

**Міністерство освіти і науки України
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ВИЩА ОСВІТА: КОНТРАСТИ ТА ПРОБЛЕМИ

Посібник з усного мовлення

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I. AIMS AND TYPES OF EDUCATION: A NEW VISION

1. Learning is innate in human nature. The idea of education is integrated in people's minds, although the reasons why people want knowledge vary. Consider motivations listed below. Which of them would you rate as two most important and two least important for yourself? What other aims do you pursue, striving to get an education? Explain your priorities.

- a) to become more useful to your community and country
- b) to be competitive in the job
- c) to match the information society and survive in the competitive world
- d) to train yourself for a career
- e) to satisfy intellectual curiosity
- f) to add to life enjoyment and diversions
- g) to match and excel in qualifications
- h) to boost self-confidence and self-esteem
- i) to climb the social ladder
- j) to equip oneself with knowledge

2.a Read the following paragraphs illustrating the role of education in society and choose from the list below the most appropriate sentence (a-f) to fill in the gaps (1-6).

Education is as old as humanity. Prehistoric people needed education to survive. Education is more important today than ever before. Most countries consider education one of the most important areas of public life. Countries throughout the world invest large amounts of time, money, and other resources to provide formal education for their citizens. Almost 20 -25 percent of all the people in the world are directly involved in education as students or teachers in schools, colleges, or universities.

A modern society cannot survive without education. It helps people **acquire the skills they need for such everyday activities** as reading a newspaper or managing their money. It also gives them the specialized training they may need to prepare for a job or career. (1)_____

Education is also important because it helps people **get more out of life**. It increases their knowledge and understanding of the world. Education helps people acquire skills that make their lives more interesting and enjoyable. (2)_____

Education also helps people **adjust to changes** that take place with increasing speed and affect the lives of more and more people. (3)_____

Some educators put the objectives (goals) of education into three areas: first, the cognitive area, that aims at **increasing a person's knowledge and intellectual skills** (4)_____; second, the affective area, dealing with feelings, values, and appreciations. It aims at helping an individual **develop moral and spiritual values and healthy attitudes and emotions**.

(5)_____ and third, the psychomotor area that includes the **development of a person's muscular or mechanical skills** (6)_____.

- a) Education can help a person understand these changes and provide the

skills for adjusting to them.

b) Such education is often called character education or citizenship training.

c) For example, people must meet certain educational requirements and obtain a license or certificate before they may practice accounting, law, or medicine. Many fields, such as computer or police work, require completion of special training.

d) These abilities are often related to courses in handwriting, speech, and physical education, and to vocational and technical courses. The skills may be as simple as learning to use crayons or as complicated as learning an intricate ballet movement.

e) Such skills include those needed to participate in a sport, paint a picture, or play a musical instrument.

f) It deals with the ability to think and reason effectively. The largest proportion of educational objectives involves the development of abilities in this area.

2.b *What aims are particularly relevant to the system of higher education?*

2.c *Share your personal experiences illustrating each objective mentioned above during your period of study at Kharkiv National University. Were all of them achieved? Why?*

3.a *You will hear a radio debate on education. Before you listen, sort the words below into the correct category.*

A-levels	articulate	coherent	creativity	degree
form teacher	GCSEs	knowledge	lecturer	literacy
professor	pupils	undergraduates	intellect	

<i>Attributes of educated people</i>	<i>Qualifications</i>	<i>Staff and students</i>
nouns		at school
adjectives		at university

3.b *Tick the topics mentioned by the speakers.*

Topics		Speaker		
		Anne	Quentin	Phil
1	the aims of education			
2	creativity and originality			
3	the curriculum			
4	discipline in schools			
5	exams and qualifications			
6	literacy			

3.c *Listen for a second time and decide, which of the topics above causes most concern to each speaker. Choose only one topic per speaker.*

a) Anne.....

b) Quentin.....

c) Phil.....

3.d Listen for a third time and complete sentences 1-5 with the correct alternative (a–d).

1. Anne is currently
 - a) a secondary school teacher
 - b) a student
 - c) a lecturer
 - d) none of the above
2. Anne believes that the old concept of a well-educated person
 - a) encompassed personal qualities as well as knowledge
 - b) deserved to be changed because it was elitist
 - c) has been replaced by a better concept
 - d) led to people becoming over-educated
3. Quentin believes that the current education system
 - a) pleases examiners
 - b) tests intellect and knowledge
 - c) prepares young people for the challenges of the future
 - d) stunts creativity and original thinking
4. Phil believes that
 - a) literacy is more important than creativity
 - b) many creative people are unable to express themselves articulately
 - c) being well-educated encompasses creativity, originality and literacy
 - d) standards at universities are higher than they used to be
5. During the discussion
 - a) none of the speakers agree about anything
 - b) all of the speakers are in basic agreement
 - c) none of the speakers listens to the others' opinions
 - d) each speaker agrees with at least part of another speaker's argument

4. Work with a partner and discuss the following questions and issues:

1. How important is a good education in young people's lives? Use the material in the above exercise if necessary.
2. Young people today have far more educational opportunities. What educational opportunities have you had/do you have that your parents did not have?
3. What constitutes a good education? Explain what factors contribute most to a good education.
4. How far do you wish to continue your studies? What do you enjoy most/least about your education?
5. The concept of an educated person is a complex one. Below is a list of features which can make up an educated person. Which ingredients do you think are the most important? Add more points to the list.
 - a) inborn intelligence
 - b) independent critical thinking
 - c) desire to seek knowledge

- d) thorough knowledge of the subject
 - e) respect for rationality
 - f) ability to make judgments
 - g) creativity and original thinking
 - h) curiosity in exploring the unfamiliar
6. How do intelligence and education stand with respect to each other?
 7. How do industry and education correlate?
 8. Discriminate between education as a social value and education as an end in itself.
 9. What do you think matters more for obtaining a good education – the process of learning or the substance of what it learnt?

5.a Read through the passage and answer the following questions.

1. What are the two traditional reasons for education?
2. What changes might occur in the future?
3. What might make it difficult for us to adjust to any changes in education?
4. What evidence does the writer give to suggest that we will succeed in adjusting to new patterns of education?

AN EDUCATION FOR LIFE?

There is a problem that will touch us all -men, women and children – in the not too distant future, a problem that resolves itself into a question: what is education for? At the moment most of us can answer that fairly practically and without too much soul-searching. On the lowest level education is for enabling us to cope in an adult world where money must be added up, tax forms filled in, numbers looked up in telephone directories, maps read, curtains measured and street signs understood. On the next level it is for getting some kind of job that will pay a living wage.

But we are already peering into a future so different from anything we would now recognize as familiar that the last of these two educational aims may become as obsolete as a dodo. Basic skills (reading, writing and arithmetic) will continue to be necessary but these, after all, can be taught to children in from one to two years during their childhood. But education with a view to working for a living, at least in the sense of earning daily bread, may well be on its way out right now for the majority of us. Then the question 'what is education for?' becomes much more complex. Because what the future proclaims is: an education is an education.

In other words, our grandchildren may well spend their lives learning as, today, we spend our lives working. This does not simply involve a straightforward substitution of activity but a complete transformation of motive. We work for things basically unconnected with that work – usually money, prestige, success, security. We will learn for learning's sake alone: a rose is a rose because it *is* and not what we can get out of it. Nor need any cynic doubt that we shall not wish to work without there being any obvious end in view.

Nevertheless, we still live in a very competitive society and most of us will need to reshuffle the furniture of our minds in order to gear our children towards a

future in which outer rewards -keeping up with the Joneses – become less relevant than inner and more individual spurs. The existence of competition has always meant doing things because they win us some essentially unconnected advantage but the aim of the future must be to integrate the doing with its own reward, like virtue.

Oddly enough it is in America, that citadel of competitiveness, that the first experiments in this change of mind are taking place. In that New World, there are already organizations set up to examine ways in which competitiveness can be replaced by other inner-directed forms of rewards and pleasures. Take one interesting example in a Foundation whose aim is to transform competitive sport. A tug-of-war, as we all know, consists of one team pitting its strength against another team. The aim is to tug the opposing team over a line and, by doing so, win. In the brand-new non-competitive version, things are very different. There are still two teams on either end of a rope but now the aim is not to win but to *maintain* the struggle. ...because victory is not the aim and the tug-of-war is ended only by defeat of those judgments and skills. What's more, I think most people would get more pleasure out of the neo-tug than the old winners-take-all concept.

So could it be for learning. Most of us, at some time or another, have glimpsed one of the real inner pleasures of education – a sort of one-person chase after an elusive goal that pits. You only against You or, at the very most, against the discoveries of the greatest minds of other generations. On a more humble level, most of us have already got some pleasurable hobby that we enjoy for its own sake and become expert in for that enjoyment. In my own stumbling efforts, since last year, to learn the piano, I have seen the future and it works.

Abridged from The Guardian

5.b Find words or phrases in the text which mean the same as:

- a) can be converted
- b) deep examination of the mind
- c) manage
- d) out-of-date
- e) rearrange
- f) our ideas
- g) prepare ... for
- h) competing socially
- i) motives
- j) combine
- k) setting... against

5.c Now complete statements 1-5 by choosing the answer (a–d) which you think fits best.

1. In the future envisaged by the writer,
 - a) there would be no need to deal with money
 - b) there would be no need to communicate in writing
 - c) there would be few employment prospects

- d) there would be few educational prospects
- 2. According to the writer, the most difficult adjustment for us to make will be
 - a) getting used to having more free time
 - b) working without the hope of material reward
 - c) seeing education as being its own reward
 - d) learning essentially impractical subjects
- 3. Our duty towards our children will be to
 - a) prepare them to set their own goals
 - b) encourage them to be more ambitious
 - c) improve their chances of employment
 - d) teach them basic moral values in life
- 4. According to the writer, future learning will resemble the new-style tug-of-war in that
 - a) there will be no possibility of failing
 - b) the object will be to avoid winning
 - c) it will depend on operating as a team
 - d) it will involve a personal challenge
- 5. The reason for the writer's optimistic conclusion is that she has
 - a) discovered how satisfying learning can be
 - b) shown a new talent for playing the piano
 - c) found how easy it is to develop a new skill
 - d) taken up a hobby for the first time

6.a There are quite a few types of education. Read short texts 1-6 below and label them using the terms from the box.

<i>liberal education</i> <i>cooperative education</i> <i>adult education</i>	<i>vocational education</i> <i>human resource development (HRD)</i> <i>special education</i>
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1. _____ provides educational opportunities for disabled or gifted people. Most countries support education programs for people who are blind, deaf or hearing impaired, emotionally disturbed, physically disabled, or mentally retarded.

2. _____ aims primarily at preparing individuals for a job. Universities and separate professional schools prepare students for careers in such fields as architecture, business, engineering, law, medicine, nursing, teaching, and theology. Community and junior colleges and specialized schools offer advanced professional and technical training.

3. _____ is usually referred to as training and helps employees learn precisely what to do in their jobs and how to work as part of a team, develop new skills and improve the quality of products and services. Specialists involved in teaching here are generally called trainers rather than teachers.

4. _____ aims at broad mental development. It teaches a student to investigate all sides of a question and all possible solutions to a problem before reaching a conclusion or planning a course of action. The branches of learning that aid in this development are called the liberal arts. These branches include the humanities, mathematics, and the biological, physical, and social sciences.

5. _____ is instruction for men and women who no longer go to school full time. It is also called continuing education or recurrent education. It includes classes, correspondence courses, discussion groups, lectures, reading programs, and other organized learning activities.

6. _____ is a method of education that combines classroom studies with practical work experience. Cooperative education programs typically involve formal written agreements between the school/college and employers. These agreements allow students to hold jobs, usually for pay, that are related to the students' fields of study or career goals.

6.b Give the definitions of the following types of education. Which of the terms below are applicable to the higher education system?

- a) liberal education
- b) general education
- c) broad education
- d) further education
- e) special education
- f) adult education
- g) cooperative education
- h) self-education
- i) in-service education
- j) compulsory education
- k) free education
- l) safety education
- m) business education
- n) continuing education

7. Fill in the gaps with the following words from the box

<i>not only</i>	<i>and 2</i>	<i>such as</i>	<i>by 2</i>	<i>as 5</i>
<i>at 2</i>	<i>of 6</i>	<i>which such</i>	<i>to 2</i>	<i>its</i>
<i>that</i>	<i>about</i>	<i>besides until</i>	<i>than</i>	<i>in 2</i>
<i>for 2</i>	<i>for example</i>	<i>or 2</i>	<i>although</i>	
<i>also 2</i>	<i>around 2</i>	<i>with</i>	<i>but also</i>	
<i>any of</i>	<i>when</i>	<i>in 3</i>	<i>most</i>	

HIGHER EDUCATION is ___ ___ various types of education given _____ postsecondary institutions ___ learning and usually affording, ___ the end ___ a course of study, a named degree, diploma, ___ certificate _____ higher studies.

Higher-educational institutions include _____ universities _____ colleges _____ various professional schools _____ provide preparation _____ fields _____ law, theology, medicine, business, music, and art. Higher education _____ includes teacher-training schools, junior colleges, and institutes of technology. The basic entrance requirement _____ most higher-educational institutions is the completion of secondary education, _____ the usual entrance age is _____ 18 years.

The system _____ higher education had _____ origin in Europe of the Middle Ages, _____ the first universities were established. _____ modern times the nature of higher education _____ the world has been largely determined _____ the models established _____ influential countries _____ France, Germany, and the United States.

_____, in France an examination called the baccalauréat is given _____ the end of secondary education. Success _____ this examination allows students to attend universities _____ another three or four years _____ they have attained the first university degree.

_____, there are higher-educational institutions known _____ grandes écoles, _____ provide advanced professional and technical training. _____ these schools are not affiliated _____ the universities, _____ they too recruit their students _____ giving competitive examinations _____ candidates who possess a baccalauréat. France's grandes écoles have been especially copied _____ models of technical schools. Sometimes their diplomas are ranked higher _____ Master's Degree.

The Germans were the first _____ stress the importance of universities _____ research facilities, and they _____ created a sense of them _____ emblems _____ a national mind. The doctoral degree, _____ Ph.D., invented in Germany, has gained popularity _____ systems _____ the world.

8. What is your vision of the university of the 21st century? Think in terms of a) democratic tendencies that are underway in higher education; b) strategies that universities are to develop to match the information society and survive in the competitive world.

9.a Read the article about the new concept of the university of the 21st century and be ready to answer the questions contributing your own ideas.

DEFINING THE UNIVERSITY OF THE 21ST CENTURY

by Barry James

Disraeli managed to say it in 13 words: "A university should be a place of light, of liberty, and of learning".

More than 100 education ministers, hundreds of university heads, professors, consultants, international officials and even a token smattering of students spent the past week trying to come up with a new description of a university for the 21st century, taking many thousands of words to do so.

The delegates at the World Conference on Higher Education were grappling

with some particularly modern problems, such as the vastly increased numbers of higher-level students from 13 million worldwide in 1970 to more than 80 million today, the inability of governments to pay for such expansion; the irruption of information technology and the concept that education has to become a lifelong process to cope with the constantly changing needs of work and society.

The most passionate call for change came from the director-general of UNESCO, Federico Mayor of Spain. "Never before in human history have communities everywhere, and millions upon millions of individuals everywhere, attached such importance and value to education," he said. "We realize we need a 'learning world to match the 'information society'. And people are crying out for a truly learning world. One where each and every person has the opportunity to fulfill his or her potential".

"No one - and I mean, quite literally, not one single person - should feel they are sentenced to lifelong exile from the world of learning. It is a matter of human dignity. It is a matter of democracy ".

Without a revolution in knowledge, Mr. Mayor added, the digital revolution could "only entrench inequality, injustice, exclusion".

The World Declaration on Higher Education for the Twenty-First Century came up with some recommendations that are somewhat advanced in parts of the world - for example, the idea that women should be treated as the equals of men in access to higher education, that university places should be awarded according to merit rather than membership of an elite; that universities should enjoy academic freedom or that they should be open to lifelong learning.

"Admission to higher education will depend on the merit, capacity, efforts, perseverance and devotion showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills," the ministers said. "As a consequence, no discrimination can be accepted for access to higher education concerning race, sex, language, religion neither for any economic or social distinctions, nor for physical disabilities."

The document also stressed that universities must have the role of promoting peace.

An accompanying "framework for priority action" insisted that students should be considered "among the main stakeholders of higher education" who should be associated "with the policy decisions and organization of management structures".

But radical student views in those parts of the world where the three Rs stand for rebellion, revolution and rioting did not find a place in this government-sponsored meeting. It was left to relatively tame bodies such as the International Movement of Catholic Students and the International Association of Students in Economics and Management to put the learners' point of view in a debate sponsored by the British Department for Education and Employment. The final documents had nothing to say about the growing practice in the United States and other developed countries of providing specialized higher education within companies and - workplaces, which some experts believe is a challenge to the traditional concept of the university. The consensus of the ministers was that higher education remains the responsibility of the state.

Prime Minister Lionel Jospin of France said the state remained the essential guarantor of equal opportunity in education. Mr. Jospin said higher education must adapt to the market economy, but it must not be determined by the market".

The ministers also stressed that higher education must do better at preparing students for work - to turn out job creators rather than unemployed graduates.

They also emphasized the role of universities in promoting civilization and human values. They must "exercise their intellectual capacity and moral prestige to defend and disseminate universally accepted values, such as peace, justice, freedom, equality and solidarity," the ministers said. They should enjoy academic freedom "while being responsible and accountable to society".

Abridged from The International Herald Tribune

9.b. Explain the meanings and give examples of usage of the following words from the article above. Use the chart below.

	Word	Meaning(s)	Examples of usage other than in the text
1.	smattering		
2.	irruption		
3.	exile		
4.	entrench		
5.	perseverance		
6.	disseminate		

9.c Answer the questions using the information from the text

1. What was the chief goal of the World Conference on Higher Education?
2. Why do you think communities attach such great importance and value to education in the 21st century?
3. How could the irruption of information technology affect the traditional concept of education?
4. Why in your opinion has the new strategy of lifelong learning become an imperative necessity in modern society?
5. What recommendations in the World Declaration on Higher Education testify to the fact that university education can be regarded as one of the essential indexes of democratic tendencies that are under way in modern society?
6. Do you think the state will be able to remain the essential guarantor of equal opportunity in education?
7. What sort of students' views did not find a place in this government-sponsored meeting? What does it speak of?

10. Express your personal opinion on the statements given below using the expressions from the box.

to grapple with a problem	
to be sentenced to lifelong exile from the world of learning	
to entrench inequality	to disseminate values
to promote peace	to enjoy academic freedom

1. Without a revolution in knowledge the digital revolution could only entrench inequality, injustice, and exclusion.
2. Higher education must adapt to the market economy, but it must not be determined by the market.
3. Universities should enjoy academic freedom while being responsible and accountable to society.
4. Higher education should remain the responsibility of the state.

II. UK UNIVERSITIES AND COLLEGES

1.a *Read the following text and do the tasks below.*

UK UNIVERSITIES

A large proportion of young people – about a third in England and Wales and almost half in Scotland – continue an in-education at a more advanced level beyond the age of 18. The higher education centre provides a variety of courses up to degree and post-graduate degree level, and carried out research.

The main higher education institutions in the UK are universities, teacher training colleges and other colleges of technology and art, including:

- 108 universities (one of which – the University of London – comprises over 40 institution) and 19 colleges and institutes of higher education which have the power to award their own degrees;

- 34 other colleges of higher education, which do not have degree-awarding powers but provide courses leading to degrees validated by universities; and

- the Open University, which provides part-time higher education opportunities through open and distance learning.

British universities are independent self-governing institutions. Although they all receive considerable financial support from the state, the Department for Education and Skills has no control over their regulations, curriculum, examinations, appointment of staff, or the way in which government funds are spent. The funds are allocated by the Department on the advice of the university grants committee, a body appointed by the Secretary of State. The universities discuss matters of common interest and express their views on these matters through the Committee of Vice-Chancellors.

Uniformity of standards between universities is promoted by employing external examiners for all university examinations.

The government is encouraging universities to co-operate closely with industry on research. Around 60 science parks have been set up by higher education institutions in conjunction with industrial scientists and technologists to promote the development and commercial application of advanced technology.

All universities fall into several broad categories.

