
MODERNIZING THE LEGISLATIVE AND EDUCATIONAL FRAMEWORK OF ACADEMIC INTEGRITY: ALIGNMENT OF LAW OF UKRAINE "ON ACADEMIC INTEGRITY" (2025) WITH EUROPEAN STANDARDS AND CURRICULAR OPTIMIZATION FOR MASTER'S PROGRAMS

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ABSTRACT

The aim of this article is to provide a comprehensive comparative analysis of the Law of Ukraine "On Academic Integrity" within the broader European integrity framework and to develop evidence-based recommendations for optimizing the "Academic Integrity in Higher Education" curriculum for master's students across diverse scientific and pedagogical specialties. It evaluates the alignment of national legislative provisions with pan-European standards regarding research ethics, liability, and the challenges of Generative Artificial Intelligence (GenAI). The research employs a comparative legal and descriptive-analytical approach. A systematic review of primary sources, including the ALLEA Code (2023) and Council of Europe Recommendation CM/Rec(2022)18, was conducted alongside a functional analysis of the Ukrainian Law's sections on liability, institutional assurance, and transitional provisions. The study identifies that Law "On Academic Integrity" marks a transition to a "legislative model" similar to the Nordic systems. Key findings indicate high terminological

consistency with ALLEA standards and proactive legal definitions for "contract cheating" and "unauthorized AI usage". The "final and transitional provisions" are found to be a unique mechanism for systemic legal harmonization across labor and educational codes. Furthermore, the study proposes a modernization of the master-level curriculum for majors in Ecology, Biology, Public Health, and Education to reflect these new legal competencies. The 2025 Law provides a robust, European-aligned foundation for academic integrity in Ukraine. Its implementation by July 2026 will facilitate Ukraine's full integration into the European research area. Success depends on transitioning from a punitive compliance culture to a virtue-based institutional environment.

KEYWORDS: Academic Integrity, Law of Ukraine On Academic Integrity, ALLEA Code, European Higher Education Area, Plagiarism, Contract Cheating, Generative AI.

INTRODUCTION: REGULATORY FRAMEWORKS FOR ACADEMIC INTEGRITY IN EUROPE

The integrity of academic and scientific processes is a cornerstone of the European Higher Education Area (EHEA). In recent years, the rapid evolution of digital technologies, the rise of "contract cheating", and the integration of Generative Artificial Intelligence (GenAI) have necessitated a robust legal and ethical response across the continent (ENAI, 2025). While the European Union provides a unifying framework through strategic guidelines, national regulatory models exhibit significant diversity, ranging from centralized legislative acts to decentralized institutional self-regulation.

At the supranational level, the primary instrument for standardizing research ethics is *The European Code of Conduct for Research Integrity*, revised by the federation of All European Academies (ALLEA) in 2023. Although technically a "soft law" document, it serves as the definitive reference for the Horizon Europe program, making compliance a mandatory condition for EU-funded research (ALLEA, 2023). Complementing this is the Council of Europe's Recommendation CM/Rec(2022)18, which urges member states to implement legal measures against education fraud, specifically targeting "diploma mills" and commercial essay banks (Council of Europe, 2022).

European approaches to academic integrity can be categorized into three distinct legal models.

The Legislative Model. Countries such as Norway and Sweden have enacted specific primary legislation to govern academic ethics. For instance, the Norwegian Research Ethics Act

(2017) establishes a statutory duty for institutions to investigate misconduct through national and local commissions (LOVDATA, 2017). Similarly, Sweden established the National Board for Assessment of Research Misconduct to provide an independent, state-level judicial review of integrity breaches (Swedish Council for Higher Education, 2019).

The Framework-Based Model. In Germany, the regulatory impetus is driven by the Deutsche Forschungsgemeinschaft (DFG, 2025). Its "Guidelines for Safeguarding Good Research Practice" function as a mandatory framework; while not a federal law in the traditional sense, they carry legal weight as institutions must adopt these rules to remain eligible for public funding (DFG, 2025).

The Institutional (Co-regulatory) Model. The United Kingdom utilizes a "Concordat to Support Research Integrity", which fosters a culture of self-regulation. Oversight is managed through collective bodies like Universities UK, emphasizing institutional autonomy supported by national advisory standards (Universities UK, 2019).

