quality of writing by reducing grammatical errors and expanding vocabulary. The mission of ongoing research aims to fulfill three interconnected goals, such as: firstly, to present types of academic writing most frequently applied during shaping writing skills for university learners; secondly, demonstrate on practice the example of the thesis of the jurisprudence section from the collection of works on the theme "The Right to Inclusive Education and its Provision in the Civil Law Field"; thirdly, to evaluate the impact of artificial intelligence on academic writing skills development. The research findings have revealed that despite the substantial advantages that digital tools offer, there are potential downsides. An over-reliance on technology may hinder the development of essential analytical skills and creativity, which are crucial components of effective writing. As a result, the wider implications for digital literacy curricula underscore the need for a balanced approach. Digital tools should be integrated thoughtfully, accompanied by clear guidance to ensure they enhance rather than replace critical thinking and creative writing skills. Additionally, professional development for educators is vital to ensure they are well-equipped to help students use these tools effectively, fostering both technical proficiency and independent, creative thought. As a recommendation, the research advocates for a careful integration of digital tools, stressing that these resources should augment fundamental academic writing skills rather than replace them. Furthermore, digital literacy training is essential, especially for students with limited access to technology. It is crucial for educational institutions to provide digital literacy training, enabling students to effectively leverage digital tools to enhance their academic writing capabilities.

Keywords and Phrases. Academic writing; writing approaches; thesis; research writing guidelines; technology; universities; opportunities and risks; artificial intelligence; writing toolkit.

Introduction

Student academic writing is fundamental to the processes of teaching and learning within higher education.

Students are primarily evaluated based on their written work, necessitating their understanding of both general academic conventions and specific disciplinary writing standards to achieve success in higher education.

Teaching Academic Writing serves as a 'toolkit' aimed at assisting higher education instructors and tutors in teaching writing skills to their students.

This resource includes a variety of teaching strategies, providing practical activities that enable students to enhance their writing skills, as well as guidelines that encourage lecturers and tutors to engage more thoughtfully with the assessment tasks they assign and the feedback they provide to students (Tondon, B., 2022).

Student writing occupies a central role in the teaching and learning processes within higher education, serving multiple purposes that vary according to the specific contexts in which it takes place. These purposes encompass:

– *assessment, which frequently stands as a primary objective for student writing (National Committee of Inquiry into Higher Education, 1997). Students may be tasked with creating essays, written examinations, or laboratory reports, all of which primarily aim to showcase their understanding of the disciplinary course content. When evaluating such writing, lecturers concentrate on both the content and the form, which includes the*

language employed, the structure of the text, the formulation of arguments, as well as grammar and punctuation;

– learning can assist students in engaging with disciplinary knowledge while also fostering broader skills in reasoning and critique. In addition to or concurrently with writing for assessment, students might be required to compose texts that document their reflections on the learning journey itself, such as journals where they note their thoughts, inquiries, challenges, and concepts related to readings, lectures, and practical applications;

– engaging with specific disciplinary communities, whose communication standards serve as the primary means through which academics convey and assess ideas. As students advance through their university education, they are frequently anticipated to create texts that more closely align with the norms and conventions of their selected disciplines, with this expectation reaching its peak during postgraduate studies (Cohen, G., 2023).

Research Problem Statement

Academic writing is an essential aspect of higher education, fostering critical thinking, analytical reasoning, and structured argumentation. The incorporation of technology in this domain offers a chance to enhance the accessibility of quality writing support, especially for students from varied backgrounds who may need extra help in honing their academic communication skills. Research on digital literacy conducted between 2020 and 2024 underscores how digital tools can democratize education by allowing students from diverse educational and social backgrounds to access resources that improve their academic writing skills. By pinpointing the most effective digital tools and best practices, this research aids in the overarching objective of advancing digital literacy and equipping students for the challenges of an increasingly digital society. As educational methodologies progress, the urgency to modify teaching strategies and resources to leverage the potential of contemporary digital tools intensifies (Chernov, A., Chernova, V., 2019).

In the wider context of educational technology, the incorporation of digital tools signifies a transition towards more personalized, accessible, and scalable learning experiences. These tools are increasingly recognized as essential for cultivating critical academic skills, particularly in the digital age where technology influences every facet of learning and communication. Recent research underscores the escalating importance of digital tools in boosting engagement and enabling tailored learning experiences, which are crucial for academic achievement in contemporary education. Moreover, the implementation of these tools not only enhances writing skills but also fosters the development of other essential competencies, such as critical thinking and problem-solving, which are indispensable in today's knowledge-based society. As the educational landscape evolves to become more technology-oriented, the capacity of digital tools to accommodate diverse learning requirements and close educational disparities continues to grow (Bernardi, L., 2019; Chernov, A., Chernova, V., 2019).