Oxford and Cambridge: the ancient English foundations. These two universities founded in the Middle Ages (Oxford in 1168, Cambridge in 1209), and the oldest in British and were the only universities in England until the early 19th century. As Oxford and Cambridge have much in common, they are often referred to collectively as Oxbridge.

Two features of Oxford and Cambridge are widely admired and are being gradually extended to other universities. One of the distinctive features is that they are collegiate universities organized into a federation of colleges. Each college is completely autonomous so far as their property, finance, and internal affairs are concerned, but the university awards degrees and determines the conditions on which they are awarded. Students become members of the university by becoming members of their colleges. Among the best known college at Oxford are Trinity

College, St. John's College, Jesus College St Anne's College, Magdalen College, St Hilda's College (for women), and at Cambridge: Christ's College, Churchill College, King's College, New Hall. All the students live in the hostel and so does the majority of the teaching staff.

The value of the collegiate system lies in fostering a community spirit, in which a useful mingling of intelligence can take place.

Although the colleges and the universities are separate corporations, all are parts of an integrated educational entity.

The other feature of Oxbridge is the tutorial system, whereby each student gets personal tuition once a week in his tutor's own room. This, with a weekly programme of private study is considered so important at Oxbridge that students are not even compelled to attend general lectures, which must therefore be of high quality to attract a large modern audience.

Although Oxford and Cambridge educate less than one tenth of Britain's total university student population, they continue to attract many of the best brains and to mesmerise a greater number, partly on account of their prestige as well as on account of the seductive beauty of their buildings and surroundings.

There is a real problem about the exclusiveness of Britain's two oldest universities. Though Oxbridge is no longer the preserve of the social elite, as now it is open to all according to their intellectual ability. Nevertheless, Oxbridge retains its exclusive and spellbinding culture, creating a narrow social and intellectual channel, from which the nation's leaders are almost exclusively drawn. If the expectation is that Oxbridge will dominate the controlling positions in the state and economy, is the country ignoring equal talent, which does not have the Oxbridge label?

The Old Scottish Universities. Scotland boasts four ancient universities: St. Andrews (1411), Glasgow (1451), Aberdeen (1495), and Edinburgh (1583). In the Scottish lowlands, greater value was placed on education during the XVI and later centuries than in much of England. These universities were created with strong links with the ancient universities of continental Europe, and followed their longer and broader course of studies. Even today, Scottish universities provide 4-year undergraduate courses, compared with the usual 3-year courses in England and Wales.

The “Modern”, or “Civic” (“Redbrick”) Universities. The civic universities mostly were founded as university colleges in large industrial towns and cities in the latter half of the XIX century and the early years of the XX and prepared students for external degrees of London University. Later they became universities of their own right.

The word *civic* means *urban*. These universities were founded to serve the needs of their city and the surrounding area, in contrast to Oxford, Cambridge, and London universities, which took students from all over the country.

Civic universities are usually referred to by the slightly contemptuous term 'red brick universities.' This described their construction, which is contrasted with the more dignified and solid-looking ancient stone architecture of Oxford and Cambridge.

Civic universities meet the needs of industrial revolution and include **Durham**, 1832, **Manchester**, 1851, **Birmingham** 1900, **Liverpool** 1903, **Leeds**, 1904, **Sheffield**, 1905, **Bristol** 1909, **Reading**, 1926 **Exeter**, 1955 **Leicester**, 1957.

The University of London was constituted by Royal Charter in 1836 as a body empowered to examine and confer London University degrees on students of certain approved and recognized institutions. These degrees were called **external** and until 1900 London University restricted its work to awarding them, except in Medicine. London was the first British university to admit women to its degrees (in 1878). The University now is not only an examining body, but a teaching institution as well. It has become a federation of colleges. The largest of the London colleges are like universities in themselves, having many different faculties and departments. Others specialize in certain subjects, for example the London School of Economics and Political Science or the Imperial College of Science and Technology. All arrange their own lectures and classes, but the university organizes the examinations and awards degrees

The University of Wales also stands aside in the modern civic universities. It consists of university colleges (e.g. Wales College of Cardiff, University College of Swansea) and a medical school. Before it became a university, it was a college that offered courses leading to the external degrees of London University.

The New (“Glass”) Universities are the third wave of Universities founded after the World War II. In the 60s of the 20th century appeared Universities of **Sussex**, **Essex**, **Keele**, **Warwick**, **Kent**, **York**. The new universities were established to meet the need for more university places to cater for advances in technology. Their most distinctive features are that they were empowered to award their own degrees and that they tried to design courses which break down the conventional departmental structure and enable undergraduates to study different subject areas with equal intensity.

The Technological Universities founded as technical colleges in the XIX century, became colleges of advanced technology (CATs) and received full university status in 1965. Some examples of the ten technological Universities are **University of Aston in Birmingham**; **Bath University of Technology**, **Heriot-Watt University**, **University of Bradford**, **University of Surrey**.

The Former Polytechnics were granted the University status by the Further and Higher Education Act of 1992. The polytechnics received the full range of degree-awarding powers instead of having their course and degrees validated by the Council for National Academic Awards (CNAA). 39 institutions which have been affected changed their titles as a response to their new status. Some of them are **Bournemouth University**, **University of Greenwich**, **Staffordshire University**, **University of Portsmouth**, **Middlesex University**, **University of Westminster**, **University of Central England in Birmingham** etc.

The Open University (Walton Hall, Milton Keynes, Buckinghamshire) is claimed to be the first successful distance teaching university. It arose as the result of social programmes by the government of Britain in 1969 to break the insidious between exclusivity and excellence. The OU was founded on belief that

communications technology could bring high quality degree-level learning to people who had not had an opportunity to attend campus universities. Many of its students tended to be older and had for a variety of reasons missed the opportunity of higher education in their youth. There are no formal entry requirements for admission to undergraduate courses which are based on the credit system and are designed for students precluded from achieving their aims through an existing institution of higher education. Teaching is undertaken by means of a combination of printed material, face-to-face tuition, short residential schools, radio, television, audio and video tapes, computers and home experiment kits. The University also offers continuing education courses including in-service training for teachers, updating courses for managers, scientists and technologists and short courses of community education.

The University of Buckingham. The privately financed University of Buckingham was founded as a University College and admitted its first students in February 1976. Later it received its Royal Charter. It offers two-year courses in law, accountancy, sciences and economics, which now lead to the degree of Bachelor. It is also enabled to award higher degrees.

1.b *For the following statements indicate one or several names or types of universities and colleges, mentioned in the text above.*

1. The first university to admit women was _____.
2. The universities that appeared in the end of the nineteenth century and the beginning of the twentieth are called _____.
3. Universities famous for their personal tuition system are _____.
4. The most famous institution of distance learning in Great Britain is _____.
5. The term "red-brick" is used to refer to these **two** types of universities: _____ and _____.
6. Teaching qualifications are most commonly provided _____ colleges.
7. Glasgow University belongs to _____.
8. The most famous privately financed university is _____.

1.c *Answer the following questions, using the information from the text above.*

1. By what principles are British universities categorized?
2. Would you favour being a student of a collegiate university? Why?
3. Is the tutorial system a pledge of students' educational success and why? Why has it not been extended to Ukrainian universities?
4. Can the products of such exclusive establishments as Oxford and Cambridge remain closely in touch with the rest of the British population?
5. Would you prefer a broader BA course at a Scottish university or the usual 3-year course in England and Wales and why?
6. What's your opinion of non-compulsory attendance of lectures at Oxbridge?
7. Was the upgrading of former technical colleges to polytechnical universities an imperative necessity to Britain? What were the reasons for a similar reform in Ukraine?
8. Are there any benefits of being a student of a privately financed university?

2.a Read the article below and do the exercises that follow.

UNIVERSITY: IS IT A GOOD DEAL?

It seems an opportune moment to ask what lies ahead for students in Britain's fast-changing universities: will the experiences, the quality of education and the job prospects of today's undergraduates be as good as those of their parent's generation?

Twenty years ago just one young person in eight entered higher education. Today more than one in three do so.

Over the same period the number of undergraduate degrees awarded in Britain has risen from just over 100,000 a year to over 260,000.

That does not mean that the quality of a degree is necessarily any the less but it does mean a university degree is no longer as distinctive a qualification as it once was.

But the economy has also moved on and the demand for graduates has grown at the same time as the supply has increased.

If the growth over the past 20 years has been rapid, the expansion since the first big explosion of university growth in the mid-1960s is even more dramatic. In 1965 just over 400,000 students studied at British universities. Today the figure is 1.8 million.

In the 1960s, undergraduates were predominantly white, male, under-21 year-olds who studied full-time. Today 55% of them are women. Indeed female undergraduates overtook men 5 years ago and have continued to pull ahead ever since.

Although the under-21 age group still provides the majority of first degree students, mature entrants are now a significant minority, totalling almost one in five of this year's' freshers. More than a quarter of all students now study part-time.

In short, we have seen a shift from a university system serving a small elite to one that is now closer to the mass university systems of the USA or many continental European countries.

At the same time, the university experience has gone from a five-star, luxury design to a mass-transit economy model.

Nothing reveals this more starkly than the amount of public money spent per student. This has fallen from over £7,500 just over a decade ago to around £4,800 today.

The result is that most of today's students receive no grants to cover living costs, about half must pay something towards their tuition costs, and all face more crowded lecture theatres and less individual time with staff.

But before despair engulfs anyone starting out on courses, let me give you some good news too. It may cost you more, and you will probably graduate with £10,000 or more of personal debt, but your degree should enhance your job prospects and your earning capacity.

The figures suggest that graduates aged between 30 and 44 earn 76% more

than non-graduates in the UK.

And even those whose parental income is high enough to require them to pay fees are, in one sense, getting a good deal.

However, there is one important way in which universities have not changed as much as many expected: they remain largely the preserve of the sons and daughters of the middle-classes.

Over 70% of the children of professional classes now attend university compared to just 13% of children of unskilled workers.

University leaders blame the schools for this, arguing that they can only admit young people with suitable qualifications.

The other big change in universities today is the arrival of the new, two-year Foundation Degrees which are intended to deliver further expansion in higher education.

The model is based on the USA where many students take two-year degrees at community colleges. Many then go on to take the full four-year bachelor's degree.

Amid all this change the really pressing issue for students is whether some leading universities will get their way and be allowed to introduce "top-up fees" (or market-rate fees, as they prefer to call them) for more prestigious degree courses.

The top university leaders say the change is needed if they are to remain competitive with wealthier, especially American, universities.

These are bumpy, transitional years for higher education as the system attempts to adapt from serving 15% of young people to 50%.

Students will continue to wonder whether they are getting a good deal, but future employment patterns suggest they are almost certainly better off investing in a degree.

Moreover, by the time today's undergraduates are parents themselves they will probably look back nostalgically to the days when getting a university degree was cheap and graduating still helped you stand out from the crowd.

2.b Explain the following concepts from the text.

opportune moment; job prospects; undergraduate degree; distinctive qualification; dramatic expansion; to pull ahead; first degree students; mature entrants; significant minority; to total; fresher; mass university system; mass-transit economy model; to reveal starkly; to pay towards tuition costs; lecture theatre; earning capacity; non-graduate; middle-class preserve; professional classes; unskilled workers; foundation degree; community college; top-up fees; degree course; employment pattern

2.c Answer the following questions using the information from the text.

1. What is today's enrolment tendency in higher education?
2. What is the reason for the changing enrolment?
3. Who is a typical British student?
4. Is university education a luxury in today's Britain?
5. Why is it profitable to invest in one's own university education?
6. Why were Foundation Degrees introduced?

2.d Facts and figures presented in the article indicate revealing big changes in the higher education sector in Great Britain. Work in two groups to single out positive and negative tendencies and make a conclusion whether positive developments outweigh those with negative implications.

3.a Read the text below and do the tasks that follow.

THE OPEN UNIVERSITY

The Open University (OU) is a unique innovation in higher education. It is a degree-granting institution that provides courses of study for adults through television, radio, and local study programs. Applicants must apply for a number of places limited at any time by the availability of teachers. Did you know that practically as many school-leavers go to Open University as the average conventional UK University? Interested? Read on...

You may be one of the millions who missed out on a university education. You may wish you could have a second chance, either for better career prospects or for the self-satisfaction of achievement.

Better qualified – better respected. In the sixteen years since we started, some 70,000 people have gained BA degrees from the Open University. More than half of them claim to have achieved a significant career benefit. Practically everyone agrees the OU experience to be rewarding in terms of added confidence, self-discovery and intellectual stimulation.

What's The Deal?

If you're over 18 and you want to do a degree, but want the flexibility of studying full-time or part-time or you don't want to move away, Open University could be just the thing for you. It is an appropriately named institution. It's open to everyone and you don't even need O or A levels. Nor does it make a difference what you do. Housewives, bank managers, bus drivers, pensioners, nurses or shop workers. All are welcome at the OU. The only qualifications needed are that you are 18 or over, live in the UK, have a determination to succeed and an appetite for hard work.

The OU runs about 200 distance-learning degree courses, as well as many postgraduate degree courses. So you can study in your own time and in your own home. OU courses are modular so you can combine them to meet your individual needs and gain qualifications from certificates or diplomas to degrees.

Undergraduate courses cost between £200-£650 which usually includes all books and course materials.

The best bit is that the OU has an open access policy - you don't need any qualifications to do their undergraduate courses, although it is recommended that students without the equivalent of A Levels begin with Level 1 courses.

Openings Programme

These are open to everyone in the UK and can give you a taste of further education and full-on OU degree courses to help you decide if you want to take on a bigger commitment to an OU course. It's possible to take your degree in three

years, but most people choose to spread their studies over five or six years.

The choice of courses is over 125 subjects, from science and technology to the arts; each lasts from February until November and you commit yourself for only a year at a time. In order to obtain your degree you must obtain six passes or 'full credits', as we call them, in your chosen subject. The course normally takes 14 weeks, costs £50 and all you need is a phone so your tutor can call you) and 6-8 hours a week to study.

There are no face-to-face tutorials so you can work around your life.

The course will help you build your confidence and develop your study skills as well as helping you decide what subject you're interested in pursuing.

You can start any time of year. If you're over 21, and don't have A Levels or their equivalent, you could try an Access Course to get into university. Find out more about Access Courses in 21+.

The majority of your course will come through the post - specially written, high quality teaching material to help you study at home. Radio and television are also extensively used and you will have personal contact with one or more of 5,000 part-time tutors at local study centres. Some courses even have one-week residential summer schools.

At the OU we've gained a worldwide reputation for our advanced distance teaching methods. It's experience that we know will be of great value to you.

Admissions are based on a first come, first served principle so the sooner you send your coupon, the more sure you can be of your place. Return the reply-paid coupon and we will send you our FREE Code for Applicants. It contains all you need to know about choosing your course, including information on fees. Easy payment methods are available to help with the fees and if you are unemployed or on a low income, grants may be available.

3.b Choose the best variant (a-d) to complete sentences 1–5 below.

1. To qualify for enrollment of the Open University you must have
 - a) been educated up to the age of eighteen
 - b) been born in the United Kingdom
 - c) an aptitude for study
 - d) a successful career
2. To gain a degree from the Open University, you have to
 - a) study for ten months from February to November
 - b) select six subjects from a choice of 125
 - c) obtain six full credits within three years
 - d) choose one subject and gain six passes
3. If you decide to study at home
 - a) you must study an arts course
 - b) some of your materials will be audiovisual
 - c) you will have to see your tutor once a week
 - d) a part-time tutor will write materials for you
4. Many people have found that an Open University degree gives them
 - a) an increase in intelligence

- b) a better understanding of people
 - c) the possibility of a better job
 - d) a greater respect for learning
5. If you want to study a single course,
- a) ask for the Associate Student Programme Guide
 - b) return the reply-paid coupon
 - c) ask for the free Guide for Applicants
 - d) write to the Open University, PO Box 48

3.c *Imagine you are a member of the Open University Admission Board. You have to make a speech to its potential enrollees. Prepare your oral presentation.*

4.a *Study the text below and speak on various types of colleges.*

WHAT IS A COLLEGE?

Some universities consist of a number of colleges. This is only one of the meanings of college. More often a college is not part of a university, but a separate institution. Whereas a university aims at giving an academic education, and is mainly non-vocational, a college education is in most cases less academic, more practical, and usually vocational. Most colleges are state colleges, built and maintained by the local education authorities, but there are also private colleges.

1. Further Education College (College of Technology, Technical College).

The system has strong ties with commerce and industry, and co-operation with business is encouraged by the Government and its agencies. Employers are normally involved in designing courses.

Courses are run by some 550 institutions of further education, about 60% of them classified as large (over 1000 full-time-equivalent students), many of which also offer higher education courses. state colleges, built and maintained by the local education authorities, but there are also private colleges. They go by a variety of titles, technical colleges, colleges of agriculture, colleges of art and colleges of commerce. They offer full-and part-time courses in subjects such as art and architecture, drama, languages, and English for foreign students.

Tutorial colleges, sometimes known as “crammers”, are privately run establishments offering intensive courses to prepare students for particular examinations, usually O or A levels.

2. College as Part of a University.

The university is a federation of colleges. The university arranges the courses, the lectures, and the examinations, and awards the degrees.

The college system at Oxford and Cambridge is unlike that of any other university, whether in Britain or America. In order to enter the university, a student must first apply to a college and become a member of the university through the college. The colleges are not connected with any particular study and are governed by twenty to thirty "Fellows". Fellows of a college are "tutors" (teachers, often called dons). They teach their own subject to those students in the college who are studying it, and they are responsible for their progress. Most dons give one or two

lectures a week which students from any college may attend. No lectures are compulsory and tutors usually advise their students which lectures they should go to.

Each college has its own completely separate living quarters, its own dining hall and its own chapel. Cambridge and Oxford both have two women's colleges. Today most of the colleges are co-educational.

3. Higher Education Colleges

Most of the colleges were originally established by religious foundations to train teachers for schools, but they now offer a wide variety of other courses, mainly at degree level (Bachelor and BTEC-HND Higher National Diploma).

4. Colleges of Education (Teacher-Training Colleges) resulted in the 1970s from the integration of teacher training outside universities with the rest of further education. As well as teaching qualifications, they generally provide other degree and diploma courses, and so are similar to polytechnics and universities, although usually much smaller in size.

4.b Fill in the blanks with suitable words and phrases given below.

education subject training university postgraduate
secondary-school theoretical educational term teaching
tutorials demonstration teaching aids teaching methods lectures

A student at a College of Education in Britain studies (1) _____ parallel to his special subject courses. An English (2) _____ student, who wishes to take up school teaching, first of all studies his (3) _____ and having obtained a first degree, usually the B. A. or B. Sc, takes a 4) _____ diploma course at a university Department of Education. This course is exclusively concerned with (5) _____ him as a teacher, usually as a (6) _____ teacher.

The first six weeks of (7) _____ are chiefly taken up with lectures and (8) _____ on the theory of education, (9) _____ psychology, the history and sociology of English education, and (10) _____. The students are also given a course on the use of (11) _____. They are also able to watch (12) _____ lessons in various schools. Then their first full-time (13) _____ practice begins. Next term is also divided between (14) _____ and practical work. In the summer term there are a few weeks of (15) _____ and tutorials, followed by examinations in May.

5. *There has always been a competition between Universities to find out who ranks first. The article below outlines different aspects of this on-going fight to be the best. Single out the facts which account for:*

- a) *Oxford's rise in a ranking scale of Universities in Britain*
- b) *the rise of the provincial British University*
- c) *the widening gap between the new and the old British Universities*

What other essential factors can be taken into consideration in university

rankings? Can your university demonstrate international competitiveness and be ranked among the top twenty European universities? Why? Why not?

Note: The traditional Oxbridge uniform is blue (Oxford blue - dark blue, Cambridge blue – light blue). See also: Dark Blues – members of the sports team of Oxford and Harrow, Light Blues – of Cambridge and Eaton.

OXFORD WINS THE BATTLE OF THE BLUES

by John O'Leary

For the first time since the Times university rankings among 97 Universities began, Cambridge has been knocked off the top of the league.

The first change of leadership in nine years of the *Times* ranking of universities sees Oxford take over at the top by the slimmest of margins. Only three points out of 1,000 separate Oxford from Cambridge – practically a dead heat in a table of aggregated scores. Extra spending on student facilities closed the gap between the two, but a new scoring system that takes account of the mix of subjects at each university makes the final difference.