The current discourse in European academia is shifting toward the criminalization of commercial academic interference. Several jurisdictions are considering laws that treat "essay services" as criminal offenses rather than mere disciplinary infractions (Council of Europe, 2022). Furthermore, the European Research Area is currently prioritizing the harmonization of AI-usage policies, ensuring that transparency and human accountability remain central to the legislative updates of 2024–2025 (European Commission, 2024).

The ongoing integration of Ukraine into the European Higher Education Area (EHEA) and the European Research Area (ERA) necessitates not only formal legal compliance but also a deep structural alignment of ethical standards. The adoption of the Law of Ukraine "On Academic Integrity" (No. 4742-IX, 2025) represents a paradigm shift from fragmented institutional policies to a consolidated national legislative model. However, the transition period leading to its full implementation in 2026 creates a temporary "regulatory gap" that requires scholarly analysis to ensure that university curricula and internal quality assurance systems are adequately prepared for these changes.

This is particularly urgent for master-level programs where the intersection of data integrity and professional ethics is most pronounced. In Biology and Ecology, this concerns the validity of field data and bioethics; in Public Health, it involves the reliability of epidemiological data and clinical ethics; and in Pedagogical Sciences (including Secondary, Primary, and Pre-school Education), it relates to the duty of fostering an integrity-based culture among future generations.

The aim of this article is to provide a comprehensive comparative analysis of the Law of Ukraine No. 4742-IX (Verkhovna Rada Ukrainy, 2025) within the broader European integrity framework and to develop evidence-based recommendations for optimizing the "Academic Integrity in Higher Education" curriculum for master's students across diverse scientific and pedagogical specialties.

1. MATERIALS AND METHODS

This study employs a comparative legal and descriptive-analytical approach to evaluate the alignment of Ukrainian legislation with European standards of academic integrity. The research design is structured around a systematic review of primary legislative sources and secondary regulatory guidelines effective or proposed for the 2024–2026 period. The application of the comparative legal method allows for the identification of functional equivalents between different regulatory systems, ensuring a robust analysis of legal transplants and harmonization processes (Örücü, 2007).

Furthermore, the systemic-structural method is utilized to examine how the "Final and Transitional Provisions" of Law No. 4742-IX (Verkhovna Rada Ukrainy, 2025) interact with the broader national legislative corpus, following the principles of legal consistency and hierarchy in European jurisprudence (Samuel, 2014).

1.1. Data Sources and Materials

The primary materials for this analysis include:

- 1) supranational frameworks – the European Code of Conduct for Research Integrity (ALLEA, 2023 revision), Council of Europe Recommendation CM/Rec(2022)18, and the European Commission's Living Guidelines on generative AI in Research (2024);
- 2) national legislation – the Law of Ukraine "On Academic Integrity" (Verkhovna Rada Ukrainy, 2025), adopted on December 18, 2025 (set for enforcement on July 31, 2026), and its accompanying "Final and Transitional Provisions";
- 3) comparative jurisdictions – statutory acts and institutional codes from Norway (Research Ethics Act, 2017), Sweden (Act 2019:504), Germany (DFG, 2025), and the United Kingdom (Universities UK Concordat, 2019);
- 3) educational components – the curriculum for the master-level course "Academic Integrity in Higher Education" for specialties including Ecology, Biology, Public Health, and Pedagogy (Lukash & Szikura, 2025).

1.2. Methodological Framework

The study utilizes the following scientific methods.

Comparative legal analysis. Used to categorize European regulatory models (Legislative, Framework-Based, and Institutional) and determine Ukraine's position within this taxonomy.

Content analysis. Applied to Sections I–V of Law No. 4742-IX (Verkhovna Rada Ukrainy, 2025) to identify terminological and functional overlaps with the "four pillars" of the ALLEA (2023) Code (reliability, honesty, respect, and accountability).

Systemic-structural method. Employed to analyze the "Final and Transitional Provisions" of the Ukrainian Law and their impact on the broader national legislative corpus (Labor Code, Law on Higher Education, etc.).

Pedagogical modeling. Used to propose optimizations for the master-level curriculum, integrating new legal definitions of "contract cheating" and "unauthorized AI usage" into existing teaching modules.