Literature Analysis

The manner in which individual tutors assist students in their writing differs not only across but also within the spectrum of institutional resources discussed in the preceding section. Nevertheless, there are three significant methodologies regarding the instruction of student writing that merit consideration. We categorize these methodologies as follows: writing as text, writing as process, and writing as social practice. These methodologies have evolved over time and frequently within ambiguous geographical contexts; however, they significantly influence the current pedagogical practices in writing instruction.

Text Approach to Teaching Writing. Historically, in the realm of higher education, the instruction of writing has predominantly focused on the final outputs or 'products' of students' writing. Whether in dedicated writing courses or integrated within discipline-specific classes, the teaching of writing frequently involved providing students with 'models of good writing' and encouraging them to replicate these examples.

However, there was often a lack of analysis regarding the various rhetorical elements of the texts or the social contexts in which these texts were utilized. The emphasis was primarily placed on particular characteristics of the written works, such as spelling, text structure, vocabulary, and style.

Furthermore, the writing process itself received minimal attention, including both the conscious and unconscious choices that writers make to effectively communicate for diverse purposes and audiences. During a time when students were likely more homogeneous and shared similar educational backgrounds and social experiences, it was often assumed that they could learn academic writing through this method of imitation (Allen, T., 2021).

Process Approach to Teaching Writing. Attention to process-oriented approaches in writing focuses on the various steps and stages that an individual writer may navigate. Process writing originated from the individualistic and expressivist trends that were prevalent in education during the 1960s and 1970s, and many aspects of it remain relevant today. Centered around the concept of the discrete, isolated individual, process writing primarily emphasized how students could articulate their identities, rather than viewing writing as an activity situated within a social context. Critics of process approaches contend that the explicit instruction of the forms and conventions of academic writing must be integrated with any emphasis on process to enable students to master dominant academic structures (Alex, D., 2024).

Social Practice Approach to Teaching Writing. The emphasis here is on writing as an activity that consistently takes place within a social context, both at a more localized, immediate level and at a wider social and cultural level. In the realm of higher education, there are various ways in which student writing can be perceived as a 'social practice'.

Firstly, student writing is invariably situated within the relationships surrounding teaching and learning, and these relationships significantly affect the degree to which students are able to write effectively in higher education.

Secondly, the norms that define what is deemed 'appropriate academic writing' are inherently social, having evolved within specific academic and disciplinary communities over time.

Thirdly, student academic writing represents a social practice in that the writers, who are students, are not only learning to communicate in specific manners but are also learning how to embody particular identities: that is, to write 'as academics', 'as geographers', 'as social scientists'.

Therefore, academic writing also pertains to personal and social identity. Some students may encounter greater difficulty or discomfort in adopting these identities compared to others. This focus on identity issues in academic writing within higher education has gained prominence in recent years; factors such as educational background, ethnicity, cultural expectations, and gender have all been demonstrated to affect how students engage with academic texts and how they respond in writing.

This systematic literature review (SLR) is designed to specifically examine the impact of digital tools on academic writing by synthesizing and assessing findings from pertinent studies conducted between 2019 and 2024. Through a thorough review process, the study highlights prevailing trends, identifies research gaps, and pinpoints areas of influence within this domain. The research questions that guide this investigation are:

– *In what ways do digital tools enhance students' writing skills?*

– *What ethical considerations and potential misapplications arise from the use of AI-based tools in academic writing?* (Alex, D., 2024).

By methodically evaluating the research landscape, this SLR enhances our understanding of how digital tools can facilitate students' writing development in an increasingly digital age, ultimately guiding future practices and research trajectories in educational technology.

The Purpose of Research

The mission of ongoing research aims to fulfill three interconnected goals, such as: firstly, to present types of academic writing most frequently applied during shaping writing skills for university learners; secondly,

demonstrate on practice the example of the thesis of the jurisprudence section from the collection of works on the theme "The Right to Inclusive Education and its Provision in the Civil Law Field"; thirdly, to evaluate the impact of artificial intelligence on academic writing skills development.

Research Outcomes

A thesis represents an extensive written work that is typically required upon the completion of a degree program. It provides an opportunity to thoroughly explore a subject of personal interest, conduct original research, and demonstrate the knowledge acquired throughout your studies. You will formulate a precise question or argument, known as a thesis statement, and structure your entire paper around this central idea.

In essence, a thesis functions as your culminating academic project. It serves as evidence of your ability to research, analyze, and articulate concepts within your discipline – be it business, engineering, psychology, or any other field. While it is a standard requirement for various Master's degree programs and at the doctoral level, certain Bachelor's programs may also incorporate it.

Composing a thesis may initially seem daunting; however, with an appropriate strategy, it transforms into a feasible (and potentially gratifying) endeavor. The following suggestions will assist you in maintaining focus, conserving time, and crafting a robust piece of scholarly work.