The result carries echoes of the first ever table, which had the light blues on top by a fraction of a point. Since then, the size of Cambridge's lead has varied, but its supremacy has never been seriously challenged. Nor would it have been this year, under the previous system. So tight are the margins at the top of the table that Oxford would have dropped to third, as it did three years ago, with Imperial College London regaining second place. But differences in the mix of subjects and the way in which they are grouped give Oxford the edge.

Science-dominated universities have generally been at an advantage in university league tables, particularly where degree classifications are concerned: science and engineering subjects tend to award more firsts than the arts and social sciences. By "benchmarking" groups of subjects, as Government advisers do in their own performance indicators, the table is better able to compare like with like.

Another factor in Oxford's rise this year is a more realistic reflection of the university's spending on student facilities. As at Cambridge, many services are provided by the colleges, rather than the university centrally. Consequently, Oxford had registered some of the lowest scores of any university in this category, although its facilities were among the best. The Higher Education Statistics Agency accepted a new formula which was enough in its own to overturn Cambridge's lead. At the heart of Oxford's success, however, is a consistent run of high scores across the nine measures in our ranking. The university was in the top two on four of the measures, and had the largest number of academics in departments rated internationally outstanding in the 2001 Research Assessment Exercise.

The other university with most cause for celebration is fourth-placed Bath, which emerges as the top provincial university for the first time. In four years, it has risen from 15th in the table, benefiting particularly from high spending on student facilities and one of the lowest drop-out rates. Bath leads a group of universities established in the 1960s that have overtaken longer-established market leaders. However, the presence of Imperial College and the London School of

Economics in the top five underlines the continuing strength of the University of London.

St Andrews is the top university in Scotland, overtaking Edinburgh for the first time and maintaining its place in the top ten. Cardiff remains top in Wales, despite slipping five places down the table.

The new universities are again confined to the bottom half of a ranking that places them at a disadvantage in terms of entry qualifications and research. Many of the former polytechnics pride themselves on their open-entry policies to extend access to higher education, while they have only relatively recently received equal treatment in research funding. However, the latest research assessments have served to widen the gap between new and old institutions generally.

Abridged from The Times

III. ADMISSION TO UK COLLEGES AND UNIVERSITIES AND TUITION FEES

1. *Consider the vocabulary which may be of help while talking about the admission procedure to UK universities and colleges*

- **to admit** — to allow entry; to give entrance or access
- **to be admitted to/ a university, to be accepted by a university**
- **admission** - the act or process of admitting; the state or privilege of being admitted
- **to apply for admission**, e.g. *She applied for admission to Moscow University.*
- **admission application, to submit an admission application**
- **applicant/a candidate**
- **university admission board, an admission office**, e.g. *Before she took her entrance exams, she had submitted her admission application and her school leaving certificate to the Moscow University admission board.*
- **to enroll in (AmE), to enter (BrE) (a) university**
- **reference** — a statement (letter) regarding a person's character, abilities, etc.
- **referee** — someone who writes a letter about someone else, describing their work or personal qualities

2. *What is your view of an ideal university admission system? Think in terms of its*

- a) main objective*
- b) screening devices*
- c) stress levels for applicants*
- d) efficiency*

3.a *Read the text about the British admission system and be ready to discuss it, contributing your own ideas.*

APPLYING FOR UNI: WHEN AND HOW

Now you've figured out which universities and courses you like the look of, it's time to apply. To be admitted to a British university, a person has to apply to the Universities and Colleges Admission System (UCAS). It deals with placing the

applicants into a university or a college and handles all UK full-time undergraduate applications. You can get an application form from schools, colleges, and career offices and or you can apply on the UCAS website using the Electronic Application System (EAS).

Completing the Application Form:

- Get hold of UCAS's free handbook. It contains all the details and the course and institutional codes you'll need for the form.

- Only the original UCAS form will be accepted, so practice on a photocopy. Write clearly, use a black, ballpoint pen or a standard black typeface (e.g. Times New Roman, no smaller than 12 point). Decide, if you want to defer an entry and put a D in the deferred box, if you do, leave it blank, if you don't.

- On the application form, you have to list six universities in order of preference. You can also write only two or three names, stating that if not accepted by these universities, you would be willing to go to any other. Remember, it costs £15 to between 2 to 6 places – or £5 to apply to one.

- You have also to list Route A or Route B courses, you would like to apply to. If you're applying for a medical course, only four of your six courses can be for this subject. For most courses UCAS must receive your application form between 1 September and 15 January in the academic year before university entry.

- Sell yourself in your personal statement.

- The form must be sent together with an account of your out-of-school activities and two references, one of which must be from the head teacher of your school. To obtain a reference from him/her pass your form, together with the completed and stamped acknowledgement card and fee, to your referee, and then forward your application to UCAS.

- Don't attach additional papers to your application. Wait until you've received your acknowledgement letter and application number from UCAS, and then send anything straight to the university quoting your application number.

- You can only apply once each application year.

Selection

UCAS sends photocopies of the application form to the universities concerned. Each applicant is first considered by the university admission board. Students are admitted to British universities largely on the basis of their performance in the examinations for the General Certificate of Education at ordinary and advanced levels. The selection procedure is rather complicated. In some cases the board sends the applicant a refusal. This may happen, for example, if the board receives a form in which their university is the applicant's sixth choice and the university already has many candidates. If there are no reasons for immediate refusal, the university admission officer passes the applicant's papers on to the academic department concerned. One or two members of the department will then look at the candidate's application, see what he says about himself, look at his marks at the ordinary level examinations. see what his head teacher and the other referee say about him. This will allow the department to make the applicant an offer (either a definite offer or a conditional one) or send him a definite rejection.

As a rule the department makes a conditional offer. This means that the

applicant will be accepted by the university if he fulfills the requirements stated in the offer concerning the results of the coming Advanced Level examinations. In his turn, the applicant may accept the offer conditionally.

When the Advanced Level examination results come out in August, the university admission department assesses whether the applicant has fulfilled the requirements of the conditional offer, and, if he has, mails him a definite offer. The applicant must accept or refuse within 72 hours.

Clearing: How It Works

If you don't quite match the grades for your Conditional offer, you can still get a place at university or college through the Clearing system. Clearing isn't a mad scramble for a handful of places, nor is it a 'last-ditch' option -over 40,000 people each year find a place through the system.

The Clearing Process

The UCAS Clearing service matches candidates up with suitable higher education vacancies.

If you're eligible for Clearing, UCAS will automatically send you a Clearing Entry Form (CEF) and an information booklet.

Vacancies are listed in the Independent and The Independent on Sunday starting from the 12 August 2003 for Scottish vacancies and from the 14 August for the rest of the UK.

Vacancies will also be published in the Daily Mirror in August 2003.

Call our free BBC One Life; results helpline on 0808 100 8000. Open continuously from results day until 31 August 2003, you can talk to a careers adviser who will have access to all the latest information on Clearing, vacancies and even be able to tell you if you've got your place - even if you're not got your results yet!

Remember, Clearing Is Not An Option For You If Any Of The Following Apply:

You have withdrawn from the UCAS scheme.

Your conditional offer has been confirmed.

You decide not to take your confirmed offer.

Take a look at our Clearing Q&A for more information.

I Haven't Applied For Anything Yet. What Should I Do?

If your grades were better than expected, then well done. It's still not too late to apply for a place at university or college.

Entry requirements vary at each university, but usually most degree courses require at least two A Levels at grade E or above (or the equivalent); for HND courses, it's one A Level or the equivalent.

Time is of the essence, so contact UCAS as soon as possible. However, you should still think hard when choosing the type of course and subject to study.

If you're applying after the end of June, your application will automatically go through the Clearing system.

3.b Explain the following concepts from the text.

full-time undergraduate application; career offices; academic year; university entry; course code; institutional code; typeface; previous qualifications; criminal conviction; to be expelled; to defer entry; to leave blank; acknowledgement letter; application number; application year; placing; clearing; deferred box; personal statement; referee; admission officer; definite offer; conditional offer; admission department; Clearing system; last-ditch option; higher education vacancies; eligible (for Clearing); results helpline; results day; career adviser; degree course.

3.c Decipher and explain the following abbreviations and acronyms from the text.

uni; UCAS; EAS; Route A and B courses; CEF; Q&A; HND course

3.d Substitute the underlined words and word combinations with those with similar meaning from the text

Students are accepted by British Universities largely on the basis of the results of their GCE examinations. On the form sent by the UCAS a candidate has to write down the names of the universities beginning the list with the ones he prefers most and ending it with those least preferred. He may state that if not admitted to these universities, he would be willing to go to any other. Each applicant is first considered by the office at the university responsible for admission procedures. In some cases the board sends the applicant a refusal. As a rule, the department makes an offer according to which the candidate will be accepted on certain conditions. When the university admissions department sends the candidate a definite offer, he must express his agreement or disagreement to be admitted to the university within three days and nights.

3.e Answer the following questions using the information from the text.

1. Where should school leavers in Britain apply to if they want to go to university?
2. What does a candidate write on the UCAS form?
3. What papers are sent to the UCAS along with the completed UCAS form?
4. What does the UCAS do with the applicant's papers?
5. What university groups consider the applications for admission?
6. What decision may be sent to the applicant?
7. When is a definite offer sent to the applicant?
8. How long is the time period within which the candidate must accept or refuse a definite offer?

3.f Work in pairs. Together with your partner list three advantages and three disadvantages of UCAS-type admission routine. Discuss the system's convenience / inconvenience for British applicants and universities; admission chances; application deadlines, and UCAS fees. Pay particular attention to the UCAS features worth integrating into the Ukrainian admission system. Share your findings with the rest of the group.

3.g Work in two groups. Group A presents arguments supporting the Clearing system as a system that boosts applicants' chances to become university students. Group B maintains that the Clearance system is the last-ditch option for those whose opportunities really are outside higher education.

4. Rank the following possible reasons for choosing a university in order of importance.

- a) location of the university
- b) cost of tuition
- c) computer facilities available
- d) type of accommodation and the cost of housing
- e) possibility of academic exchange
- f) duration of the course
- g) entrance requirements
- h) level of education offered
- i) demand for a particular job
- j) personal subject preferences
- k) family tradition
- l) parents' will

Explain your ordering. Compare it with that of your group-mates. Are there any reasons you can add to the list?

5.a Work in pairs. Interview your partner as to the reasons of his/her choice of the university. Report your findings to the rest of the group.

5.b Read texts A and B and be ready to discuss which of the above reasons the students were guided by while choosing their place of study.

TEXT A

'I'D BEEN TO THE CITY, I LIKED ITS VIBES, SO I DECIDED TO STUDY THERE'

POLITICS student Andy Bagnall, 20, has just returned from his first year at Leeds University. His reasons for choosing Leeds were far from academic, but the decision has clearly paid off.

'I chose to go to Leeds because I met this girl in Ibiza in 1993. I'd been up to Leeds a couple of times and I liked the city, the vibes of it, and so I decided to go to university there.'

In Andy's mind, a university's location can be much more important than how its courses are structured.

'With a course like politics; there are about 10 universities in the country that have departments, and I think that if you have the choice, location is more important than the nuances of the course. If you are not happy, if you are bored, you won't give as much academically as you would if you are having a good time.'

Andy has certainly been very happy at Leeds. 'The first few weeks were

difficult because I didn't know anyone, but then the course fell into place. I do about nine hours a week, and my expectation of university being slightly more relaxed in terms of teaching has been fulfilled. 'The teaching is adequate, but the pastoral care is non-existent, in that you are given guidance — but only if you actively go and seek it.'

One aspect of the course that has especially pleased Andy is that it is modular. 'I didn't fully appreciate the plus points of a modular course before I started — by the end of the second year I will have done over half my degree. It's quite a bonus, and I was happily surprised about that.'

Leeds itself is everything Andy expected it to be. 'It is brilliant as a city. Whatever you are into, you can find a bit of that in Leeds.'

'I have had a really good year. A lot comes down to luck. I met my tutors before I came, at the open day, and I think that's very important. At least you know if there is some rapport, if someone stimulates you academically.'

TEXT B.

THE COURSE WASN'T FOR ME. I GOT BORED AND DECIDED TO DROP OUT'

ANDREW Yardley, 20, had a change of mind during his first year of an accountancy degree at Portsmouth University, and switched to a course in applied chemistry.

'I started doing accountancy, but after the first-semester exams I realised that the course wasn't for me. 'I got bored with it, I didn't turn up for lectures and I decided to drop out.

'I popped over to the chemistry department, and they offered me a place for '95.

'Chemistry is much more interesting – there are more bits to it, which makes the course more diverse.'

For Andrew, where he studied was more important than what. He could not afford to move away from his home town of Gosport, a stone's throw away from Portsmouth.

'The university has a lot to offer. I already knew most of the area, but it is much better laid-out than I expected, and there are bits of the university that I didn't know existed. It's completely different from what I'd imagined.'

Andrew is very relieved that he made the change to a science degree. 'The lectures are much better in the chemistry department, because there are smaller groups of people, and it is -more intimate.

'In my first year, studying accountancy. I was just one among a mass of people. The tutors have more time for us. They are always ready to help out. and will always make themselves available.'

If there is one thing Andrew has learned from his experiences at university, it is that he should have thought long and hard before picking a course.

'I have learned an important lesson from having to re-start my university career, I should have been less single-minded about the course I wanted to follow, and talked to people about my choices before I made a decision which proved to be

wrong.'

5.c Work in two groups.

Group A: take the point of view of Andy Bagnall: "A university's location can be much more important than how its courses are structured". Prepare argument to defend this idea.

Group B: choose arguments to defend the point of view that the reasons for the choice of a course to study should be academical rather than personal. Organize a discussion

6. Here are some statistics by the UCAS as to the popularity of university courses in the UK. What accounts for such a choice? Compare the trends in the UK with those in Ukraine.

This year (2004), the number of students applying for courses starting in September rose by nearly 4 per cent, to 335,312. Law received the largest number of applications, with 74,617, followed by computer science and psychology. Management studies and business studies, which were previously counted by UCAS as a single subject, take the fourth and fifth spots respectively: if combined, they would have been by far the most popular discipline, with more than 112,000 applications. The number of applications to medical schools rose by a further 15.6 per cent. The levels of demand are closely tied to employment prospects: six months after graduating, 99.5 per cent of graduates in medicine, dentistry or , veterinary science who are seeking employment have found it. More worryingly, applications for mathematics courses have fallen by 12 per cent this year. The five most popular courses:

University Applications 2004

Law	74,617
Computer Science	68,557
Psychology	66,919
Management Studies	58,894
Business Studies	53,849

7.a Read the article about heralded changes in the British admission system and be ready to discuss it, contributing your own ideas.

UNIVERSITIES URGED TO REFORM APPLICATIONS

by Polly Curtis, education correspondent

The government's university admissions tsar today urged universities to back plans to introduce a post-qualification application system amid growing opposition to proposals for the biggest overhaul of university applications in 50 years.

Steven Schwartz, the vice-chancellor of Brunel University who conducted a review of admissions for the government last year, urged his colleagues in other institutions to back the proposals, outlined today, to scrap applications made on predicted grades, improve information about courses and move to a post-qualification application system (PQA).

Earlier today, the higher education minister, Bill Rammell, outlined reforms that could set universities holding back some places at university until after A-level results are published. The move would give pupils who had been predicted lower grades than they actually achieved – disproportionately those in lower-performing schools a chance to apply for the most competitive courses.

But this afternoon Oxford University said it would not support the plan. A spokeswoman said: "We want to see all the applications and we want to allocate all the places in one go, otherwise we don't think we can guarantee that we have chosen the best people."

Drummond Bone, the president of the vice-chancellors organisation Universities UK, warned against creating a system which did not give universities enough time to decide. Les Ebdon, the vice-chancellor of Luton university warned that the real problem was students who failed to take up a place at all, who were more likely to be put off by lack of cash than the admissions system.

Prof Schwartz told Education Guardian.co.uk: "Outside of university admission staff virtually everyone thinks it [PQA] should happen, It seems more sensible to have entrance based on actual marks than predicted ones. From the school headmasters, to students and people who work in industry, everyone thinks it's sensible. Universities should see that.

"It's a step in the right direction, The current clearing system combines instant decision-making with a first come first serve system. We need a better system than that."

But he added that in order to implement a PQA system, universities and schools would have to compromise by moving their term dates. This was essential to make enough space during the summer for exam boards to mark exams and return the results, and for universities and students to make their decisions.

"It would be worth it to have a system that was robust and reliable," he said.

There is deep-seated opposition among universities to shift term dates out of line with the rest of Europe, as it could jeopardize the lucrative take up of places by overseas students who may opt to stick to traditional dates.

Schools would be hard-pressed to shorten their teaching time and bring forward exams, leaving all eyes focused on the exam boards to shorten their marking time by adopting online marking methods.

Shadow higher education minister Stephen O'Brien said introducing PQA was "a sensible step".

"However, this must not become a tool for social engineering. The consultation must be genuine and not prejudice against those from middle class backgrounds, Access to universities must be based on merit and assessment, not background – rich or poor,"

Edward Davey, the Liberal Democrats education spokesman, said: "An admissions system based on predicted grades is inefficient and unreliable.

"Allowing students to apply to universities with their actual grades is fairer and will permit young people who might not have considered university to apply with confidence,"

From The Guardian

7.b Explain the following concepts from the text.

post-qualification application system (PQA); vice-chancellor; to back the proposals; applications made on predicted grades; lower-performing schools; to allocate places in one go; first come first serve system; term dates; robust system; deep-seated opposition; lucrative take up of places; overseas students; marking time; online marking methods; shadow higher education minister; social engineering.

7.c Answer the following questions using the information from the text.

1. What are the arguments for moving to a post-qualification application system?
2. What are the obstacles to this innovation?
3. What does Stephen O'Brian mean saying that PQA is a "sensible step"?

7.d Using the information from the text, mark the following statements as true or false and give your comments.

1. PQA is a common innovation to the British universities that is accepted by the authorities.
2. Oxford University states that only the actual exam's grades can guarantee the selection of best students.
3. Online marking method is the only way to speed up paper grading.

7.e Work in two groups to discuss the following questions. Report your findings to the other group.

1. Do you think that the modification of the British admission system is a positive development?
2. Is everyone eligible to higher education in Great Britain? Discuss admission requirements, considering the issues of open / restricted admission, entrance exams and grade requirements as discrimination devices.

8.a. Read the article about lowering entrance requirements at British universities and be ready to discuss it, contributing your own ideas.

DESPERATE UNIVERSITIES ACCEPT A-LEVEL FAILURES

by Judith O'Reilly and Dipesh Gadhur

In a desperate bid to fill degree courses, universities are offering places to students who have failed all their A-levels.

A *Sunday Times* investigation found that some universities were willing to ignore their own minimum requirements and take school-leavers with little more than half a dozen GCSEs. "

"As part of the investigation, reporters posing as failed A-level students approached universities through the "clearing" system, which most use to find vacancies.

At the University of Lincolnshire and Humberside, a reporter who said he had failed A-levels in physics, mathematics and geography was given an

unconditional offer over the telephone for a place on an engineering foundation course with a view to progressing to a degree

The course leader referred to the offer as "an extended, degree course". He said: "Let's face it, what it is a second chance for those young people who haven't been awfully successful at A-levels or have studied the wrong A-levels."

Another reporter asked if she would be considered for a place on an extended degree course in construction at Luton University, despite failing A-levels in geography, mathematics and IT. "I wouldn't see a problem with that," said an admissions officer. "It is not a course for mature students... It is for young people who have done their A-levels, but haven't done very well."

At the University of North London, a reporter was offered a place on a higher national diploma (HND) course in electronics and communication engineering with a view to transferring onto a degree course after six months. He was told this was a better option than joining a foundation course, because that would entail completing an entire year before moving on.

"The HND, we could definitely offer you a place on that," said a lecturer. "With a little bit of concentration from your side on electronics subjects, you should be able to make it and transfer [to the degree course] in February."

Even popular courses are prepared to take failed A-level students. At the University of the West of England, a reporter was offered a place on a foundation course leading to a degree if she attended an interview and supplied school reference.

The universities defended their admission policies. The University of Lincolnshire and Humberside said it was "fairly rare" for a school-leaver with no A-levels to be granted a place on a foundation course, but was unable to comment on this particular case.

Rob Cuthbert, pro vice-chancellor of the University of the West of England, admitted a minimum of two A-level points would normally be required for access to a foundation course. Steve Kendall, director of educational liaison and student recruitment at Luton University said: "It is a practice that we would defend if we had thought it was right in the case of the individual with whom we were dealing."