Evaluation criteria. The integration of Ukrainian law into the European framework was assessed based on three criteria: (a) terminological consistency (alignment of definitions for plagiarism, fabrication, and falsification); (b) procedural harmonization (compliance with European "due process" and whistleblower protection); and (c) technological adaptability (legal readiness for the challenges of generative AI and digital academic fraud).

2. RESULTS AND DISCUSSION

2.1. Integration of the General Provisions of the Law of Ukraine "On Academic Integrity" (2025) into the European Regulatory Framework

The adoption of the Law of Ukraine "On Academic Integrity" (No. 4742-IX) on December 18, 2025, marks a transition from fragmented ethical guidelines to a consolidated Legislative Model, similar to those observed in Norway and Sweden. While the Law is set to come into full effect on July 31, 2026, its "General Provisions" already demonstrate a strategic alignment with the ALLEA (2023) standards and the Council of Europe (2022) recommendations.

Article 1 and 3 of Law No. 4742-IX (Verkhovna Rada Ukrainy, 2025) define academic integrity through the lens of fundamental values: honesty, trust, fairness, respect, responsibility, and courage. This terminological apparatus directly mirrors the "four pillars" of the European Code of Conduct for Research Integrity (reliability, honesty, respect, and accountability). By embedding these values into primary legislation, Ukraine shifts academic

integrity from a moral obligation to a legal requirement, which is a hallmark of the Nordic legislative approach (LOVDATA, 2017).

Unlike many European models that separate research integrity (for scientists) from academic integrity (for students), the Ukrainian Law adopts a unified approach. Its provisions apply to all levels of education – from extracurricular and vocational to higher and adult education. This broad scope exceeds the typical institutional self-regulation found in the UK (Universities UK, 2019) and aligns with the Council of Europe's call for a comprehensive national response to education fraud (Council of Europe, 2022).

A critical point of discussion is the balance between state oversight and institutional autonomy. Law No. 4742-IX (Verkhovna Rada Ukrainy, 2025) mandates that every educational institution must establish internal policies and committees for integrity. This structure echoes the German DFG (2025) model, where the state (or a national body) sets the framework, but the execution and adjudication of misconduct remain within the competence of the institution. However, the Ukrainian Law introduces a more rigid legal framework for "academic responsibility", which provides a clearer statutory basis for sanctioning "essay mills" and plagiarism – a direct response to the ETINED platform's guidelines on combating education fraud.

The "General Provisions" also reflect the 2024–2025 European trend of regulating generative AI (European Commission, 2024). By defining "academic writing" and the requirements for authorship, the Law creates a legal basis for distinguishing between legitimate AI assistance and academic fraud, bringing Ukrainian legislation in line with the most recent updates to the European Research Area (ERA) policies.

2.2. Functional Alignment of "Basic Rules of Academic Integrity" (Section II, Law No. 4742-IX (Verkhovna Rada Ukrainy, 2025)) with European Operational Standards

Section II of the Law of Ukraine "On Academic Integrity" (2025) outlines the specific behavioral requirements for participants in the educational and scientific process. This section represents the operationalization of ethics, moving from abstract values to concrete obligations. Its integration into the European legal landscape can be analyzed through the lens of behavioral compliance and procedural transparency.

The Ukrainian Law explicitly defines the duties of students and academic staff to ensure the authenticity of their results. This mandatory codification mirrors the German DFG (2025) "Standard Operating Procedures", which require researchers to maintain primary data and ensure the reproducibility of results. By specifying that academic integrity includes the

obligation to provide "reliable information about methods and results, Law No. 4742-IX (Verkhovna Rada Ukrainy, 2025) aligns with the ALLEA (2023) principle of reliability in safeguarding the quality of research.

One of the most critical integrations observed in Section II is the robust definition of authorship and the prohibition of academic mediation (contract writing). This aligns with the Council of Europe's Recommendation CM/Rec(2022)18, which identifies "outsourcing" of academic work as a significant threat to the EHEA. While the UK model relies heavily on the Academic Integrity Charter to discourage "essay mills", the Ukrainian Law takes a more prescriptive approach by legally defining the "submission of work obtained from third parties" as a direct violation of the rules. This legislative clarity provides a stronger basis for enforcement compared to purely ethical guidelines.