The guidelines for writing university curriculum thesis can be suggested in the following was:

1. *Begin with a comprehensive outline.* Prior to commencing your writing, devise your framework. Employ bullet points for each chapter and section. An effective outline ensures your research remains on course and aids in preventing redundancy.

2. *Select a topic of significance — to you.* Choose a subject that you are passionate about or genuinely eager to investigate. Given that you will dedicate months to this undertaking, your enthusiasm will sustain your motivation during challenging times.

3. *Formulate clear research questions.* Your entire thesis should strive to address 1–3 primary questions. Document them early on and utilize them to steer every choice — from the sources you consult to the methods you employ for data collection.

4. *Communicate with your supervisor frequently.* Do not postpone seeking feedback until your draft is complete. Regularly check in to ensure you are on the correct trajectory, and request assistance if you encounter obstacles.

5. *Write in phases — not all at once.* Divide your writing into manageable, realistic objectives. Focus on one section at a time. Even composing 300 words daily can result in significant advancement over several weeks.

6. *Utilize credible academic sources.* Depend on peer-reviewed journals, scholarly books, and data from reputable institutions. Steer clear of blog entries, Wikipedia, or unverified statistics unless you are critiquing them.

7. *Take referencing seriously.* Employ tools such as Zotero, EndNote, or Mendeley to organize your references from the outset. This will save you considerable time when formatting your bibliography.

8. *Revise multiple times.* Allocate time for editing. Your initial draft will not be flawless — and that is acceptable. Concentrate on clarity, structure, grammar, and whether your argument effectively addresses your research question" (Barack, L., 2024).

Example of students thesis in coauthor with teacher from law field on theme: "The Right to Inclusive Education Provision in the Civil Law Field".

In todays ever-changing society, which faces numerous challenges of globalisation, inclusive education is emerging as one of the key components of ensuring social equality and ustice. The fundamental human rights, the normative basis of international law, were first enshrined in the Universal Declaration of Human Rights of 10.12.1948 1. Among these rights, the right to education is a key element of social integration and personal development. The Declaration proclaims the principle of non-discrimination, according to which everyone is entitled to all rights and freedoms without distinction of any kind, including race, colour, sex, language, religion, political or other opinion, national or social

origin, property, birth or other status (Article 2).

In turn, Article 26(1) of the Declaration guarantees everyone's right to education, as well as the priority right of parents to choose the type of education for their minor children (Article 26(3)) 1 77 years ago, the Universal Declaration of Human Rights laid the groundwork for universal access to education aimed at developing literacy, information competence and cultural development. However, despite the progress, it took 46 years for the international community to draw attention to implementing inclusive education, which ensures equal access to educational services for all children, regardless of their characteristics. The right to inclusive education is integral to social human rights, providing equal opportunities for all persons irrespective of their physical, mental, intellectual or sensory characteristics 2, p. 4 (Aftanasiv V., Bondarenko V., 2025).

In 1994, the Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action of 10.06.1994 became a catalyst for this process, proclaiming the principle of inclusive education, according to which general education institutions should provide education for all children, taking into account their physical, intellectual, social, emotional, speech and other developmental features 3. In Ukraine, legislative changes aimed at implementing the principles of inclusive education began after the ratification of the UN Convention on the Rights of Persons with Disabilities of December 13, 2006 4 and its Optional Protocol in 2009 5.

In particular, on October 1, 2010, the Ministry of Education and Science of Ukraine approved the Concept of Inclusive Education by Order №912 [6], an essential step towards creating a barrier-free educational environment. In the context of the ongoing russian-Ukrainian war, the issue of ensuring the right to inclusive education is of particular relevance. Military conflicts and social disturbances caused by the aggression of the russian federation are affecting all spheres of public life, including the educational process (Aftanasiv V., Bondarenko V., 2025).

Destroyed schools, lack of necessary infrastructure, forced displacement of the population and psychological trauma of children are becoming significant obstacles to ensuring access to quality education for all segments of the population, especially for children with special educational needs (hereinafter – SEN). In the national legal framework, the right to inclusive education, which directly derives from the fundamental right to education and the principles of non discrimination proclaimed by both national and international law, is enshrined in the Constitution of Ukraine No. 254к/96-BP of 28.06.1996, in particular in Article 53 [7] (Aftanasiv V., Bondarenko V., 2025).

The Law of Ukraine «On Education» No. 2145-VIII of 05.09.2017 also plays a critical role, Article 19 of which provides equal access to education, including for children with SEN, and obliges the state to create educational conditions 8. The Law of Ukraine «On Complete General Secondary Education» No. 463-IX of 16.01.2020 in Part 4 of Art. 20 establishes that persons with SEN are provided with auxiliary aids for learning in the manner prescribed by the Cabinet of Ministers of Ukraine 9" (Aftanasiv V., Bondarenko V., 2025).