The University of North London described the incident as "an oversight", adding that it required school-leavers to have A-level passes to get onto either degree or HND courses.

Institutions appear to be using foundation courses as a back door to degree courses. The foundation year is primarily designed for mature students without A-levels or for students who have studied inappropriate A-levels. Universities are struggling to fill science and engineering courses after being forced by the government to make more places available.

They receive extra government funds if they fill places, for which there are no statutory-minimum requirements.

Ministers plan to create 100,000 additional higher education places by 2002, with an extra 9,300 full-time degree places this year alone. However, applicants for full-time courses have dropped by nearly 2,000 this year.

"Universities are accepting what, in my view, are underqualified entrants,"

said Professor Alan Smithers, director of the Centre for Education and Employment Research at Liverpool University.

"What makes higher education 'higher' is the fact that it builds on something," he added. "Without that, it seems to me that universities are creating difficulties for themselves and also calling into question the standard of the degrees that are awarded."

From The Sunday Times

8.b Explain the following concepts.

A-level failure; to fill degree courses; minimum entry requirements; half a dozen GCSEs; unconditional offer; engineering foundation course; to progress to a degree; course leader; extended degree course; mature student; HND course; to transfer onto a degree course; to complete a year; school reference; admission policy; pro vice-chancellor; educational liaison; student recruitment; oversight; A-level pass; foundation year; inappropriate A-levels; statutory-minimum requirements; full-time degree places; underqualified entrant.

8.c Answer the questions using the information from the text.

1. Why are universities offering places to underqualified entrants?
2. What is the function of the clearing system?
3. Who are foundation courses designed for?
4. Can an applicant be admitted to a foundation course if he has failed three A-levels?
5. How is the liberal admission policy justified by the University of Lincolnshire, the University of the West of England, and Luton University?
6. What is the universities' view of foundation courses?
7. Why is university education called 'higher' education?

8.d Work in pairs to discuss the social and academic consequences of lowering university admission requirements. How is it related to the concept of free education opportunities? Report your findings to the rest of the class.

8.e Work in two groups to discuss the benefits and drawbacks of open admission system. Group A argues in support of open admission and suggests a way to maintain high academic standards when such policy is introduced. Group B presents counterarguments and pinpoints the threats to university education posed by open admission.

8.f Work in pairs. Together with your partner consider the shift to the PQA system. What academic and social consequences does it entail?

8.g Work in two groups to work out arguments supporting the admission reform (Group A) and opposing it (Group B). A representative of Group A starts the debates by presenting one argument for the reform. A representative of Group B refutes it, using the listed arguments and presents a counterclaim, refuted by a

representative of Group A, etc.

9.a Read the article about Oxford's "elitist bias" and be ready to answer the questions, contributing your own ideas

PREJUDICE YES, AT OXFORD, NO

by Valentine Cunningham, senior English tutor at Corpus Christi College
Ignorant, wrong and stupid. That is Valentine Cunningham's view of
ministers' attacks on Oxford's alleged 'elitist bias'

Oxford University is being most unfairly vilified for its admissions practices. The attackers, silly and stupid, have selected the wrong target for whatever legitimate social anger they claim as motivation.

Many applicants to Oxford are disappointed – and from every kind of school. Our undergraduate places are hugely oversubscribed, especially in subjects such as English, medicine and law. Every year I could fill my English quota at Corpus Christi College twice over. Every year I get letters and telephone calls from schools – baffled, astonished, outraged at somebody's rejection. Some able people inevitably lose out. That nobody should expect to get what they want just because they want it is a tough lesson that some applicants have to learn early in their lives.

But these disappointments are not organised or systematic. We do not discriminate by age or gender, class, ethnicity, region or type of school, as our detractors profess to think. The stark truth is that for years candidates from the state and private sectors have got into Oxford more or less in proportion to their applications. Private schools have enjoyed a small proportional advantage. That has been obliterated this year, with 53 per cent of offers being made to state school applicants.

Still, there is a huge disproportion of private-sector students at Oxford compared with the national percentage of state-school pupils. No other topic so preoccupies Oxford common rooms. I would guess that Oxford anguishes over this more than many universities where the disproportion is just as stark – Bristol, York, Durham, Exeter and so on.

Much effort has gone into changing these figures. We have abolished our sit-down entrance examination because it was thought to favour public schools, where people could afford a third year in the sixth-form to swot for Oxbridge. We got rid of entrance scholarships, because so many were for people from old public schools, founders' kin and other closed shops. Admissions tutors put in long hours of missionary work at state schools. So does the student union. There are access schemes for various underprivileged groups. State-school children are brought to Oxford in the summer holidays for topping-up courses. The wooing effort is so intense it is almost embarrassing – tutors and undergraduates singing and dancing at the Man United football ground the other day for a throng of children from the under-represented northwest of England. What next? Sky-diving, adverts on trains?

And if you do apply, as urged, from under-represented groups and

regions, northern proletarian, black, whatever, you are treated with exemplary kindness and tact. No tests are ever untesting, but our requirements are customer-friendly in the extreme: bits of school-work sent in, small but relevant tests during interviews – linguistic, mathematical, interpretative – and seriously conducted interviews with subject tutors. Discriminations not discrimination are what are in play.

Most interviewers are experienced and adept at handicapping their entrance runners – taking perceived advantages and disadvantages into account. How often at the extended faculty-based meetings at which candidates are discussed does one hear judgments such as, "Watch out: burnished right up to his capacities at his expensive crammers" or "Grim school, terrible area, are more in her than first meets the eye."

The trouble, I believe, is not with biases at Oxford, but with prejudices out there about Oxford. Too many state-school children and their families erroneously write Oxford off as elitist, poshocratic, Brideshead or only for geniuses. Not for the likes of you or me.

Why do state schools not send more applicants to Oxford? Much of the numerical remedy is in their own hands. Storm the place, I say. It is absurd that I am inundated with requests to talk to public-school sixth forms and scarcely ever get invited to a state school. Why in the past 28 years have I had only three black applicants from state schools – all were offered places, two were wonderfully able undergraduates? It is not because of lack of talent out there. I am asked, in effect, by ministers to go in for social engineering, to alter white southern bourgeois Oxford by positive discrimination. I cannot do it if whole categories of people sign themselves off. And the more ministers hang on about elitist bias – out of their gross, misleading, ignorant prejudice – the more schools and scholars will take their application forms elsewhere.

9.b Answer the questions, using the information from the text.

1. What is Oxford university severely criticized for? Is this criticism well-grounded?
2. What arguments does the senior English tutor at Oxford put forward to rebuff the attacks of British ministers? Which of the arguments seem most/least convincing to you?
3. Do you think that there still is a bias in Oxford admission practices? Why do private school-leavers still predominate at Oxford? Is it because they are more intelligent than state school-leavers?
4. What testifies to the fact that now admission policies at Oxford do not depend on prejudice, but are based on merit?
5. What innovations were introduced into Oxford admission system to eliminate the disproportion of private-sector students? Which of them, in your opinion, are most/least efficient and why?
6. What does the author mean when he writes that he is asked by ministers to go in for social engineering and why does it seem impossible for him?
7. Has the author managed to dispel the myth of Oxford elitist bias?

8. The top professions in Great Britain continue to be dominated by Oxbridge graduates despite the fact that they make up only two percent of the total number of British graduates? Do you think that those two centers of academic excellence enjoy a fair advantage?

9.c Match the words in the left and right columns to restore the collocations from the text. In what context are they used?

tough	forms
discriminate	courses
enjoy	schemes
disproportion	sit-down entrance examinations
abolish	of private sector students
access	a small proportional advantage
topping-up	by age and gender
application	lesson

9.d Support or challenge the following statements, using the information from the text and your personal sources.

1. There is nothing wrong in having elite places of learning which should not be easily accessible.
2. Oxford cannot be a place for remedial education.

9.f Make a list of arguments for and against elite places of learning. Discuss it with your group-mates.

10. Visit ucas.com site, read updated information on university application, learn about choosing Route A and Route B courses, and go through a standard UCAS application form.

11.a Read the following article discussing changes in funding UK higher education and do the tasks that follow.

TUITION FEES: NEW ARRANGEMENTS

Parliament has agreed changes to the future arrangements for student finance for those going into higher education. Individual universities will be able to set their own rate of tuition fee and can charge up to £3000 for each student, per year. Most of the changes to student finance arrangements come into force from September 2006. They affect students who live in England only.

Changes from 2005

From April 2005 the starting point at which former students begin to repay their loans will increase from £10,000 to £15,000. This will apply to all students with income-contingent loans, including those currently in repayment. Students will not therefore, have to start making any repayments on their loan until they are earning over £15,000 a year. This means that after April 2005 someone earning

£20,000 will pay £8.65 per week no matter what they owe, rather than £17.31 per week as under the current scheme.

At the moment, students are asked to pay £1,125 contribution towards their tuition fees, but this depends on their parents' income and 60% of students don't have to pay the maximum contribution.

Why have the tuition fees been increased?

Some of the reasons that the government's given have been outlined below;

- The current system doesn't provide a "level playing field" – allowing universities to set different levels of fees is recognition of differences that already existed between institutions, e.g., some universities like Oxford and Cambridge offer a higher standard of degree, so it's felt they should be able to charge more.
- To tackle the budget shortfalls facing many universities and help pay for expansion: the government wants at least half of young people to enter higher education by 2010.
- To give the higher education sector an annual increase in funding of 6% a year for the next three years.

Changes from 2006 – tuition fees

From September 2006 no full-time undergraduate student will have to pay fees upfront, or while they are studying. Instead, both new and existing students will be able to defer payment of their tuition fees until after they leave higher education, by taking out a 'fee loan' from the Student Loan Company, which they will only start to repay once they have left university and are earning over £15,000 a year. The maximum fee loan available would be £3,000 a year for new students and around £1,200 for existing students. The loans are paid upon graduation.

What can a university charge?

From September 2006, universities will be allowed to vary the fees they charge new students, from zero to £3,000 per year. The amount they can charge will be capped at £3,000 (apart from an adjustment to take account of inflation) until at least 2010.

Existing students will not be asked to pay variable fees. Variable fees will only affect students who start their course in September 2006 or later (note that there will be slightly different arrangements for students taking a Gap Year in 2005, described in the 'Gap-year students' section below).

Universities will only be allowed to charge more than the 'standard fee' of around £1,200 if they have signed up to an Access Agreement with the new Office for Fair Access (OFFA). These agreements will set out the universities' proposals for improving access, including the action they will take to promote fair access, so that students from all backgrounds are encouraged to apply.

What this means is that a student receiving the full £2,700 maintenance grant (see below) and who is on a course charging £3,000 a year will get at least £300 a year in extra support, such as a bursary, from their university. Some will get more than this, as many universities are expected to offer bursaries of more than £300.

Will universities only take students from affluent families?

Education Secretary Charles Clarke announced there would be an Access Regulator who would check that any university which wanted to increase its tuition

fees had admissions procedures that encouraged applications from students from less advantaged families.

Grant and maintenance loans for living costs

From 2006, new full-time students from lower-income households will be eligible for a new income-assessed, non-repayable maintenance grant of up to £2,700. Around half of all new full-time students are expected to receive a full or partial grant – how much a student will get will depend on their household income.

Students from lower-income households who started university in 2004 or 2005 (or are treated as having started in 2005) will continue to be eligible for the Higher Education Grant of up to £1,000 a year being introduced in September 2004.

The maximum rates of the student maintenance loans will be raised from September 2006 to help students meet their basic living costs at university. The higher rate of maintenance loans will be available to both new and existing students from 2006. Details of loan amounts for 2006 will be published nearer the time.

Gap-year students

If a student who is eligible to go to university in September 2005 decides before 1 August 2005 to obtain a deferral from their chosen university and take a gap year before starting university in September 2006, they will not have to pay the new variable fees of up to £3,000 a year. Instead, they will be treated as if they started in 2005 and may be asked to make a contribution towards their tuition fees of up to around £1,200 (depending on their household income) with the option of taking out a loan to cover the contribution.

Loan write-off

For students starting their studies in 2006 or later, the Government will write off all student loan balances remaining unpaid 25 years after the student left their course.

Part-time students

Part-time students will not be eligible for fee loans, but if they are studying at least 50 per cent of an equivalent full-time course, they will be eligible for the new package of support being introduced in 2004/05, which includes means-tested grants of up to £575 for fee costs and up to £250 for course costs. These grants are targeted at those on low incomes.

11.b Explain the following concepts from the text.

student loan; existing student; new student; income-contingent loan; to be in repayment; tuition fee; full-time undergraduate student; to pay upfront; to defer payment; fee loan; the Student Loan Company; to be capped; adjustment; variable fees; Gap Year; standard fee; Access Agreement; OFFA; maintenance grant; bursary; lower-income household; income-assessed grant; non-repayable grant; partial grant; Higher Education Grant; deferral; loan write-off; loan balance; means-tested grant.

11.c Answer the questions, using the information from the text.

1. What is the overall objective of financial arrangements for students? Why did it require reforming?
2. How can the reform protect future young specialists' financial situation?
3. How can the Student Loan Company facilitate the financial burden of students in England?
4. How much can English universities charge their students?
5. What is the possible effect of university grants and maintenance loans on the dropout rate?
6. What are the financial arrangements for gap-year students?
7. What is the procedure and the objective of writing off students' unpaid balances?
8. Why are part-time students not eligible for most of the grants?
9. What are the reasons for rising tuition fees?

11.d *With your partner make a list of arguments supporting one of the following statements about paid tuition.*

1. Tuition fees are a way to discriminate against students of lower social standing by restricting their access to higher education.
2. Paid tuition is a fair option for applicants of insufficient academic standard to get a higher education.
3. Meager university grants kill the motivation for higher education.

12.a *Read the following text about different types of grants and do the tasks that follow.*

WHAT ARE DIFFERENT KINDS OF SCHOLARSHIPS?

Question: *Can you explain the different kinds of scholarships that are available?*

This is an area of great confusion for both parents and students. The two key words to keep in mind when thinking about scholarships are merit and need.

Merit-based scholarships go to students who are superb academic performers. They are usually awarded competitively. Examples of these are the National Merit Scholarships. Competition can be very keen for some larger merit-based awards and because of the subjective evaluation process, the best-qualified candidate does not always win.

Need-based scholarships go to students whose financial resources do not enable them to afford the full cost of the college or university to which they've been accepted. These scholarships are available at many schools and can be quite large depending on the financial-aid resources of the particular college. Need-based scholarships are sometimes the only way that students can afford to attend costly schools.

There is another, more elusive category of college scholarships. I call these restrictive specialty scholarships. Most colleges have a special group of awards (usually provided by graduates of the school that bestows money upon enrolling first year students according to unique considerations).

For example, church-affiliated colleges may have some specially endowed scholarships for young men and women who are members of that denomination.

Other specialty awards might go to students from certain geographic areas. The variety of requirements and restrictions can be wide.

To find out what scholarships you, as a high-school senior, might qualify for, check with your college advisor. Sometimes one general application will suffice to apply for the full range of merit/need-based scholarships your school and community offer. Many private scholarships are advertised in the local newspaper every year, so be alert to their listings. And – as always – turn to your public library or the Web for current books and listings of other scholarship sources.

Start early and look diligently. Finding scholarship money for college takes time.

12.b Explain the following concepts from the text.

Scholarship; merit-based scholarship; superb academic performer; to be awarded competitively; the National Merit Scholarships; need-based scholarship; financial aid; costly school; restrictive specialty scholarship; to bestow money upon someone; church-affiliated college; specially endowed scholarships; denomination; college advisor; community; public library; the Web;

12.c Answer the following questions, using the information from the text.

1. What three kinds of scholarships are available in the UK?
2. Are merit-based scholarships always awarded fairly?
3. What is the only way for a student without outstanding academic talents or sufficient financial resources to get through a costly college?
4. Who is eligible for specialty scholarships?
5. What strategies to get a scholarship can you list?

12.d Support or challenge the following statements.

1. Need-based scholarships are a waste of university funds, because grants should support the academically gifted and not those socially deprived.
2. Specialty scholarships are discriminatory, because they are awarded on the arbitrary basis to members of exclusive social or religious groups.

13.a Read the text about tuition fees and do the tasks that follow.

FAIRER STUDENT FEES

Tony Blair, in Labour's election manifesto last year, gave a "historic commitment" to make a university education available to half of young people before they reach 30. He also pledged "increased investment to maintain academic standards" while ruling out top-up fees. Indeed, the government was so opposed that it had "legislated to prevent them". The trouble with making extravagant promises is that you get stuck with them and eventually somebody has to pay. When middle-class voters hear that ministers have a "financial gap", they are right to panic. For as sure as U-turns follow election pledges, it is their cash the government is after.

Nobody questions that universities are in trouble. At the start of the great

expansion 40 years ago, only 5% of school-leavers went to university. A university, said Disraeli, should be a place of light, liberty and learning. Britain's universities were not too far away from that ideal. They won Nobel prizes – 11 in the sciences in 1960s, 13 in the 1970s. Now, when more than one in three school-leavers goes on to degree studies, their reputation is sinking. The flow of Nobels has slowed to a trickle; there were just two in the sciences in the 1990s. Money talks, even in academe. Student numbers have doubled in 20 years but funding per student has halved. America's Ivy League universities receive four times the income per student – much in direct fee payments – as their Oxbridge counterparts. The universities claim they are underfunded by £3 billion a year.

Britain's cut-price universities have changed the way they operate for the worse. In many, a rising student-teacher ratio means an end to one-to-one tutorials. These have been replaced by something more akin to class teaching. The ability of even good universities to attract the best staff has never been worse. In the next few years the generation of academics, that came with the expansion of the 1960s will be approaching retirement. There will be no queue of talent waiting to replace them. All this was known when Labour made its "historic commitment" and it did not need a degree to work it out. That commitment, giving half of young people a university education, is a millstone around the neck of the system and guarantees a further decline in standards. It has no economic or social logic and will devalue the worth of a degree. Already many graduates enter jobs that would have been for A-level school-leavers not so long ago and some employers insist on post-graduate qualifications. A sensible review of higher education would start by re-examining the 50% target.

However, that would still leave universities short of the funds they need to regain their position as world-class institutions. There are three ways of closing that gap. One is out of general taxation – but that fails on grounds of both equity and efficiency. Part of the bill would be picked up by those who gain no direct benefit from university and it would also add to an already rising tax burden. A graduate tax, favoured by Gordon Brown, the chancellor, would be a lifetime burden on those required to pay it. Its open-ended nature would mean, as our calculations today show, that people would pay tens of thousands of pounds over their working lives for their three years at university.

Far better to focus on the third option: refining and extending the present system of student loans. Under such an arrangement students would pay the higher fees that the universities want but they would do so on a deferred basis and over a longer period. This would not let the taxpayer off the hook – student loans are subsidised and there would have to be some form of bridging finance for the universities until the repayments come in. But, if applied across the board, it would be greatly preferable to the other options. At present fewer than 40% of students, or their parents, pay the full £ 1,100-a-year tuition fees. It is right that graduates should pay the system back for their degrees. But it is also vital that this should apply to the vast majority of students, not the minority paying fees at present. Unless ministers are prepared to adhere to this principle, they will have ducked the issue.

13.b Explain the following concepts from the text.

Top-up fee; extravagant promise; financial gap; U-turn; election pledge; the Nobel prize; degree studies; trickle; money talks; academe; Ivy League university; direct fee payment; Oxbridge; counterpart; cut-price university; student-teacher ratio; one-to-one tutorial; academics; queue of talent; millstone; to devalue; A-level school-leaver; post-graduate qualification; 50% target; general taxation; tax burden; graduate tax; working life; student loan; on a deferred basis; taxpayer; to be subsidised; to duck the issue.

13.c. Discuss the following questions and issues with a partner and share your opinions with the rest of the class.

1. What consequences does the "historic commitment" to increase the accessibility of higher education to all social groups put forward in the Labour's election manifesto entail?
2. What are the manifestations of the current crisis in UK higher education? Rate factors contributing to the critical situation.
3. How important is individual approach for the quality of education? Does mass education always mean mediocrity?
4. What strategies can you suggest to remedy the critical situation with UK higher education? Will financial investment suffice?

14.a You will hear a text dwelling on problems in UK education, which are a cause of concern for British academics. After listening, complete statements 1-5 with the correct alternative (a-b).