The Ukrainian Law mandates the correct use of citations and the acknowledgment of all sources of assistance, including technical and linguistic support. This reflects the European Research Area (ERA) 2024 updates on transparency, particularly concerning the use of generative AI. By requiring authors to disclose the "degree of participation" of other persons or tools, the Ukrainian legislation harmonizes with the European Commission's (2024) "Living Guidelines", which emphasize human accountability in the age of automated content generation.

A distinctive feature of Section II is the obligation of institutions to proactively "inform and educate" stakeholders about these rules. This shift from a punitive-only approach to a preventative educational model is a key trend in modern European pedagogy, championed by the European Network for Academic Integrity (ENAI, 2025). Unlike the more rigid administrative models of the past, the 2025 Law integrates the European concept of a "virtue-based" culture, where the institution is legally responsible for fostering an environment of integrity.

2.3. Institutional Mechanisms and Assurance of Academic Integrity: Comparative Analysis of Section III (Law "On Academic Integrity" (2025) and European Models

Section III of the Law of Ukraine "On Academic Integrity" (2025), dedicated to the "Assurance of Academic Integrity", establishes the structural framework for monitoring, prevention, and adjudication. This section facilitates the transition from individual responsibility to systemic institutional accountability, aligning Ukraine with the "Quality Culture" approach prevalent in the European Higher Education Area (EHEA).

The Law mandates that educational institutions establish internal systems for academic integrity assurance. This provision directly integrates with the European Standards and Guidelines for Quality Assurance (ESG 2015), which require higher education institutions to have explicit policies for academic integrity. By legally requiring internal monitoring, Ukraine adopts a model similar to the Swedish and Dutch systems, where the state delegates the primary investigative power to the university level while maintaining national oversight (Swedish Council for Higher Education, 2019).

The requirement for institutions to create specialized "Committees on Academic Integrity" (or similar bodies) echoes the Norwegian Research Ethics Act (2017). These committees serve as the first instance of adjudication, providing the "due process" guaranteed by Council of Europe (2022) standards. The Ukrainian Law ensures that these bodies are not merely advisory but have the statutory authority to initiate formal inquiries, which aligns with the European trend toward the "professionalization" of ethics management.

A significant aspect of Section III is the legal recognition of the need for technological tools to detect misconduct. While the UK model (Universities UK, 2019) emphasizes the role of institutional "judgment" over software, the Ukrainian Law places a stronger emphasis on the systematic use of digital detection systems. This proactive stance is consistent with the ENAI (2025) recommendations, which suggest that technological infrastructure must be part of a comprehensive institutional integrity strategy, especially in the context of mitigating the risks posed by GenAI and large-scale "contract cheating" (European Commission, 2024).

The Law introduces requirements for the public disclosure of integrity breaches (within the limits of data protection) and institutional reports. This mirrors the German DFG (2025) guidelines, which promote "transparency as a deterrent". In the European context, such reporting is seen as a tool for benchmarking and identifying national trends in academic fraud, facilitating the exchange of best practices through platforms like ETINED.

Finally, the procedural safeguards for those who report misconduct or are accused of it (right to defense, impartiality) are consistent with the ALLEA (2023) principle of Accountability. By embedding these rights into Section III, the Ukrainian Law ensures that the enforcement of integrity does not violate the fundamental principles of justice, reflecting the legal standards of the European Court of Human Rights regarding administrative and disciplinary proceedings.

2.4. Liability for Academic Misconduct: Integrating Sections 17–36 of Law "On Academic Integrity" (2025) into the European Sanctioning Framework

The most transformative aspect of the Law of Ukraine "On Academic Integrity" (2025) is its comprehensive approach to liability (Articles 17–36). By categorizing violations and prescribing specific legal consequences, Ukraine moves beyond the "moral-ethical" model toward a Rigid Legalistic Model, aligning with the strictest European practices found in Sweden, Norway, and Montenegro.

Articles 17–22 of the Ukrainian Law provide precise definitions of academic plagiarism, self-plagiarism, fabrication, falsification, and "contract cheating". This granular classification reflects the ALLEA (2023) definitions of Research Misconduct (FFP: Fabrication, Falsification, Plagiarism). However, the Ukrainian Law goes further by legalizing the concept of "unacceptable interference", which directly corresponds to the Council of Europe's (2022) focus on combating commercialized academic fraud. The principle of proportionality in sanctions (Article 23) mirrors the German DFG (2025) guidelines, ensuring that the severity of the penalty matches the nature of the infringement.