Digital tools have profoundly altered the landscape of academic writing by improving speed, clarity, and organization. Instruments such as AI writing assistants, grammar checkers, plagiarism detection software, and collaborative platforms facilitate the writing process, enhance linguistic precision, and aid in the structuring of ideas. Although these tools provide significant advantages, including increased writing efficiency and the assurance of originality, they also pose certain challenges. An excessive dependence on technology may diminish creativity, obstruct critical thinking, and foster a reliance on automated feedback. It is essential to strike a balance between utilizing these tools and preserving traditional writing skills to ensure ongoing intellectual engagement and creativity throughout the writing process. The subsequent table encapsulates the effects of these tools on writing proficiency, emphasizing both their advantages and potential drawbacks (Horvitz, E., 2022).

Addressing the Risks Associated with Digital Tools in Academic Writing. The examination of the dangers linked to digital tools in academic writing, especially the diminished creativity resulting from an excessive dependence on tools such as ChatGPT, is essential for comprehending how to reconcile the advantages and challenges posed by technology. Although digital tools like AI writing assistants can accelerate the writing process, enhance language quality, and assist in organizing thoughts, they also risk constraining a writer's involvement with the creative dimensions of writing. As underscored in the research conducted by Dergaa et al. (2023), the decline in creativity due to reliance on technology is a notable issue, particularly when students start to depend excessively on AI-generated content. To mitigate these risks, various focused educational strategies can be adopted. One method is to integrate active writing tasks that prompt students to participate in the writing process independently of digital tools initially. For instance, students might be assigned to create drafts by hand before utilizing tools like ChatGPT for revisions, thereby enabling them to cultivate their own ideas and creativity prior to seeking external support. This approach can ensure that technology serves as an auxiliary resource rather than a substitute for original thought (Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R., 2024).

Discussions

Utilizing ChatGPT for writing presents numerous advantages; however, certain risks may adversely affect an individual's writing capabilities. The modern researchers examine the possible influence of ChatGPT within the domain of academic writing, addressing both its benefits and the challenges it introduces. This publication, which has garnered 421 citations, elucidates that ChatGPT provides various advantages, including expediting the writing process, assisting in the organization of ideas, and aiding researchers in effectively constructing arguments. This technology can enhance language quality and writing structure, particularly for novice or non-native writers.

Nonetheless, the authors also underscore risks that warrant attention, such as the potential for plagiarism, diminished creativity stemming from reliance on technology, and the occasional inaccuracy of information. The authors advise that ChatGPT should be employed ethically and within well-defined guidelines to prevent the erosion of the intellectual integrity and originality of academic work (Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R., 2024).

Ultimately, emphasizing ethics and originality in writing is of paramount importance. By incorporating discussions on academic integrity and the ethical utilization of digital tools, educators can assist students in grasping the significance of preserving originality in their work. Promoting proper citation of sources, even when employing AI writing assistants, and instructing them on how to cultivate new ideas while utilizing technology as a means of enhancement rather than a shortcut, can help alleviate the dangers of plagiarism and excessive dependence. In summary, although the application of digital tools such as ChatGPT can significantly improve the writing process, it is crucial to implement focused educational strategies to address the risks associated with diminished creativity and over-reliance.

Conclusions and Recommendations

The incorporation of digital tools into academic writing has been shown to significantly improve students' writing abilities across various educational levels. Tools such as automatic grammar checkers, reference management systems, plagiarism detection software, and collaboration platforms assist students in producing more organized and academically compliant writing. This digital transformation not only aids in the technical enhancement of writing skills but also increases educational accessibility, providing wider opportunities for students from diverse backgrounds to refine their capabilities.

Furthermore, AI technologies, including AI-driven digital writing assistants, further elevate the quality of writing by minimizing grammatical mistakes and broadening vocabulary. Nevertheless, despite the considerable benefits that digital tools present,

there are potential drawbacks. An excessive dependence on technology may impede the cultivation of inherent analytical skills and creativity, which are vital elements of effective writing. Consequently, the broader implications for digital literacy curricula highlight the necessity for a balanced methodology. Digital tools ought to be integrated judiciously, accompanied by clear guidance to ensure they enhance rather than supplant critical thinking and creative writing abilities. Moreover, professional development for educators is essential to guarantee they are adequately prepared to assist students in utilizing these tools effectively, promoting both technical competence and independent, creative thought (Shankar, S., 2021).

The study advocates for a judicious integration of digital tools, emphasizing that these tools should enhance fundamental academic writing skills instead of supplanting them. Furthermore, digital literacy training is crucial, particularly for students who have restricted access to technology. It is imperative for educational institutions to offer digital literacy training, enabling students to effectively utilize digital tools to improve their academic writing abilities.

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The article has been sent to the editors 08.09.25.
After processing 14.09.25.
Submitted for printing 30.09.25.

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