1. Professor H. Newby urged vice-chancellors of UK universities to consider
 - a) the rise of student fees;
 - b) profound structure changes in the universities;
 - c) long-term prospects of UK universities.
2. The review produced by the vice-chancellor of Southampton's University supports the widely held assumption that universities will have
 - a) to introduce top-up fees
 - b) to offer a wider range of training
 - c) to raise student fees
3. The Newby review highlights
 - a) some ominous trends for UK universities over the next 10-15 years
 - b) the necessity for radical reformers in the higher education sector
 - c) the need to exploit the increasingly global market place through distance-learning courses;
4. Universities are criticized for being unable
 - a) to revive regional economies
 - b) to develop a true market for higher education
 - c) to restructure the higher education sector to sustain a globally competitive economy
5. The Newby report has a distant advantage over the Dearing report as it
 - a) investigates thoroughly some of the educational issues

- b) produces a short-term political fix
- c) seeks to develop the long-term vision for British universities

14.b *Listen to the last paragraph of the text again and jot down the essence of the four envisaged practices for UK universities. Which of them seems to you most / least feasible? How are issues raised in the text relevant to your educational establishment?*

IV. UK UNIVERSITY FACULTY AND ACADEMIC PROCESS

1. *Consider the vocabulary which may be of help while talking about the teaching staff at UK universities and colleges.*

- **a university teacher/a professor** (*AmE*),
- **subject teacher**, a maths/chemistry, etc. teacher, a teacher of English/ an English teacher
- **assistant teacher/instructor, a senior teacher/instructor**
- **good, poor, bad, excellent, experienced, mediocre, born, superior, great teacher**
- **tutor** – someone who gives lessons to just one student or a small group of students, e.g. *They hired a private tutor to help Mary with her French.*
- A tutor in Cambridge is called *an adviser*.
- The basis of *tuition* in Oxford is the *tutorial* for which students are required to meet with their tutor once or twice a week, individually or perhaps, with one or two other students.
- **lecturer** (*BrE*) — someone who teaches at university or college, e.g. *a lecturer in World Politics*
- **professor** — a university teacher of the highest rank in Britain, any university teacher in the USA who has a higher degree such as a Ph. D.: a linguistics professor, e.g. *He's a professor of biology at Cambridge.*
- **faculty** (*AmE*)/**teaching/academic staff** (*BrE*) - all the teachers working at a certain university

2.a *Read the following text and do the tasks that follow.*

TEACHING STAFF AT UK UNIVERSITIES AND COLLEGES

Men outnumber women in further and higher education teaching positions, especially in senior posts. In 1988-1989, there were four men to every woman at lecturer level, and 31 men to every woman at the level of professor in the British universities. The discrepancy is particularly great in the physical sciences and mathematics, where male lecturers outnumber female by ten to one, and male professors outnumber female by a 100 to one.

The main academic posts within universities are typically those described below, though there is a great deal of variation between universities.

The **Chancellor** is the titular head of a university, with a purely ceremonial

function, notably in conferring degrees. He or she is usually a well-known public figure, who need not have any connection with the academic world (such as a member of the Royal Family). In the ancient Scottish universities, the chancellor is elected by the graduates.

The **Pro chancellor** is nominally a deputy to the chancellor (for whom he or she does sometimes stand in on ceremonial occasions, such as graduation ceremonies), the pro chancellor does have a substantial role, as chair of the council of a university, with overall responsibility for its financial and other non-academic affairs. It is usually a part-time appointment, often held by people distinguished in the world outside university, such as lawyers, etc.

The **Vice chancellor (VC)** again is nominally a deputy to the chancellor, but in reality is the chief academic and administrative officer of a university, in charge of its day-to-day running (though he or she does also stand in for the chancellor on ceremonial occasions). He or she controls and co-ordinates the activities of committees and planning boards, oversees the working of academic departments and liaises with outside bodies. This is a full-time appointment, and in most universities a permanent one, though some (notably Oxford, Cambridge and London) elect their vice chancellor for a period of several years at a time.

The Principal is the chief academic and administrative officer of a university, he or she is usually styled 'principal and vice chancellor', the latter title used when standing in for the chancellor on ceremonial occasions. (The University of London has both a principal and a vice chancellor.)

Some universities now have **deputy** or **pro vice chancellors**, who chair major committees and stand in for the vice chancellor. These posts are often held for a limited term by senior academic members of the university.

The **Rector** is the chair of the university court (the main finance committee) of one of the ancient Scottish universities. Elected by the students for a term of several years, rectors have been less exclusively drawn than most other senior officers of universities from 'establishment' circles: they have included a communist trade union leader and several television personalities. Most treat the position as purely ceremonial, but they can actively preside over their courts' proceedings if they choose, and in recent years a few have done so.

Master is a traditional title for the head of a college in Oxford and Cambridge Universities (and occasionally elsewhere.)

A **dean** is the head of a faculty, such as a faculty of science, or a faculty of arts. A deanship may be a permanent appointment, or a temporary one held for a limited term by senior academic members of the faculty. The duties and powers of deans vary from university to university.

The **Professor** is the highest purely academic appointment. Professors are responsible for conducting and promoting teaching and research in their subjects. A post of professor – known for historical reasons as a 'chair' – may be established or personal. An established chair is a permanent post in a university: when one occupant leaves it, another will normally be appointed in his or her place. A personal chair is conferred on a particular individual, usually for distinguished scholarship, research and published work, and continues only as long as his or her

academic career. Traditionally, professors were the heads of academic departments. Often they still are, but in recent years it has become common for other senior academics to act as heads of departments, sometimes in rotation.

A **reader** engages in teaching and research. Like a personal chair, a readership is usually conferred on an individual for merit in scholarship, research and published work. In status, it lies between a professorship and a senior lectureship, but is equivalent to the latter in duties (and salary scale).

A **senior lecturer** engages in teaching and research. The criteria for promotion from lecturer are not clearly defined, but are generally concerned with qualities in teaching, research and, sometimes, administration. There is no sharp division of duties between senior lecturer and lecturer, but a senior lecturer is, in general, more likely than a lecturer to hold such posts as dean or head of department, or to chair university committees.

Lecturers engage in teaching and research. Despite their title, lecturers' teaching does not consist only, or even mainly, of giving lectures. They also hold tutorials and seminars, and comment on students' written work, as well as setting and marking examinations. (Lecturers at the Open University do not normally give lectures at all; they produce correspondence material for their students, as well as working with BBC colleagues on the production of radio and television programmes.) Most universities have no formal qualifications for the post of lecturer, but in practice lecturers almost always have a good honours degree, and usually a higher degree and research experience in their subject.

In addition, there are sometimes temporary posts such as **teaching fellow** or **tutorial assistant**, which are available for a limited period.

As well as the academic posts above, which carry responsibilities for both teaching and research, universities also have posts with research duties alone. Research posts often have short-term contracts and are rarely held on a tenured basis. They are increasingly being funded by external sources, such as industry. Definitions of different levels of appointment are varied and sometimes imprecise, but two broad levels can be distinguished:

Research fellow or **research officer** People who hold these posts are able to carry out research without supervision. They generally have a higher degree.

The work of **research associates** or **research assistants** is carried out under supervision, sometimes as part of a research team. They are often allowed (and expected) to spend part of their time studying for a higher degree.

Public sector higher education institutions (such as polytechnics) have a similar, though not identical hierarchy of posts, but they are too recently established to have acquired the more colourful historic positions and titles of the universities. The head of a public sector institution is usually called the director or principal. Directors are usually assisted by deputies, though sometimes by pro-directors: generally, the former are permanent appointments, the latter temporary appointments from among senior academic staff in rotation.

The most senior post is usually principal lecturer (though some polytechnics have professors); the other posts are senior lecturer, lecturer grade II and lecturer grade I. The ratio of more-senior to more-junior posts allowed in a college depends

on the proportions of advanced and less-advanced courses it teaches.

2.b Explain the following concepts from the text.

further education; senior posts; academic posts; chancellor; titular head; ceremonial function / position; to confer degrees; public figure; pro chancellor; to stand in for someone; deputy; chair; university council; non-academic affairs; part-time appointment; VC; academic officer; administrative officer; university committee; planning board; to liaise; principal; pro vice chancellor; rector; university court; master; dean; faculty; established chair; personal chair; academic career; in rotation; reader; senior lecturer; lecturer; good honours degree; higher degree; teaching fellow; tutorial assistant; research post; short-term contract; on a tenured basis; research fellow / officer; research associate / assistant; research team; public sector institution.

2.c Underline the correct words to complete each sentence about jobs in education.

1. As a **travelling / visiting / touring** professor in sociology, he spends much of his time abroad.
2. The **overseer / supervisor / administrator** of your thesis will advise you on what kind of content is appropriate for your introduction.
3. The **tester / marker / inspector** refuses to correct the paper, claiming it was illegible.
4. Thanks to weekly lessons with a private **lecturer / tutor / professor**, her reading ability improved steadily.
5. He looks as if he lives on the streets, but in fact he's a respected **headmaster / don / dean** at Oxford University.
6. All applicants must include the names and addresses of two academic **referees / arbitrators / evaluators**.
7. If you think your work has been graded unfairly, file a complaint with the **head / chief / leader** of the department.
8. Students performance will be judged by external **prefects / graders / assessors** to ensure objectivity.
9. Your career **director / analyst / advisor** is there to help you make the best choice for your future.

2.d Draw a UK university hierarchy chart and discuss with your partner the difference between positions in education in the UK and in Ukraine.

3. Consider the vocabulary which may be of help while talking about the learning process at UK universities and colleges.

• **first/second, etc. year** – the first, second, etc. year at university in the US or in Britain, or the first, second, etc. year of school in Britain starting from the first year of secondary school (aged 11), or year one/ two, etc. which is a more modern system, e.g. *sixth form: lower sixth, upper sixth 16-18/19.*

Periods into which the academic year is divided

• **term** – one of the three periods that the year is divided into at British schools and most British universities: the autumn/spring/summer term

• **semester** – one of the two periods that the year is divided into at American schools and most American universities: the first/second semester, e.g. *I took four classes in the first semester and five in the second.*

• **quarter** – one of the four main periods that the year is divided into at some American schools and universities

• **school year/academic year** — the period of the year when there are school or university classes, e.g. *In Russia the school year starts on September 1.*

Academic teaching and learning formats

• **class** – a period of time usually about thirty minutes to one hour, in which a teacher teaches a group of students, e.g. *Hurry up - we have our first class in five minutes!*

• **lesson** – a period in which someone teaches one person or a small number of people, used especially about particular skills such as music, swimming, or driving, e.g. *She gives English lessons to business people in the evening.*

• **lecture on, to give a lecture on.** e.g. *a lecture on the causes of World War II, to give a series of lectures on Russian painting*

• **seminar on,** e.g. *to have a seminar on modern political theory*

Students

• **a college/university student**

• **a history/English/art student**

• **a first-year student/a first-year, a second-year student/a second-year,** e.g. *The university only provides rooms for first-years.*

• **freshman (AmE)** – someone who is in the first year at university or high school

• **sophomore (AmE)** – someone who is in the second year at university or high school

• **junior (AmE)** – someone who is in the third year at university or high school

• **senior (AmE)** – someone who is in the last year at university or high school, e.g. *a liberal arts freshman, a biology junior, a history sophomore, an undecided freshman*

• **drop-out**

• **alumna (pl. -nae [a'lamni:])** – a former female student of a college or university

• **alumnus (pi. -ni [nai])** – a former male student of a college or university

• **fraternity (AmE)** – a club of male students usually living in the same house

• **sorority (AmE)** – a club of women students usually living in the same house

- **fraternity brother, sorority sister** – a member of fraternity, sorority
- **major** – 1) a chief or special subject studied by a student at a university, e.g. *His major is French. He is majoring in French.* 2) a student specializing in that subject, e.g. *He is a history major.*

4.a Read the text and do the tasks that follow.

HIGHER EDUCATION LEARNING STYLES

Every year, thousands of students from all over the world enter university or further education in the UK. One of the biggest challenges they face is adapting to new styles of teaching and learning. Julie Hartill explains current styles and some new developments in learning.

Traditionally, teaching and learning in UK higher education takes place through lectures. The most familiar type of lecture is the formal presentation, where the lecturer stands at the front of a theatre or classroom and gives a talk on a topic which has been selected in advance. The presentation usually lasts about 45 minutes and students are expected to take notes and ask questions at the end.

In recent years, however, lectures have become much more interactive. Instead of the usual monologue which ends with questions, lecturers at many British universities now expect students to play a much more active role in their learning. It is generally accepted that people learn better if they actively participate in the learning process, and if they interact both with the topic they are studying and with other students.

During interactive or informal lectures, students are allowed to interrupt with questions or ask the lecturer to explain points that they do not understand. The lecturer may also decide to set short group discussion tasks and then ask for feedback from each group. These approaches help to clarify any problems or issues which arise and to ensure that students understand the focus of the lecture.

Lecture styles vary from subject to subject, from department to department and even from lecturer to lecturer, but there is one feature that all lectures have in common: they are intended to be an introduction to a topic or to provide an overview of a subject. Students are then expected to study the topic in more detail for themselves, usually by going to the library and getting some of the books and journals recommended by the lecturer.

In addition to lectures, many departments also expect students to attend compulsory classes. Whereas a lecture in a large school or faculty may be attended by as many as 80 or 100 students, classes tend to be smaller – usually between six and 25 students – and therefore more informal. This informality is also reflected in the fact that classes can sometimes be led by a teaching assistant, who is usually a PhD student in the department rather than a lecturer.

The aim of a class is to give students the opportunity to take part in debate and discussion, which are key aspects of British academic life. As with lectures, the way in which this is done can vary, depending on the subject, the topic and the participants. For example, in the Humanities and Social Sciences, classes often focus on the ideas contained in a text. In these situations, students are expected to

research the subject beforehand, and then discuss it critically during the class. In some subject areas, classes may have a problem-solving focus, where students work together in groups to suggest how to tackle a particular issue or problem, or provide possible solutions.

However, the most common way of encouraging students to participate fully in classes is for them to lead a session or part of a session by presenting a seminar paper or giving a presentation. The format for seminar papers can vary considerably between disciplines. In some cases, the presentation is based on individual research and reading; in others, pairs or small groups of students collaborate to produce a joint piece of work. Other students are expected to join in the discussion afterwards by asking questions. In the Sciences, classes are often replaced by laboratory sessions, where students carry out experiments and test hypotheses. Presentations are required at some point on most academic courses, but they are not always assessed.

The third and final learning situation – which is becoming less common – is the individual tutorial. In a tutorial, a student has a one-to-one discussion with a lecturer. This often relates to course work which has yet to be submitted, or a completed piece of work which has already been assessed. Unlike lectures and classes, the topic of a tutorial is chosen by the student not the lecturer.

The changes in how learning is organised are just part of much wider changes in higher education itself, which are largely the result of economic, financial and political changes both in Britain and abroad.

The traditional three term academic year is gradually giving way to a semester, or two term, system. There have been changes in funding for university students, which mean that many more students today are self-financing, and this trend will continue. As a result students need higher education to be more flexible so that they can take a break from their studies if necessary or study part-time more easily. A number of universities have responded to this by introducing modular courses. By studying self-contained units of work, or modules, students have the flexibility to decide how and when they want to study.

The modular system also offers students more choice in how they structure their degree programme and the subjects they follow. Modular courses operate a credit scheme where assessment is based on a combination of course work and examinations. All of these factors mean that students in the UK have more and more independence and influence in deciding their course of study.

International students interested in attending a British university need an English language qualification such as IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language). A number of universities also offer pre-session courses accredited by British Association of Lecturers in English for Academic Purposes (BALEAP), which prepare international students for life at a British university, providing language and study skills practice. There are also longer courses such as bridging year courses. As British universities become more international, there are signs that lecturers are adapting their teaching styles to accommodate student learning styles, which can only be of benefit to everyone.

4.b Explain the following concepts from the text.

learning style; further education; formal presentation; theatre; interactive; informal lecture; feedback; compulsory class; teaching assistant; PhD students; academic life; the Humanities; problem-solving focus; session; seminar paper; to give a presentation; the Sciences; laboratory session; hypothesis; to be assessed; learning situation; individual tutorial; course work; academic year; self-financing; to study part-time; modular system; degree programme; credit scheme; IELTS; TOEFL; BALEARP.

4.c Answer the following questions, using the information from the text.

1. What are the basic teaching and learning styles in the UK?
2. What are the constituent features of lectures?
3. What is the function of a lecture?
4. What is the difference between a lecture and a compulsory class?
5. Which teaching style allows the fullest participation from the part of the students?
6. Why are tutorials becoming less common?
7. How is the academic calendar altering?
8. How do modular courses operate?
9. What additional certification must foreign students have to attend a British university?
10. What are the major reasons for reforming the traditional teaching and learning styles?

4.d Express your opinion on the following issues.

1. Are compulsory classes a relic of the past which should be cancelled?
2. Do lectures waste students' academic time, as all the required information can be obtained through reading textbooks?
3. Which is the most efficient learning style? Which one is the most boring? Which is the most challenging? Which do you personally prefer?

5.a Read the text featuring different aspects of distance learning and be ready to discuss it contributing your own ideas.

DISTANCE LEARNING: A NEW PHILOSOPHY AND STYLE OF STUDY

The defining feature of distance learning is that you do not need to attend the awarding university/institution in person. This allows you to study from home with course materials provided by the institution. These can be paper-based, on CD-ROM or provided through the Internet. Institutions provide special systems of support to help you through the course.

Nearly every country in the world makes use of distance education programmes in its education system. Britain's nationally supported distance university has one of the best known programmes, reaching students in more than 40 countries across Europe, the Americas and Asia. More than 20 other countries

have national open universities, in which all instruction is provided by distance education methods. In the United States millions of students have enrolled in television courses produced by certain colleges and universities around the country. The Public Broadcasting Service (PBS) delivers those courses to students at over 2,000 institutions.

Web-based courses are an extremely flexible facility, allowing anytime, anywhere learning. This is invaluable for busy professionals who do not have the luxury of a set time for face-to-face instruction. It also offers a supplement to classroom instruction for those learners who can attend regular classes. The computer is a patient tutor, providing the many hours of repetitive skills practice. Another benefit of Internet-based learning resources is the potential for personalisation. Until now one-to-one learning has been largely restricted to expensive, private institutions. Through the Internet, however, teachers are able to create modularised programmes to suit individual learner's needs. The best learning sites support all levels of learners, and support self-paced learning in ways that are not always possible in classrooms. From the perspective of the learner the greatest frustrations come with slow connection times in real-time chat and classroom sessions. In some countries, the cost of connecting is also considerable. Despite the disadvantages, however, the Web holds tremendous promise as a medium of instruction.

A key factor of this integrated learning environment is that distance learning students can obtain regular access to fellow participants, enabling them to exchange ideas and advice, and to pass on information. Unlike previous experience, distance learners can now be part of an international student: class, just like their full-time student counterparts – but the classroom is now of global dimensions.

A number of leading schools duplicate many aspects of their full-time programme in the distance learning option. They aim to maximise student/teacher contact through e-mail, fax and telephone. Workshops also form an important forum for direct feedback. Some schools combine online learning with classroom sessions to sustain the "peer group" element of the programmes, which feature a "virtual campus" that allows participants to work together on projects via the web. These online teams are brought together for classroom sessions held in different cities throughout the year.

E-student profiles often differ from those of students who choose traditional classrooms. More than half of online learners are over 30 years old, hold down a full-time job and already have a degree. Distance education provides adults with knowledge – the food of the modern workplace.

It would be naive to assume that everybody will be excited by e-learning. That is not just a generation issue – people have different preferences. Neither age nor family responsibility should preclude anyone from seeking a traditional degree. Conventional, campus-based courses are becoming more and more flexible. The division between them and distance education is breaking down. Technological change and university reforms are narrowing the difference between distance- and campus-based higher

education. The move towards flexible learning has been driven by the growth of the Internet. Allowing the students to fulfill their course requirements in different ways has obvious benefits. A student in any country can study on the same course as a campus-based student or the one who commutes and only attends lectures intermittently. Universities try to provide learning environment using the latest technology for the students to take advantage of the benefits of any time, learning anywhere to be better prepared, for the future.

5.b Explain the following concepts.

distance learning; awarding university; to study from home; paper-based materials; CD-ROM; nationally supported; television courses; PBS; web-based courses; flexible facility; anywhere learning; personalisation; self-paced learning; slow connection times; real-time chat; international student class; distance learning option; forum; peer group element; virtual campus; e-learning; traditional degree; campus-based student.