A pivotal point of integration is the mechanism for the revocation of academic degrees and titles (Articles 24–28). This procedural framework is consistent with the practices of the Swedish National Board for Assessment of Research Misconduct, where the state provides a clear legal pathway for stripping credentials obtained through fraud. In the European context, this "administrative purification" is seen as essential for maintaining the integrity of the EHEA, and the Ukrainian Law provides the necessary statutory authority that many other European countries still handle only through internal university statutes.

While many European countries (like the UK) are still debating the criminalization of "contract cheating", the Ukrainian Law (Articles 30–32) introduces specific liability for those who facilitate academic fraud. This is a direct implementation of the ETINED (Council of Europe) recommendations to target the "supply side" of academic dishonesty. By creating a legal basis for holding providers of academic services accountable, Ukraine joins the vanguard of European states (including Ireland and Montenegro) that treat academic mediation as a formal legal violation rather than a mere breach of university rules.

Articles 33–36 establish the rights of the accused, including the right to legal representation, the right to provide evidence, and the right to appeal. These "due process" guarantees are strictly aligned with the European Convention on Human Rights and the ALLEA (2023) principle of Accountability. By embedding these safeguards into the Law, Ukraine ensures that its disciplinary processes meet the standards of "fair trial" required for integration into the European Research Area (ERA).

Interestingly, the Ukrainian Law also allows for "restitutive" measures in certain cases (e.g., re-taking an assessment), which aligns with the ENAI (2025) emphasis on the educational role of integrity systems. This balanced approach ensures that while serious fraud (plagiarism, fabrication) leads to severe sanctions, minor pedagogical lapses can be addressed through corrective education, a practice common in Finnish and Dutch universities.

2.5. Procedural Justice and Response Mechanisms: Section V (Law "On Academic Integrity" (2025) in the Context of European Due Process Standards

Section V of the Law of Ukraine "On Academic Integrity" (2025) provides the procedural backbone for addressing misconduct, shifting from ad-hoc disciplinary actions to a standardized legal process. These provisions are crucial for Ukraine's integration into the European Research Area (ERA), as they align national practices with the "Due Process" and "Fair Investigation" principles established by ALLEA (2023) and the European Court of Human Rights.

The Law mandates that every allegation of misconduct must undergo a formal review process, characterized by impartiality and the absence of conflicts of interest. This mirrors the ALLEA (2023) requirement that investigations must be "fair, comprehensive, and conducted expeditiously". By legalizing the sequence of steps – from the submission of a report to the final decision – Ukraine adopts a procedural rigor similar to the Norwegian Research Ethics Act (2017), where the law defines the minimum standards for institutional inquiry committees.

A significant alignment with European legal standards is found in the explicit protection of the rights of the accused (Article 34). These include the right to be informed of the allegations, the right to present evidence, and the right to a representative. This "adversarial" nature of the proceedings is a hallmark of the Swedish National Board (2019) model, ensuring that academic sanctions are not imposed arbitrarily. The Law effectively introduces a "presumption of innocence" in academic matters, which is a core recommendation of the Council of Europe (2022) for maintaining trust in educational systems.

The Law preserves institutional autonomy by placing the primary responsibility for investigations on the institutions themselves (Article 35). However, it introduces a unique European hybrid: for cases involving heads of institutions or high-level systemic fraud, the State Service of Education Quality of Ukraine or the National Agency for Higher Education Quality Assurance (NAQA) may intervene. This hierarchical oversight is consistent with the

Dutch and Danish models, where national bodies act as a secondary tier of quality assurance, ensuring that institutional "self-regulation" does not lead to "self-protection" (ENAI, 2025).

Integrating the 2024 European trends, Section V establishes protected channels for reporting violations. This aligns with the EU Whistleblowing Directive, applied to the academic sector to protect students and staff from retaliation. By legally protecting the "bona fide" reporter, the Ukrainian Law harmonizes with the UK Concordat (2019), which identifies the "freedom to challenge" as a fundamental component of a healthy research culture.

Finally, the Law guarantees the right to appeal institutional decisions in court or through higher administrative bodies. This integration into the broader judicial system ensures that academic integrity is not an "isolated" legal island but is subject to the universal principles of European administrative law. This transparency is a direct response to the ETINED (2022) platform's call for "open and accountable" procedures in the fight against educational corruption.

2.6. Systemic Legal Integration: "Final and Transitional Provisions" of Law "On Academic Integrity" (2025) and the Harmonization of the National Legislative Corpus

The "Final and Transitional Provisions" of the Law of Ukraine "On Academic Integrity" (2025) represent a sophisticated mechanism for cross-sectoral legal integration. By mandating amendments to a wide array of existing legislative acts, Ukraine ensures that academic integrity is not an isolated educational concept but a functional element of the broader national legal system, aligning with the Council of Europe's (2022) call for "comprehensive and interlinked" anti-fraud strategies.

A key feature of these provisions is the requirement to align the Labor Code of Ukraine and the Law "On Civil Service" with the new integrity standards. By introducing "violation of academic integrity" as a specific ground for disciplinary action or dismissal, Ukraine adopts the Nordic model (Norway, Sweden), where academic misconduct is treated with the same legal gravity as professional malpractice. This ensures that the sanctions prescribed in Articles 17–36 are enforceable within the general framework of employment law, a level of integration that many EU member states still handle solely through internal university statutes.

The transitional provisions necessitate profound changes to the Law "On Higher Education", the Law "On Scientific and Technological Activities", and the Law "On Education". This "legislative synchronization" eliminates legal lacunae and contradictions regarding the revocation of degrees and the accreditation of educational programs. This approach mirrors

the German (DFG, 2025) and ERA trends, where integrity is embedded into the very definition of "quality of education" and "scientific excellence", making it a mandatory criterion for institutional state certification.

The stipulated transition period (leading to full implementation on July 31, 2026) allows for the development of secondary legislation (bylaws) and the adjustment of institutional statutes. This phased approach is consistent with the European Commission's (2024) recommendations for "structural transition", giving institutions time to establish the committees and monitoring systems discussed in Section 2.3. It reflects a realistic understanding of the "legal inertia" typical of large-scale educational reforms in the EHEA. By amending related acts to account for new forms of authorship and digital mediation, these provisions finalize the legal "shield" against "essay mills" and unauthorized AI usage. This systemic update places Ukraine among the leaders of the ETINED (2022) initiative, as it proactively closes loopholes that previously allowed commercial academic fraud to operate in a "gray zone" of the law.

2.7. Optimization of the "Academic Integrity in Higher Education" Curriculum: Implementing Law "On Academic Integrity" (2025) into master-Level Pedagogical and Scientific Training

The enactment of the Law of Ukraine "On Academic Integrity" (2025) necessitates a fundamental revision of the educational component "Academic Integrity in Higher Education" (Lukash & Szikura, 2025), particularly for master's students in Ecology, Biology, Public Health, and Pedagogy. The transition from a moral-ethical discourse to a strict legal framework requires the following structural and thematic optimizations of the existing curriculum (Table 1).

Module 1: Legal and Sustainable Development Frameworks.

Theme 1 & 2 Update. The focus should shift from a general historical overview to the Legal Ontogeny of Integrity. It is proposed to integrate the analysis of Law No. 4742-IX (Verkhovna Rada Ukrainy, 2025) as a "Primary Source", emphasizing the shift from institutional policy to national statutory duty.

Practical Session 1 & 3 (Revised). Instead of merely reviewing University Regulations, students should conduct a Comparative Compliance Audit. For instance, students in *Ecology and Biology* should analyze how the new Law intersects with the *Nagoya Protocol* or *Bioethics Codes*, while *Education* majors should focus on the "Pedagogical Duty of Integrity" as defined in the 2025 legislation.

New Topic "Conflict of Interest in Research and Practice". For *Public Health* and *Biology* students, this should include the legal consequences of non-disclosure in clinical and environmental trials, as per Articles 17-22 of the new Law (Verkhovna Rada Ukrainy, 2025).

Module 2: Applied Aspects and Technological Integration.

Theme 4 & 5 (Advanced Plagiarism Classification). The curriculum must be updated to include the Law's specific definitions of "Academic Mediation" (Contract Cheating) and "Unauthorized AI-Generated Content". Students must learn to distinguish between legitimate AI-assisted "Academic Writing" and "Academic Fraud", reflecting the European Commission's (2024) living guidelines.