5.c Explain the meanings and give examples of usage of the following words from the text above. Use the chart below.

to modularise; counterpart; dimension; online; alumnus; to duplicate; to sustain; feedback; workshop; to feature; to preclude; conventional

#	Word	Meaning(s)	Example of usage other than in the text

5.d Match the words in the left and right columns to restore the collocations from the text. Give the context of their usage.

face-to-face	programme
medium	learning environment
long-range	instruction
integrated	of instruction
full-time	student counterparts
undertake	courses
direct	feedback
hold down	a full-time job
conventional	intermittently
campus-based	commuting
attend lectures	student

5.e Answer the following questions using the information from the text.

1. What do you think is the main focus of distance learning: teaching or self-study?
2. What in your opinion are the benefits of being able to study remotely and to the timetable that suits the individual? Do the advantages of distance learning

outweigh its disadvantages?

3. What is the main cause of the swift advance of distance learning in many countries?

4. How can distance learning programmes provide the element that many graduates rate as one of the most important features of the business school experience, namely, the ideas and experience generated by contact with other students?

5. Why do e-student profiles differ from those of students who choose traditional classrooms?

6. Why is the division between conventional campus-based education and distance learning breaking down?

7. Do you think that a distance learning programme can be of equal value to its campus-based equivalent?

5.f Work two groups, supporting or challenging the following statements.

1. The new tools of distance learning have the potential to engage the students in the same way as an inspiring teacher.

2. Web-based courses are too costly for professionals who do not earn fortunes in their jobs.

3. Distant-learning courses require every learner to keep pace with the rest of the virtual class.

4. The traditional education sector does not keep pace with technological change.

5. Distance learning with the innovative methods will soon take the place of the conventional campus-based education.

V. ACADEMIC ASSESSMENT AND DEGREES AT UK UNIVERSITIES

1.a Consider the vocabulary which may be of help while talking about tests and exams at UK universities and colleges.

- **a test** – a set of spoken or written questions or practical activities, which are intended to find out how much someone knows about a subject or skill
- **a spelling/vocabulary/grammar/biology, etc. test**
- **an oral/written test, an end-of-term test, a test in Literature, a test on the use of articles**
- **to give sb a test/to test sb on sth**
- **to take a test on the term's work/in History**
- **to have a test on sth**
- **to revise for a test**
- **to pass a test, to fail a test**
- **test-paper, to mark test-papers**
- **student's record book, to sign sb's record book**
- **to get /earn a credit**
- **examination (formal)/ exam** - an important test that you do at the end of a course of study or at the end of the school year, *e.g. How did you do in your exams?*
- **French/biology/history, etc. exam, an exam in Psychology**

- **entrance exam, an oral/written exam, school-leaving exams**
- **graduate/final exam.** e.g. *I have a final in biology tomorrow.*
- **finals** (*plural*) — the last exams that you take at the end of a university course in the UK, e.g. *During my finals, I was revising till 3 o'clock in the morning most days.*
- **to take/sit for an examination** — to do a test or exam
- **to pass an examination** — to achieve a good enough standard to be successful, e.g. *Only 30% of students who took the exam passed it. "Did you pass?" "Yes, I got an A."*
- **to scrape through an exam; sail through; qualify; get through,** e.g. *He scraped through his history paper.*
- **to fail/flunk** (*AmE coll.*) **an exam,** e.g. *I failed my French exam two times. He thought he was going to flunk History but he got a C.*
- **to study** (*AmE*)/**read/ revise**(*BrE*) **for an exam**
- **to retake, to resit an exam**
- **to be examined in, to be re-examined in**
- **examiner, an examinee**
- **examining board**
- **transcript** – an official list of all courses taken by a student in the USA at a school or college showing the final grade received for each course, with definitions of the various grades given at the institution
- **to cheat, to crib at an exam**
- **to cram for an exam**

1.b Use the above vocabulary to complete the following sentences:

1. The entrance exam is very difficult and only a small proportion of candidates _____
2. It'll be a miracle if he _____ his examinations.
3. He hopes to _____ as a lawyer and then return to his home country.
4. She _____ her driving test with flying colours.

2.a Read the following text and do the tasks that follow.

THE UK SYSTEM OF EXAMS. FINALS

In England most examinations are written in all types of educational establishments. In most cases a pupil or a student during his or her examination has a series of questions, but he/she doesn't have to answer all of them, it is only necessary to answer a certain number of questions to qualify in this or that subject.

In certain subjects, that require a well-developed oral speech skill (such as modern languages) there is also an oral examination (usually called simply an oral or 'a viva' in non-formal style). In certain subjects, such as chemistry or physics, there are usually practical exams, simply called the practicals.

In schools there are usually two types of examinations:

School examinations are set to check the pupils' progress. They are checked and marked by the staff of the school concerned and usually set at the end of the school year. Some schools prefer to hold such examinations at the end of each term, though this practice is not so widely spread. Examinations at the end of a term are usually called end-of-term examinations. However, the examinations at the end of a year, though being officially called the end-of-year examinations, are usually called Summer exams.

Public examinations are set and marked by public examination boards. Those who pass these exams are awarded certificates which are officially recognized as qualifications for entry to further and higher education, and, also, for various jobs. The pupils may be awarded the following certificates:

The General Certificate of Education (GCE), introduced in 1951, replaces the School Certificate and includes two stages: ordinary level ('O' level) taken at 15-16; and advanced level ('A' level) taken at 17-18. Higher educational establishments usually require an 'A' level.

The Certificate of Secondary Education (**CSE**), introduced in 1965 for those, who find the GCE too difficult. It is taken at 15-16. Its grade 1 is equal to GCE 'O' level.

Examinations at colleges include

- College/internal examinations (to assess the students' progress)
- Public/external examinations (for qualifications)
- Degree examinations (in colleges with higher education courses). Unlike in universities, they are held not by the colleges, but by the Council for National Academic Awards (CNAA). Sometimes they are also called 'the finals'.

Examinations at universities include

- Sessional (sessionals) are held once a year at the end of a session to evaluate the students' progress. Their result does not affect the students' final qualifications. Sometimes these exams are held in the middle of a session (mid-sessionals);
- Final/degree examinations (finals) are very long examinations, very carefully set and conducted. The degrees are awarded on the basis of the marks received during these examinations. Usually there several examiners from the university concerned and one external examiner (outside examiner). In the case of modern languages the traditional type of degree examination is 8-10 written papers (approximately three hours to complete them) and an oral examination.

2.b Explain the following concepts from the text.

finals; educational establishments; to qualify in a subject; modern languages; viva; practical exam; end-of-term examinations; public examination board; public examinations; GCE; O-level; A-level; CSE; internal examinations; external examinations; degree examinations; CNNA; sessionals; mid-sessionals; outside examiner.

2.c Answer the questions, using the information from the text.

1. Are most examinations in the UK written or oral?
2. How are students of modern languages tested?
3. What certificates are conferred as a result of secondary school education?
4. What examinations are conducted at colleges?
5. How different are college and university exams?

3.a Read the following article about the fairness of exams and do the tasks that follow.

LET'S MAKE IT FAIR

Alternative methods of student assessment may work better than traditional exams, argues Sally Brown.

The exam season is here again and hard-pressed students and academics are once more asking if there aren't any better alternatives to traditional exams. Since modularisation, administrators have been frantically trying to timetable twice as many and those hiring out church halls for exams are contemplating doubled income.

At the same time, many of us working in assessment are questioning assumptions that exams are the fairest and most efficient methods of assessment. Madeleine Atkins, in a review commissioned by the Higher Education Quality Council of standards in 34 subject assessments, suggests: "Many lecturers were far from expert, accurate or reliable when assessing students' work."

Stephen Newstead, president of the British Psychological Society, has also been considering the reliability of exams. He is worried about inconsistencies between disciplines, gender bias and cheating, and cites serious problems of inter-tutor reliability with, for example, two experienced markers differing by 70 per cent for the same piece of work.

This tends to explode conventional wisdom that time-constrained exams are ideal. Even when they achieve consistency and reliability of marks, they only assess a limited range of students' knowledge and ability. We can usually be sure that we are seeing the students' own work, but certainly not the best they can do. At their worst, traditional exams require stressed students using unreliable short-term memory to respond to often badly written questions under strict time constraints. What chance then to demonstrate logical argument, the application of theory to realistic contexts and a holistic approach to what they have learnt?

At the University of Northumbria, we are exploring the impact of innovative methods of assessment on students and staff, and we believe it is possible to use

alternative forms of examination. Academics are often asked to prove that their new methods work well, yet there is little convincing evidence that the old ones are fit for purpose. The challenge is to demonstrate to traditionalists that new methods can be equally rigorous.

Lecturers throughout the country are developing different kinds of exams which include:

- in-tray exercises where students receive a dossier of papers and a variety of tasks to work on in the exam room. They can work on sorting out what is really important from potential red herrings, and to cope with the unexpected in a way that simulates real practice.

- open-book exams, where students can have access to texts or formulae sheets and then work on questions of interpretation or analysis. These reduce the reliance on rote-learning and test instead what students do with the information.

- takeaway papers, where the questions set can be worked on at a more relaxed pace. Many students are used to using wordprocessors for coursework and find it difficult to write fast under exam conditions. Takeaway papers also permit access to reference sources and can produce more thoughtful and polished work.

- case-studies, where the exam questions are based on scenarios or case materials provided before the exam, so they can apply knowledge in new ways to practical examples.

- multiple choice questions or short answer questions, forming all or part of an exam paper, so that students can write briefly and demonstrate an understanding of a range of topics. Multiple choice questions have a poor reputation, because people think they can only assess low-level skills and are open to guessing, but we only have to look at the sophisticated and taxing questions used by Open University courses to see that this need not be true.

Students are always open to new ideas. A computing student using open book exams says: "We can concentrate on what we're here for; learning things rather than simply memorising. I like the way you can concentrate on actually understanding the material instead of trying to memorise lots of facts ... the ideas are what you need to learn."

I'm not suggesting we abandon conventional exams altogether, but that we broaden the range, since any single assessment method disadvantages some students. We may have a long way to go, though, to convince the diehards that anything else can ever be as rigorous or as fair as they claim traditional exams to be.

I brought back a cartoon from New Zealand that sums up my argument. It shows an elephant, a penguin, a monkey a goldfish, a seal and a dog standing before an examiner who is saying, "For a fair selection, everybody has to take the same exam; please climb that tree!"

The Independent

3.b Explain the following concepts from the text.

student assessment; academics, modularisation; to timetable; to contemplate income; gender bias; inter-tutor reliability; marker; conventional wisdom; time-constraint; unseen exams; short-term memory; holistic approach; rigorous; in-tray

exercises; dossier of papers; red herring; to simulate practice; open-book exams; formulae sheet; rote-learning; takeaway paper; wordprocessor; coursework; reference sources; polished work; case-study; multiple choice questions; short answer questions; low-level skills; open to guessing; taxing questions; computing student; diehard.

3.c Answer the following questions, using the information from the text.

1. Who is dissatisfied with traditional exam procedure?
2. What factors testify to the unreliability of exams?
3. What should exams demonstrate instead of short-time memory?
4. What are the main innovative types of exams? What are the benefits of each of the new ways of testing in comparison with the traditional exams?
5. What is the students' reaction towards the reform in assessment?
6. Will the traditional exams disappear all together?

3.d Support of challenge the following statements.

1. Conventional exams test nothing but memory.
2. Innovative methods of assessment, including take-home exams, foster academic cheating.

4. Listen to a talk about exams and complete the following statements with the correct alternative (a–c).

1. According to the speaker, exams work against clever students, because exams
 - a) do not encourage depth of learning
 - b) favour those who are engrossed in their studies
 - c) cannot assess any knowledge
2. The speaker defines examinations
 - a) by saying they are unjust
 - b) by likening them to reality
 - c) by claiming they build character

5. Write a home essay to discuss to what extent exams are the best way to assess students' progress.

6. Consider the vocabulary which may be of help while talking about UK academic degrees and qualifications.

- **smb's qualifications** – all the exams someone has passed, e.g. *List your qualifications in the space below.*
- **degree** – the qualification that a student gets when he/she successfully finishes a course at university, it can also mean a more advanced qualification e.g. He has a degree in political science from the University of Chicago.
- **to award a degree to smb**
- **associate degree** – a degree granted in the US for the successful completion of a sub-baccalaureate program of studies, usually requiring at least two years of full-time college-level study which may be provided by a two-year junior college or

technical college or community college

- A. A. – Associate of Arts
- A. S. – Associate in Science
- A. A. S. – Associate in Applied Science
- **bachelor's degree** – a degree granted for the successful completion of a baccalaureate program of studies, usually requiring at least four years of full-time college-level study
- B. A. – Bachelor of Arts
- B. Ed. – Bachelor of Education
- B. S. – Bachelor of Science
- **master's degree** – a degree awarded for the successful completion of a program generally requiring one or two years of full-time college-level study beyond the bachelor's degree
 - M. A. – Master of Arts
 - M. Ed. – Master of Education
 - M.S. – Master of Science
 - M. B. A. – Master of Business Administration
- **doctor's degree** – an earned degree carrying the title of Doctor. This degree usually is based on a program requiring at least two academic years of original research leading to the defence of a doctoral dissertation.
 - Ph.D. – Doctor of Philosophy (in the arts and sciences)
 - Ed.D. – doctor of education, e.g. *to get this job, you need at least a bachelor's degree in electrical engineering. she has a Ph.D. in linguistics.*

7.a Read the text about degrees awarded by UK universities and colleges and do the tasks that follow.

DEGREES AWARDED AT HIGHER EDUCATIONAL ESTABLISHMENTS

Degrees are awarded by universities, polytechnics, colleges and institutes of higher education. Universities have the right to award their own degrees; polytechnic and college degrees have to be validated (i.e. approved and underwritten), usually by the Council for National Academic Awards but occasionally by universities.

Awarded degrees include "first degrees" and "higher degrees". First degrees (also called undergraduate degrees) are now required for entry into a wide range of careers in the UK and other countries. Most undergraduate programmes in the UK lead to Bachelor's degrees, such as Bachelor of Arts (BA), Bachelor of Science (BSc), Bachelor of Education (BEd), Bachelor of Engineering (BEng), Bachelor of Laws (LLB), Bachelor of Medicine (MB). A few lead to a Master's qualification instead, such as Master of Engineering (MEng).

Labels such as "arts" and "science" do not necessarily indicate the content of a course: some institutions award a Bachelor of Arts in almost every discipline, including science and engineering.

First degrees are normally awarded at honours and ordinary (or pass) levels,

with honours degrees further divided into First Class, Second Class (upper and lower) and Third Class.

Most Bachelor honours degrees take just three years to complete. 'Sandwich' degrees (involving a period of work experience) and Scottish honours degrees usually take four years, while some professional degrees take longer (e.g. five years for medicine or dentistry).

Higher degrees (postgraduate degrees) are available to those who already hold a first degree (especially a first-class or upper-second-class honours). Higher degrees are of two basic kinds – taught degrees (for which one normally sits an examination) and research degrees (for which one normally submits a thesis) – and of three basic levels.

The lowest level – usually, but not always called 'masters' degrees – may be conferred through either teaching or research, and may require one or two years of full-time study (or the equivalent in part-time study). There is no uniformity in terminology between institutions; such degrees include: Master of Arts (MA), Master of Science (MSc), Master of Business Administration (MBA), Master of Laws (LLM), Master of Philosophy (MPhil), Master of Education (MEd) etc. However, the word 'master' does not always appear in the name of a postgraduate degree: BPhil, BLitt and even sometimes BSc can be postgraduate degrees.

The next level – called 'Doctor of Philosophy' (PhD or occasionally DPhil) regardless of the subject of study – is a more advanced qualification requiring the submission of a thesis based on original research, and usually assumed to take three years of full-time study.

Finally, 'higher doctorates' (such as Doctor of Letters (DLitt) and Doctor of Science (DSc) are awarded for distinguished contribution to an academic field, actually on the basis of books or other publications over a period of years.

7.b Explain the following concepts from the text.

to award a degree; polytechnic; institute of higher education; to be validated; the Council for National Academic Awards; first degree; honours level; pass level; upper-second-class honours; sandwich degree; Scottish honours degree; postgraduate degree; taught degree; research degree; thesis; full-time study; higher doctorates; doctor of letters.

7.c Decipher the following acronyms from the text.

BA; BSc; BEd; BEng; LLB; MB; MEng; MA; MSc; MBA; LLM; MPhil; MEd; BPhil; BLitt; BSc; PhD; DPhil; DLitt; DSc.

7.d Draw a UK degrees hierarchy chart and discuss with your partner the similarities and differences between UK and Ukrainian academic degrees.

8.a You will hear two people, Martin and Wendy, talking about how useful a degree in Media Studies can be. Before you listen, discuss the questions below with a partner.

1. What do you think a 'useful' university degree is? Are there any 'useless'

university degrees?

2. How important are the following in university education?

- a) acquiring thorough knowledge of your major
- b) developing skills that will be useful in the workplace (interpersonal skills, research skills, IT skills etc.)
- c) networking
- d) getting a degree that will offer you professional security (such as a degree in Medicine)

3 Do you know of anyone who is in a job that is completely unrelated to what they studied at university or college? How do they feel about their job?

8.b Now listen to the recording. The following words/phrases are used in the discussion. What do they mean? Can you remember the context in which they were used?

conning; a cop-out; PR-disgruntled; strapped for cash

8.c Who expresses the following views? Write M (for Martin), W (for Wendy), or B (for both) where they agree.

- 1. Some media studies courses are not fulfilling their aims. _____
- 2. Media studies was not always considered a serious subject. _____
- 3. Media studies graduates have a wide range of skills. _____
- 4. Some media studies students have unrealistic expectations. _____
- 5. A media studies course is only the first step to finding a job. _____
- 6. Unsuitable students are sometimes accepted on media studies courses. _____

9.a Read an article about the value of degrees in today's workplace and do the tasks that follow.

WHAT'S THE POINT OF A DEGREE?

Does going to university make you more employable, or just put off the day you join the dole queue? Helen Connor reports.

You've just failed to get into either of your chosen universities, and you must be feeling pretty low. Some of your friends have started work and are flashing their money around. You are facing three or more years somewhere you hadn't planned to go. Should you just throw in the towel, rip up the clearing form and get on with looking for a job?

No, no and no. At least, not without thinking about it. a degree will not guarantee that you get a better job, or that you get a job at all, but it should give you a distinct advantage in the labour market.

Firstly, it makes it possible to enter a wider range of occupations, particularly management and the professions. Entry to most of the latter (law, accountancy and teaching, for example), is now virtually barred to non-graduates. Elsewhere in financial services or public administration, say, employers are increasingly recruiting graduates to positions that were once filled largely for school-leavers.

Secondly, graduates earn more on average, and the earnings gap between qualified and unqualified people in the UK is widening. It pays to get higher levels of skill and qualifications, and the demand for skilled and educated labour is increasing.

Thirdly, graduates are much less likely to be unemployed than non-graduates: the unemployment rate among degree-holders in the workforce, at for per cent, is less than half that for those without degrees. What's more, demand is likely to increase for high-level skills, as new technology is introduced, businesses restructure and international competition intensifies. Graduate-level ability is being required in a growing share of all jobs. Some of the occupational groups predicted to grow fastest in the Nineties employ mainly highly qualified people. Almost 1.4 million extra jobs are expected to appear in professional, managerial and technical occupations by the turn of the century, compared with a fall of 86,000 in clerical and secretarial occupations.

The outlook, then, is generally good for would-be students. But no individual can be sure of finding fulfilling employment at the end of his or her studies, The recruitment market is likely to remain very competitive, with the supply of graduates expected to grow faster than demand over the next few years. Although initial unemployment of graduates is now falling, the average is still above that of the late Eighties. Also, there] is emerging evidence that a significant number of graduates feel underemployed in their jobs at least at first, and find their new careers make too little use of the skills and knowledge they acquired at university.

Graduates are going to a much wider range of jobs and employers than was previously the case, often displacing less qualified people. The proportion entering traditional graduate trainee/entry schemes in large" firms has fallen. More are entering small firms that previously did not employ any graduates, going into self-employment, or taking up temporary or fixed-term positions. Because of this, and the disappearance of traditional career ladders in large firms, graduates' early career paths are more varied than they were, say, ten years ago.