Table 1. Proposed Curricular Adjustments

Existing component	Proposed optimization (based on 2025)
Theme 2: Legislation	Comparative analysis: Law 4742-IX vs. EU Integrity Codes (ALLEA, ENAI).
Practical 4: Social Model	Legal model of liability: analysis of "Contract Cheating" as a legal violation.
Practical 5: Distance Learning	AI-integrity: legal frameworks for using GenAI in master's theses.
Practical 8: Citations	Attribution of non-textual assets: data, code, and AI-prompts.

Practical Session 5 & 8 (Digital Tools). The focus should shift from simple plagiarism checkers to AI-Detection and Attribution Tools. Students must practice "Transparent Methodology Reporting", which is now a legal requirement under Section II of the 2025 Law.

Practical Session 6 (The master's Perspective). This session should be transformed into a Risk Assessment Workshop. master's students must analyze the procedure for the revocation of degrees (Articles 24–28), understanding the lifelong legal and professional consequences of misconduct in their specific fields (e.g., losing a teaching license or a research grant).

Specialized Integration for Biology and Ecology Majors. For natural science majors, a new practical component on "Data Integrity and Falsification" is essential. The 2025 Law provides a clearer legal definition of "falsification" and "fabrication", which must be practiced through the lens of laboratory journals, field observations, and statistical processing – aligning with the ALLEA (2023) standards for reproducible research.

Pedagogical Innovation for Education Majors. For *Secondary, Primary, and Pre-school Education* majors, the discipline should emphasize the "Methodology of Teaching Integrity". According to the new Law, teachers are responsible for fostering a culture of integrity. Therefore, the curriculum should include a module on "Designing Integrity-Proof Assessments" to prevent the "Social Model of Plagiarism" discussed in Practical Session 4.

CONCLUSIONS

The comprehensive analysis of the Law of Ukraine "On Academic Integrity" (2025) in the context of the European regulatory landscape for 2024–2025 allows for several significant conclusions regarding the future of the Ukrainian academic space and its integration into the European Higher Education Area (EHEA).

Ukraine has successfully transitioned from a declarative "Soft Law" approach to a rigorous Legislative Model, placing it alongside countries with the most advanced integrity frameworks, such as Norway and Sweden. The Law of 2025 not only adopts the fundamental principles of the ALLEA (2023) Code—reliability, honesty, respect, and accountability – but also provides a superior level of statutory detail regarding the revocation of academic degrees and the liability for "contract cheating".

By legally defining unauthorized AI-generated content and academic mediation (essay mills), the Ukrainian legislation effectively addresses the 2024–2025 European trends. This proactive stance aligns with the European Commission's (2024) living guidelines and provides a clearer legal mechanism for enforcement than the purely ethical guidelines used in many Western European jurisdictions.

The Law strikes a balance between state oversight and institutional responsibility. The mechanisms for internal quality assurance and the establishment of integrity committees (Section III and V) are strictly harmonized with European Standards and Guidelines (ESG 2015). Furthermore, the robust "due process" safeguards (Articles 33–36) ensure that the pursuit of integrity remains compliant with the European Convention on Human Rights, preventing arbitrary disciplinary actions.

To ensure the successful implementation of the Law by July 2026, a fundamental update of the master-level educational component "Academic Integrity in Higher Education" is required. The curriculum must evolve from a general ethical overview to a legal and technological competency-based model. For specialists in *Ecology, Biology, Public Health, and Education*, this means integrating specific modules on data integrity, the transparent use of generative AI, and the legal risks associated with professional malpractice.

The "Final and Transitional Provisions" serve as a crucial tool for the systemic harmonization of the national legal corpus (labor, administrative, and educational laws). This legislative synchronization is a prerequisite for the mutual recognition of qualifications and the deepening of scientific cooperation within the European Research Area (ERA).

In summary, the Law of Ukraine No. 4742-IX (Verkhovna Rada Ukrainy, 2025) provides a modern, resilient, and European-aligned foundation for fostering a "culture of virtue". Its implementation will be a decisive factor in ensuring the competitiveness of Ukrainian science and education on the global stage.

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CONFLICT OF INTEREST

All authors declare that they have no conflicts of interest.

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