In a competitive, albeit growing, graduate job market, securing the first real job can be a major challenge. Taking a postgraduate qualification, especially in a vocational subject, or one of the conversion IT courses, has helped in the past, although it is not a guarantee of easy entry into the labour market. Similarly, first-degree graduates from disciplines such as IT, engineering and business-oriented social sciences have generally fared better than those from other disciplines, although much depends on the qualities of the individual.

The trend is towards a growing proportion of jobs being open to graduates from any discipline, with employers putting more emphasis on personal skills such as communication, teamworking, business-awareness and self-reliance. If you want to make sure the next three or so years are not a waste of time, develop your personal skills, particularly through work experience. Get as much advice and information as possible from your graduate careers service — the earlier the better. Develop a job-hunting and career-planning strategy. Study hard. And try to enjoy yourself.

9.b Match the words in the left and right columns to restore the collocations from the text. In what context are they used?

distinct	job hunting and career planning
unemployment	ladders
recruitment	scheme
range	less qualified people
earnings	of the century
turn (n)	rate
displace	gap
graduate/ trainer	of occupations
career	market
develop	advantage

9.c Discuss the following questions with a partner. Use the information from the text, your background knowledge and other sources of information:

1. What arguments does the author offer to prove that the college / university degree can give the graduate a distinct advantage in the labour market? Which of the arguments would you rate as two most and least important for yourself? Explain your priorities.
2. What factors devaluating the worth of a degree are mentioned in the article? Can you think of any others? Are you aware of the difficulties that may arise when you face the harsh reality of the job market in Ukraine?
3. What changes has the recruitment market in Britain undergone? Are they favourable or unfavourable for British graduates? Can we observe the same tendency in Ukraine?
4. Is taking a postgraduate qualification a guarantee of easy entry into the labour market in Britain? Have you considered doing the postgraduate course after completing the 5-year university course? If so, what are your motives and expectations? Do you think a postgraduate degree is worth extra time and investment?
5. What is in the author's opinion the outlook for would-be graduates in Britain? What are the prospects for degree-holders in Ukraine?
6. Do employers in Britain rely only on a college/ university diploma? What individual qualities should a graduate develop to meet the employers' requirements?

9.d Work in a group of 3-4. Discuss, which of the following statements you support or challenge. Give your reasons.

1. Today we are witnessing the education boom and most of young people attach great importance to college/ university diploma.
2. The idea that the degree is useless is part of a pseudo-educational philosophy that the younger generation cannot accept.
3. Not all young people are "university material," some of them might be better

suitable to vocational training apprenticeship.

4. BA or BSc is the single credential for any sort of advancement – or even an automatic hallmark of academic achievement.

10. Debate the following motion: “Success is proportional to academic (vocational) qualifications.” Use the following scheme for holding the debate.

a) Planning a debate:

- decide on the motion (topic) to be debated
- choose a chairperson to run the debate and keep order
- choose four speakers for Team A (the side for the motion)
- choose four speakers for Team B (the side against the motion)
- spend five minutes planning your arguments and making notes for your short speeches
- decide the order in which people will speak
- a member from Team A speaks first, then a member from Team B and so on
- in pairs, the rest of the class discusses the motion and thinks of questions they can ask during the debate
- at the end of the debate the chairperson opens the debate to the house (class)
- the chairperson asks everyone to vote either for or against the motion
- the chairperson counts the votes and reads out the result

b) Running a debate:

Chairperson:

- – We are here to debate the issue of ...
- – We will now debate the motion ...
- – I now call on the first speaker to open the debate.
- – I now call on the second/final speaker.
- – I now open the debate to the floor.

c) Closing a debate:

Chairperson:

- We will now take a vote. All those in favour of the motion please raise your hands.
- – All those against the motion please raise your hands.
- – (if Team A wins): The motion is carried. The house believes that ...
- – (if Team B wins): The motion is defeated. The house does not believe that ...

11.a Read the article about the dilemma facing British university students. Be ready to answer the questions contributing your own ideas.

EVOLUTION OF THE COLLEGE DROPOUT

Mark Lawson on the quandary facing students entering British Universities now geared towards market principles.

Tony Blair faces an educational question for which a quick glance at his children's algebra exercise books won't help him. Q: Suppose that around 300,000

English school-leavers enter higher education every year and that around 56,000 fail to complete their courses. Express this figure as a percentage and explain: a) why it has happened and b) the consequences for a politician who declared education to be one of his three most important causes.

There are, coincidentally, three most likely causes of this graduate dropout rate, none of them very palatable to the education-driven Prime Minister. The first is the replacement of student grants with student loans. On a visit I made recently to University College London – a decade and a half after graduating – my old tutor explained that the new financial arrangements had caused a distinct evolution in the psychology of students.

Graduates now ended their education not with the traditional chiding letters from banks about their overdrafts, but owing around £10,000 (\$16,000). They had come to think of themselves as customers. This meant that they were more critical and demanding about the courses, but that they were also less likely to see the university as an all-day bar with a handy library nearby. They were no longer drinking the local authority's or their parents' money, but their own.

Today's students are the opposite of 1960s dropouts: they are quitting to get a job.

These changes in behaviour might be welcome, but teaching-on-tick has less beneficial consequences. A rounded education is harder to achieve because so many students have jobs in the time once filled by clubs and societies. Another risk, as in any system based on loans, is that some will prove unable to pay. The worrying number of college dropouts may be accounted for by this.

The second explanation – especially tempting after a week of anti-capitalist riots in London and Seattle – is that the 56,000 who fail to graduate are rebels, and that, despite the widespread assumption of political apathy among the young, a stand is being taken against the middle-class neurosis about the absolute importance of education.

The spirit of the 1960s – the era in which our image of the college dropout was created – lives on.

The third solution is that the last two British governments – which tried to introduce the market to higher education, through student loans – have themselves become victims of another market principle. They seriously over-estimated demand. In turning colleges and polytechnics into universities – in encouraging the view that any course (The Anthropology of Elvis, The Divinity of Diana) was a useful end in itself – politicians have created a generation of students who were demotivated before they arrived. And these half-hearted students reach academe at a time when, financially, it is harder than ever to stay the course. They are the precise opposite of the 1960s dropouts: they are leaving to get a job.

So select a, b, or c. The difficulty for Blair and his Education Secretary, David Blunkett, is that this is a multiple-choice exercise in which they dare not tick any of the answers. Acceptance of the financial explanation would demand a rethink of the market approach to student grants, which is one of this Government's products acquisitions from the political right.

But somewhere in my own rhetorical triptych on education – student

poverty, student radicalism, student overload – lies the explanation for these dropouts. My guess is that it is a combination of the first and third.

"Politicians greatly increased the number of university places while reducing the funds to sustain students there. You don't need a maths degree to see that this equation doesn't work. While college dropouts of the 1960s were protesting against The System in a generalised and apocalyptic way, those of the 1990s are making a practical and unavoidable stand against a very specific application of the market.

Abridged from The Guardian Weekly

11.b Explain the following concepts from the text.

Dropout; quandary; to be geared towards something; market principles; palatable; education-driven; student grant; student loan; chiding letter; overdraft; all-day bar; teaching-on-tick; rounded education; rebel; political apathy; middle-class neurosis; the Anthropology of Elvis; the Divinity of Diana; to be demotivated; to arrive; academe; Education Secretary; rhetorical triptych; equation; in an apocalyptic way; to make a stand against something.

11.c Fill in the gaps in the text with the appropriate words from the list below, introducing all the necessary changes.

gain; intake; entry; spectrum; rate; to identify; full-time; fee-paying; provided; gap; divide; to outnumber; background.

UNIVERSITY DROP-OUT RATES REFLECT STUDENTS' CLASS ROOTS

by John Carvel

The class (1)_____ in education was exposed last week in the first official figures showing a yawning (2)_____ between the elite universities and newer institutions with a less privileged (3)_____, where one student in every three fails to stay the course.

The tables, collated by the Higher Education Funding Council for England, (4)_____ more than a score of universities and colleges of higher education where at least 30% of the full-time students come from independent schools and far (5)_____ those from working-class homes.

These institutions with high A-level (6)_____ requirements are characterized by tiny drop-out rates. At Cambridge university only 1% of full-time students fail (7)_____ an undergraduate degree: 48% came from (8)_____ independent schools and only 8 % from working class homes.

Independent schools (9)_____ more than a third of the intake the universities of Bristol, Durham, London, Oxford, Newcastle, Edinburgh, St Andrews and the Royal Veterinary College.

At the other end of the (10)_____, the university of East London takes 40% of its students from working-class homes and only 6% from private schools. Its drop-out (11)_____ is the highest in Britain.

On average only 16% of first-year, (12)_____ students fail to get a degree,

as against 28% in Germany, 37% in the United States, 45% in France and 66% in Italy. But the National Union of Students said the drop-out rate among students from poorer back-grounds was unacceptably high.

11.d *Answer the following questions, using the information from the text and your own experience.*

1. What measure taken by the Labour Government contributed to market orientation of British higher education? What were the consequences of the new financial arrangements?
2. With the introduction of marketing principles to higher education British students started thinking of themselves as customers. Do you think it is a positive development? Which is more appealing to you: to be a student or a customer?
3. What evidence did the author of the article produce to prove that the last two British Governments, which tried to introduce the market to higher education, had themselves become victims of the market principle?
4. The author of the article points to three major causes of the graduate dropout rate in Britain. Can you think of some other causes, which are not mentioned in the article?
5. What does the author mean by "student radicalism"? Do you think it is more typical of British or Ukrainian students?
6. Statistics show that the dropout rate in the British elite universities is much lower than in the newer institutions with a less privileged intake. What, in your opinion, can this gap reflect?
7. What is your idea of the wide range of courses provided by the British universities? Does it really contribute to high standards of education or has it sometimes a negative effect?
8. What measures can be taken by the Government to reduce the high dropout rate?

11.e *Work with a partner to compare the image of the university dropout in Britain and in Ukraine. Has the image of the Ukrainian dropout changed within the last few decades? Support your viewpoints with any relevant examples. Share your ideas with the whole group.*

VI. HIGHER EDUCATION IN THE US

1.a *Read the text about types of US colleges, their administration and finance and do the tasks that follow.*

U.S. COLLEGES AND UNIVERSITIES

"Higher education" is the term that is used in the USA to describe any schooling after secondary or high school education. The US higher education system, like the American educational system in general, is highly decentralized because the US Constitution's Tenth Amendment reserves all non-enumerated powers (one of which is education) "for the states respectively, or to the people." Thus, except for the United States service academies, the federal government does

not directly regulate universities. Such a degree of autonomy in higher education is rare.

Higher education can take the form of a university, college, technical school, vocational school, or professional school. Americans generally use the words "college", "university" and "school" interchangeably. There are over 3,100 accredited colleges and universities in America, including large, comprehensive land-grant institutions of 40,000 students to small traditional liberal arts colleges of less than a 1000 students. Distinctions among these academic institutions are in size, level and competitiveness of education offered, social/residential atmosphere and the time required to complete a degree. Because the United States is a large country with a variety of climatic and living conditions, schools vary greatly due to their location. Since academic levels and quality of instruction are comparable at most accredited institutions at the undergraduate (bachelor's degree) level, students' personal preferences as to size, climate and location, play a key role in what school they choose. Getting admission in the right school is the major hurdle that most students must face in pursuing a degree program in America. It takes careful planning, research and counseling. Students often begin study at one institution, then transfer after two years to complete their degree at another institution.

There are many types of colleges and universities in the USA, and several different ways in which Americans classify them. Classification can be based on whether a school is financially supported by a state or not, the history of a school, how and when it was first established, or how the school is primarily functioning now.

"Public" universities are state-affiliated institutions that are publicly-supported (financed by public taxes) and they're usually large in size. They normally offer all levels of degrees and many different fields of study. Public colleges and universities are relatively inexpensive for residents of the state where the schools are located (since they're funded in large part by state tax revenues). Foreign students pay "out-of-state" tuition, which is higher, often significantly so. International students may find it hard to gain admission to these schools at the undergraduate level, because preference is often given to state residents. This is especially true in the fields of engineering, business, and computer science. Many state university systems have a number of different campuses situated all around the state. Sometimes one campus will be the preeminent one in terms of research and graduate study – this school is sometimes referred to as the "flagship" campus of the system. There are many notable public universities across the country, including Pennsylvania State University, Ohio State University, the University of California, the University of North Carolina, and the University of Texas.

There are hundreds of **small liberal arts colleges** throughout the United States enrolling anywhere from fewer than 1,000 students to several thousand. They are usually dedicated primarily to the undergraduate study of the traditional arts and sciences disciplines: the humanities, sciences, and social sciences. Liberal arts colleges are often quite old (by U.S. standards, anyway!) and are usually private schools (meaning they're supported by tuition fees, private donations, and grants). Many of these colleges were traditionally single-sex (all-men or all-

women) but that's only true these days in a handful of cases, usually exclusively women's colleges. Sometimes these schools were founded with a religious affiliation, but the overwhelming majority of them don't take this into account any more in terms of admissions or day-to-day student life. These colleges are usually highly-rated institutions because they stress small classes, individual attention to their enrollees, and a close relationship between the faculty and students. Many of them also generally have stringent admissions standards. Among these schools are: Amherst, Williams, Swarthmore, Bowdoin, Smith, Mount Holyoke, Vassar, Bryn Mawr, Oberlin, Grinnell, and Pomona College.

The Ivy League: Although these schools are among the oldest and most famous in the country, the Ivy League itself was not officially formed until the 1950s – as an athletic conference! Members of the Ivy League are Harvard, Yale, Princeton, Brown, Dartmouth, Cornell, Columbia, and the University of Pennsylvania (a private college, not to be confused with Penn State University). All these schools are in the Northeastern US. Ivy League colleges stress undergraduate liberal arts education, but they also have noted graduate and professional schools. Tuition at these private schools is among the highest in the country, and admission is generally highly competitive. Sometimes you'll find the term "Ivy League" also applied, somewhat inaccurately, to any top-notch private liberal arts college. And despite the cachet of the term "Ivy League," there are many other colleges and universities, both private and public that are just as highly rated and as difficult to get into, Stanford being just one example.

Denominational or Religiously-Affiliated Schools make a large number of colleges and universities in the United States that were formed by religious groups and organizations and which continue this active affiliation. Most church-related colleges except seminaries are not limited in admission, however, to members of one religious group. However, they are administered by members of their religious group and are often run in line with their religious precepts. Some of them expect all students to attend chapel exercise and to study some religious courses. But most church-related colleges apply these rules only to students of the same religious faith. Among well-known schools in this category are: Notre Dame and Georgetown (both Catholic), Brandeis and Yeshiva (Jewish), Brigham Young (Mormon), Southern Methodist University, (Methodist) and Earlham (Quaker).

Technical institutes are schools specializing primarily in engineering and science and particularly noted for their research and graduate programs. Most international students who attend these schools are admitted at the graduate degree level. The undergraduate colleges of these schools also offer a variety of liberal arts courses along with their technical subjects. Undergraduates admitted to these schools usually have especially strong backgrounds in math and sciences, as witnessed by grades and standardized test scores (e.g. SAT or GRE). M.I.T. (the Massachusetts Institute of Technology), Cal Poly (California Polytechnic Institute), Georgia Tech (Georgia Institute of Technology), and W.P.I. (Worcester Polytechnic Institute) are a few of the noted schools in this category.

Community or junior colleges offer a degree after the completion of two years of full-time study. They frequently offer technical programs that prepare you

for immediate entry into the job market. Some students take the first two years of a program leading to a bachelor's degree. Others take technical education programs that prepare them for semiprofessional jobs. Still others take courses in what are usually called "adult education programs." Most community colleges also offer courses for students who need additional preparation in basic skills. Community and junior colleges grant associate's degrees for completion of two-year programs, and certificates for some specialized programs. Most of the institutions called community colleges get financial support from local or state governments. Most of the institutions called junior colleges are privately supported. One of the most attractive features of many community colleges is their wide range of technical training programs. Less than a third of the community college graduates continue their studies for bachelor's degrees. Special occupational programs allow students to take only those courses that interest them or that qualify them for better jobs. Many community colleges try to provide educational programs that will benefit local business, industry, and government. They may conduct surveys to determine what types of trained personnel the community needs most. They may also ask community leaders to help plan courses of study. For example, colleges located in resort areas may offer courses in restaurant and hotel management, and colleges in rural areas may emphasize agricultural training.

Most US universities are campus-based. Campus is the land on which a college or university stands. The main buildings on a campus usually include classroom buildings, an administration building, a library, laboratories, a gymnasium, an athletic field and stadium, and dormitories. Many institutions have a building, often called a union, where social gatherings, plays, and dances may be held. The campus fosters the students' community spirit and organizes a convenient academic environment.

Most colleges that offer bachelor's degrees have residence halls or dormitories. Dormitory life offers many opportunities for students to make friends. Community colleges generally do not have dormitories. Many schools also have student-run residences called cooperatives. In these, the students can cut expenses by doing their own housework. Students may also live in private homes or apartments. Many students live with their parents and commute between home and campus. Some colleges and universities whose campuses are in large cities provide commuter centers, where students who commute may spend free time while on campus.

All universities and colleges receive funds from a variety of sources. Private colleges depend primarily on student fees and on endowments and gifts for their operating income. Public institutions also have these sources, but depend mainly on state and local taxes for operating funds. Both public and private institutions may receive federal funds for research activities. The federal government distributes aid among colleges and universities according to various formulas. These formulas are based on the number of students in scholarship and loan programs, and on the enrollment of graduate students and veterans.

1.b Explain the following concepts from the text.

Decentralized system of higher education; Tenth Amendment; non-enumerated powers; service academy; the federal government; autonomy; university; college; technical school; vocational school; professional school; accredited college; land-grant institutions; admission; hurdle; degree program; counselling; public university; state-affiliated institution; publicly supported; degree levels; field of study; state tax revenue; out-of-state tuition; international student; undergraduate level; campus; graduate study; flagship campus; liberal arts college; the Humanities; sciences; social sciences; private school; private donation; grant; single sex college; religious affiliation; faculty; stringent admission standards; the Ivy League; athletic conference; top-notch college; cachet; denominational schools; religious precepts; technical institutes; research program; SAT; GRE; community college; full-time study; technical program; semiprofessional jobs; adult education program; junior college; campus; endowment; operating income; public college; private university.

1.c Answer the following questions using the information from the text.

1. What is the US concept of higher education? How different is it from the European one?
2. How are the US institutions of higher learning categorized?
3. What is the major purpose of public universities? What possible reasons for their emergence can you suggest?
4. How did liberal arts colleges evolve?
5. What are the most prestigious US universities and why?
6. What are the admission and training policies at denominational colleges?
7. What are the enrolment requirements at technical institutions?
8. How do community colleges promote the concept of mass education?
9. In what way does the campus foster students' community spirit?
10. What are the sources of subsistence for US universities and colleges?

1.d Discuss the following issues with a partner and share your opinions with the rest of the class.

1. Compare the types of US institutions of higher learning with those in Great Britain and Ukraine. What factors account for the differences and similarities between the national systems? Which types of universities and colleges are worth being introduced in Ukraine?
2. Which type of US higher educational establishments would you like to enter as an international student? Give your reasons.
3. What are the advantages and disadvantages of campus-based academic life? Would you like to study at a campus-based university? Why?
4. Would you prefer to enter a public or a private university? What differences will your choice entail for the students' tuition fees?

2.a *Read the text below and compare the entrance requirements to American universities to those in the UK and Ukraine. Which of the systems is more competitive in your opinion? Which is fairer?*

ADMISSION TO US UNIVERSITIES

Entrance requirements of various US universities and colleges may differ considerably. In general, they require satisfactory completion of a high school curriculum. Most universities and colleges require that freshmen have taken certain courses in high schools. Many schools will not admit students whose high school grades are below a certain average. As more students seek to attend universities or colleges, entrance requirements tend to become higher. Many institutions require students to pass an entrance examination. Schools may also give students intelligence tests and aptitude tests for later counselling. For example, a student's adviser may use the results of the tests to guide the student's work.

Colleges and universities state their entrance requirements in their catalogs. They nearly always require a transcript (copy) of an applicant's high school credits, as well as letters of recommendation. Entrance examinations are generally given several months before the school term begins. Freshmen usually take the intelligence and aptitude tests during an orientation period, frequently called freshman week at colleges and universities in the United States.

Many colleges and universities admit men and women who have not completed high school. This procedure allows the schools to serve an increasing number of adults seeking continuing education. It also helps extend educational opportunities to such people as military veterans and members of minority groups. Before enrolling such applicants, the university or college evaluates their work experience and reviews their scores on special tests. These tests are designed to measure whether a person's knowledge is equivalent to that of an average high school graduate.

College entrance examination is a test or a series of tests that helps determine whether a person meets the admission requirements of a college or university.

Many nations have established one examination that all students must pass to qualify for admission to a university. The United States has no such test. Instead, many universities and colleges in the United States require applicants to take examinations given by the College Entrance Examination Board (CEEB). Others require tests prepared by the American College Testing Program. Many schools accept scores from either of these agencies. Each agency's examinations are given several times each year throughout the United States and other countries. Most students who plan to attend college take a college entrance examination during their junior or senior year in high school. A student may take the test as many times as he or she wishes.

The College Entrance Examination Board gives two types of entrance examinations, known as the SAT's. These tests are the SAT I: Reasoning Test and the SAT II: Subject Tests.

The SAT I consists primarily of multiple-choice questions and has two

sections: (1) verbal and (2) mathematical. The verbal section of the test measures reading comprehension and the ability to understand word relationships. The mathematical section of the test measures the ability to understand mathematical concepts and to use them in solving problems.

The SAT II tests measure a student's knowledge in specific subject areas. The CEEB gives 16 one-hour tests in such areas as foreign language, mathematics, science, and writing. Some schools that require applicants to take the SAT I do not require them to take any of the SAT II's. Many schools that require SAT II's ask their applicants to take tests in three subjects. Most SAT II's consist of multiple-choice questions. However, the writing test also requires a 20-minute writing sample.

Scores on the SAT I and SAT II's are reported on a scale ranging from 200 to 800 points. There is no "passing" grade, and each college has its own standards for interpreting the scores. The CEEB helps students interpret their test results by providing a percentile rank for each score. The percentile rank shows how a student's score compares with the scores of others who took the test.

The American College Testing Program examination, known as the ACT test, has two parts. The major part consists of four tests: (1) English, (2) mathematics, (3) science reasoning, and (4) reading. These tests also use multiple-choice questions. The second part of the examination is the Student Profile. Students complete this section by answering a series of questions about their achievements, goals, and special interests. The ACT tests are scored on a scale that ranges from 1 to 36. In addition, the ACT provides a percentile rank for each score.

Both the American College Testing Program and the CEEB send score reports to the student's high school and to the colleges to which the student is applying. A student can request as part of his or her CEEB score report a listing of percentile ranks for three specific colleges. This listing shows how the student's scores compare with the scores of the members of the freshman class at those schools.

Some educators criticize the emphasis placed on test scores. They believe that the tests measure only a few of the many abilities necessary for success in college. Also, they claim that use of the tests does not change many admission decisions. Some educators say that the tests may discriminate against disadvantaged and minority groups.

The Advanced Placement Program (AP) is a CEEB testing program that allows high school students to earn college credit for knowledge that they have gained in high school. Each May, the AP offers college-level examinations in many high school subjects. A sufficiently high score on one of these tests may qualify a student to receive credit for college work in the subject. A student who scores well on several tests may be given sophomore instead of freshman status.

2.b Explain the following concepts from the text.

Entrance requirements; high school curriculum; entrance examination; intelligence test; aptitude test; counseling; student's advisor; university catalog;

transcript; high school credits; letter of recommendation; orientation period; freshman week; educational opportunities; enrollment; CEEB; American College Testing Program; score report; junior / senior year; SATs; Reasoning Test; Subject Tests; subject area; writing sample; passing grade; percentile rank; ACT test; Student Profile; educator; AP; college-level examination.

2.c Answer the following questions using the information from the text.

1. What is the basic requirement for university applicants in the USA?
2. What documents make up a college admission application?
3. Can a person get higher education, having an incomplete secondary education?
4. What agencies conduct entrance testing?
5. How different are SAT I and SAT II?
6. What does an ACT test assess?
7. Why is test admission system being criticized?
8. How can a high school student gain the sophomore status?

2.d Discuss the following issues:

1. In pairs compare the entrance requirements to American universities with those in the UK. Which of the systems is more competitive in your opinion? Which one is fairer? Which admission policy is more lenient towards low-competence applicants? Present your arguments.
2. Work in two groups. Group A reasons which three features of the US admission system can be borrowed by European universities and presents them for discussion. Group B discusses each feature, supporting or refuting it, and suggest three features which US admission system can borrow from the UK.

3.a Read an article about students' choice of a university and do the tasks that follow.

SAYING 'NO THANKS' TO THE IVY LEAGUE

by Robert Tomsho

Lucas Puente has been accepted at Stanford, Dartmouth and the University of Pennsylvania. But to attend any one of the prestigious universities would cost a total of about \$48,000 a year, and he wouldn't qualify for need-based aid.

The University of Georgia, meanwhile, has offered him a Foundation Fellowship, which would cover not only his out-of-state tuition of \$16,000, but also other costs. Total value of the package over four years: roughly \$125,000.

"It's every student's dream to go to a school like Stanford," says Mr. Puente, 17 years old, of Wilmington, N.C. But he's leaning toward going to Georgia. "With everything they offer, no other school can really match that," he says.

More middle- and upper-income families are in a similar bind – trying to assess the value of a degree from a top-tier school. Even as the price of attending an elite college approaches \$50,000 a year, less-prestigious schools are offering more merit aid, making the cost differences starker. Nationwide, \$7.3 billion in merit scholarships was awarded in 2003-2004, up from \$1.2 billion in 1993-1994,

according to the latest data available from the National Association of Student Financial Aid Administrators. And college officials say the trend is growing.

At some schools that are well-regarded, though not Ivy League, the discounts can be hefty. At Rensselaer Polytechnic Institute, in Troy, N.Y., which costs about \$40,000 a year, about a quarter of last fall's freshman class of 1,250 received merit scholarships averaging about \$15,000 each. About 45% of the students at Case Western Reserve University, in Cleveland, receive merit-aid packages of up to \$25,000 a year.

Such offers have great appeal to the many families that are not eligible for need-based aid – the only kind offered by Ivy League colleges – but are squeezed by current prices. But are families making a blunder if they don't choose the most prestigious university they can get their child into, regardless of cost?

The latest evidence suggests high-achieving students are likely to thrive wherever they go. "How College Affects Students," a 2005 book that reviewed three decades of related research, found that a university's prestige and selectivity had little consistent impact on teaching quality, student learning and other factors. "'Hard to get into' doesn't mean you are going to get a better education," says co-author Ernest Pascarella, an education professor at the University of Iowa.

To be sure, elite universities have been moving lately to offer more need-based aid. Harvard, for instance, recently announced that it will no longer require parents who earn less than \$60,000 a year to contribute to their children's college costs. Stanford and the University of Pennsylvania have similar free-ride programs, although their earnings ceilings are set at \$45,000 and \$50,000, respectively. Overall in higher education, the trend in financial aid has been toward more loans and fewer grants.

It's also hard to assess the full value of attending a particular college, when factors such as the quality of the education and earning potential are factored in. One 1999 study compared the earnings of graduates of elite schools like Princeton and Yale universities with those of students who had been accepted by such schools but chose less-selective institutions such as Tulane University and the University of North Carolina. It found no substantial difference, says Stacy Berg Dale, a researcher with Mathematica Policy Research Inc., a consulting concern, who conducted the study with Alan Krueger, a Princeton economist.

Some studies have found that elite-school graduates earn more, but "it's very difficult to determine how much is due to them and how much is value added" by their undergraduate education, says Caroline Hoxby, a Harvard University economics professor.

The temptation for higher achievers to look beyond elite colleges is being fueled by the merit scholarships being offered elsewhere. Such grants – awarded not only for good grades and high scores but also for special talents or qualities such as leadership – are growing faster than grants based on need as colleges try to lure bright students. Merit grants made by public four year colleges, rose to 62% of the total in 2003-2004 from 45% a decade earlier, while merit grants from private colleges went up to 50% from 33%.

Such savings appeal to Amy Liu, a senior at North Canton High School, in North Canton, Ohio. Her parents saved enough to send her to Duke or Cornell, which both accepted her but offered no aid, but she is leaning toward Rice University, in Houston, which has offered \$13,500 in merit aid and \$2,000 in annual research stipends. The annual cost of attending Rice is about \$35,000. "I don't want to spend all of my parents' money on undergraduate school," says Ms. Liu, who hopes to become a doctor. "I feel like I will get a good education wherever I go."

A merit-aid offer from one college is unlikely to persuade a more elite school to sweeten its package, but it never hurts to ask politely. For its part, Carnegie Mellon University encourages prospective students to let it review competing offers from other schools.

But most observers say that finding a university that is a good fit for the individual student is more important than cost and prestige. Factors to consider, they say, include whether the research specialties of individual professors align with the student's academic interests. "Pay for a school like Harvard because it's the right place for your child but not because you suspect it will give greater returns," says Mark Sklarow, executive director of the Independent Educational Consultants Association.

Still, some educators and advisers maintain that, with their alumni networks, high-powered faculty and top-tier students, elite universities are still the way to go whenever possible. "It's worth it to go to the best school you can get into because people judge you by where you went," says Michele Hernandez, an admissions consultant in Lake Oswego, Ore.

Abridged from The Wall Street Journal On Line

3.b Explain the following concepts from the text.

The Ivy League; need-based aid; Foundation Fellowship; out-of-state tuition; to be in a similar bind; top-tier school; merit aid package; high-achieving student; free-ride program; earnings ceiling; to be factored in; consulting concern; research stipend; educator; alumni network; high-powered faculty; top-tier student.

3.c Discuss the following issues with your partner and share your opinion with the rest of the class.

1. Financial reasons dominate the decisions to decline admission offers from the Ivy League universities. What other reasons can account for missing the opportunity to be enrolled by a prestigious university? If you were accepted by a costly elite university on the fee-paying basis, what would be your strategy to work out a solution to the problem?
2. Do you agree that less famous universities and colleges provide education opportunities no worth than those of prestigious universities? Does prestige always guarantee good quality education?
3. What are the potential consequences of high tuition fees at elite universities for their enrolment? What advantages and disadvantages does it entail?

4.a Read the text about administration and faculty of US universities and do the tasks that follow.

US UNIVERSITIES ADMINISTRATION AND CALENDAR

Most universities and colleges are controlled by a board of trustees or a board of regents. Boards of trustees of private institutions usually elect their own members. The church body may elect the trustees of a church-related institution. The alumni association of a private institution often elects some of the trustees. The trustees of public institutions are usually appointed by the governor of the state. The voters sometimes elect the trustees or regents.

Boards of trustees or regents approve educational policies. They also appoint the chief administrative officer of the institution. In some states, coordinating committees and boards exercise supervision over those institutions financially assisted by the state.

The organization of state, province, and city-supported institutions is generally about the same as that of other universities and colleges. They usually offer about the same courses of study, although state institutions often emphasize technical and professional education more than private schools.

In most cases, a president or chancellor is the chief administrator of a university or college. Other officials handle educational programs, registration, management of funds, and collection of tuition. Each college or separate school of a university generally has an academic dean or director. He or she leads the faculty in preparing the course of study for the college or school, and takes part in university planning.

Faculty includes the teachers of a college or university. A college's faculty is divided into departments. Each department deals with one general course of study, such as English, mathematics, or physics. Each department has a chairman, who is usually a full professor. Under the chairman are other professors, associate professors, assistant professors, and instructors. Some departments also have teaching fellows or research fellows. These are graduate students who teach or do research part-time. Their research is supported by the institution or by funds granted the institution by individuals or groups having specific research interests. The institutions do much research under contract with the federal government.

The student body of a university or college is divided into graduates and undergraduates. Graduates have already received their bachelor's degree and are working more or less independently for a master's or doctor's degree. Undergraduates are studying for their bachelor's degree. The undergraduates belong to one of four classes – freshman, sophomore, junior, and senior – according to year of study. Most schools also admit students, who take a number of courses, but do not work toward a degree.

Most institutions are co-educational, with both men and women students. Others admit students of only one sex. A coordinate institution generally has separate men's and women's colleges. They are controlled by the same central authority and are usually located on the same or nearby campuses.

The calendar is the program of a school year. It is divided according to one

of three systems. The most common system divides the calendar into two semesters of about 16 weeks each. The first semester begins in August or September. The second semester begins in January or early February. The school year ends in May or June with commencement, or graduation exercises. Many schools also hold a six- to eight-week summer session. By attending school all year, students may graduate in three years instead of four.

In the quarter system, the year is divided into four quarters of 10, 11, or 12 weeks each. The first quarter begins in the fall. Winter holidays come between the first and second quarters, and spring holidays between the second and third. Many students do not attend the fourth, or summer, quarter. The trimester system divides the year into three trimesters of about 15 weeks each.

US institutions offer a wide variety of subjects (or majors, as they are called) to study, everything from the fine and liberal arts to practical, career-oriented fields such as engineering and marketing. The courses given by a college or university are called the school's curriculum. The catalog of the institution outlines the complete curriculum. It gives the requirements for taking each course, as well as the credits given. Each course is designated as giving a specified number of credits. These usually equal the number of class hours devoted each week to the course. For example, a course that meets three times a week usually gives three credits for graduation. Schools using the semester calendar require about 120 credits for graduation. Between 30 and 40 of the required credits must be earned in the student's major subject.

Institutions vary considerably in the amount of freedom given students in selecting their courses. Almost all colleges and universities have a certain number of required subjects. Students usually can also choose non-required courses called electives. Liberal arts colleges usually give a student more opportunity to choose courses than do professional schools.

When college freshmen register, they usually indicate the major subject they want to study. Some students may take high-school level remedial courses before they enroll in freshman level courses. During the first two years of college, students take largely the basic required courses, such as English composition. The last two years are devoted mostly to the student's major. Many schools permit a student to have two majors.

The programs of study provided by universities and colleges are divided into undergraduate and graduate levels. Most colleges offer few, if any, graduate programs. Undergraduate programs usually require four years to complete. Some engineering programs and most architectural programs require five years. Undergraduate study may be in the arts and sciences, or in a discipline such as English, economics, or chemistry. Undergraduate programs may also be given in a professional field such as agriculture, teacher education, or business administration.

Graduate study may also be in the arts and sciences, or in a profession. It ordinarily begins only after a person has completed undergraduate study. Some professional fields will only admit a student who has completed undergraduate study. This is generally true of medicine, law, dentistry, and theology. Graduate

study is more intensive and specialized than undergraduate study. It usually involves more reading and some research experience. The time required to earn a graduate degree is usually three years in law and theology and four years in medicine. But some graduate programs may be completed in one or two years.

Most classes are lecture or discussion groups. In larger institutions, lectures may be given to hundreds of students at a time, sometimes with the help of closed-circuit television. Discussion groups, or seminars, are much smaller. Students often work on individual projects outside of class and report on them to the group.

Many universities and colleges offer courses known as individualized-study or self-directed courses. Such courses have no formal classroom sessions. Students work independently on assignments outlined by course materials. They complete the work at their own pace, under the guidance of a faculty member. In this kind of course, the student may use computers, individually assigned laboratory booths, and other learning aids.

Most grades are given in the form of a number or letter. The most common numerical system uses percentages, with 100 as the highest mark and 65 or 70 as the lowest passing grade. The most widely used system of letter grades consists of the letters A, B, C, D, and E or F. The grade of A represents the highest achievement, and E or F means failure. Some schools use the numbers 4 for A, 3 for B, 2 for C, 1 for D, and 0 for E or F. Another system consists of the letters P (for pass) and F (for fail). Some schools use the letters O (outstanding), S (satisfactory), and NI (needs improvement).

The college instructor tries to do more than merely hand the student facts to memorize. It is far more important to develop the student's ability to find information and to learn to think intelligently. For this reason, the instructor strives to direct the student in independent study and research by recommending books for outside reading and by suggesting new avenues of study in a certain field. Students in the sciences and engineering use laboratories, some of which are directed by world-famous scientists. In them they have made many important discoveries, often with the help of graduate students. For example, much of the original work on the use of atomic energy was done in the laboratories of the University of Chicago and the University of California.

College freshmen find they have much more time to do as they choose than they had in high school. Classes generally take up only about 15 hours each week, although there may be additional hours of laboratory work. The rest of the time between classes is free for study or recreation. College life gives students a welcome measure of independence. But students should realize that new responsibilities go with this independence. They must balance hard work with recreation, allow enough time and energy for social activities, and learn to use to the best advantage the opportunities their school offers.

Extracurricular activities outside the normal routine of classes and study help develop the student's personality, and provide a proper balance for the daily routine. Athletics are one of many possible activities. Students may also work on the staffs of school newspapers and magazines. They may take part in such activities as dramatics, music, debating, and student government.

Student government is an activity in which students take part in the government of their school, college, or university. This activity usually takes place through a student organization, often called a student council. The organization may also be called a student cabinet, student congress, student legislature, or G.O. (general organization). Most high schools, colleges, and universities have some form of student government.

Students elect representatives to the council or governing board. The council or governing board may meet with the faculty and administration to discuss curriculum, student benefits, and other matters of interest to the students. A faculty member may serve as sponsor or adviser.

Student government activities include sponsoring scholarship and award programs; coordinating student activities; and organizing assembly programs, conferences, lectures, and other cultural events. In addition, student governments have fought for students' rights, including an end to racial and sexual discrimination in college admissions. Student governments may sponsor student courts, conduct work projects and faculty evaluations, and help manage such student services as cafeterias and health centers. A student government also may organize community projects and travel programs.

4.b Explain the following concepts from the text.

Board of regents / trustees; alumni association; educational policy; university president; faculty; department; full professor; associate professor; assistant professor; instructor; teaching fellow; research fellow; undergraduates; freshmen, sophomore; junior; senior; co-educational; calendar; semester; commencement; summer session; quarter; the trimester system; major; liberal arts; career-oriented fields; curriculum; credit; required subjects; electives; professional school; remedial course; graduate program; discussion group; closed circuit television; self-directed courses; classroom session; assignment; lab booth; learning aids; numerical system; passing grade; letter grade; avenue of study; extracurricular activities; athletics; dramatics; student government; student council; G.O.; governing board; racial / sexual discrimination; community project.

4.c Answer the questions using the information from the text.

1. How are US universities governed?
2. What are the functions of the US university president and other members of administrative hierarchy?
3. What academic ranks establish the faculty hierarchy at a US university?
4. What types of students form the student body at a US university?
5. What are the possible options for a US academic calendar?
6. How is students' academic plan formed? Who is in charge of selecting the appropriate courses?
7. What degree programs do US universities offer?
8. What grading system variants are used at US universities and colleges?
9. What is the aim of a university instructor?
10. What do US students do in their free time?

11. How influential is student government?

4.d Discuss the following questions and issues with a partner and share your opinion with the rest of the class.

1. How efficient is the US credit system for degree programs? What are its main advantages and disadvantages?
2. Does student government play any functional role in administering a university? Use your own experience to support your conclusion.

5.a Read the following text about various US degrees and do the tasks that follow.

US ACADEMIC DEGREES

A university or college awards a degree to a person who has completed a required course of study. The institution presents the degree in the form of a diploma, a document certifying the award. The four basic kinds of degrees are called associate, bachelor, master, and doctor. An honorary degree may be awarded for an outstanding contribution in a field.

The A.A./A.S. degree or Associate's Degree is awarded by many U.S. colleges and universities and most community, or junior, colleges. An associate degree usually indicates completion of two years of college work. The most commonly awarded associate degrees are the Associate in Arts and the Associate in Science.

In the United States, a college student normally receives a **bachelor's degree** after four years of study in a university or college. There are many kinds of bachelor's degrees, but the two most common are the Bachelor of Arts (B.A.) and the Bachelor of Science (B.S.). The B.A. usually includes majors in such subjects as history, literature, and fine arts, and, in certain cases, science and mathematics. The B.S. usually includes majors in the physical and natural sciences. Most engineering students receive B.S. degrees. Many colleges offer specialized degrees, such as the Bachelor of Education or Bachelor of Architecture. Outstanding achievement in a bachelor's degree may be designated by the Latin phrases *cum laude* (with praise), *magna cum laude* (with great praise), or *summa cum laude* (with the highest praise).

In the United States, students who desire a master's degree must complete one or two years of advanced study beyond the bachelor's degree. Many institutions require a thesis, a written report of a special investigation in the student's major field. The two most common master's degrees are the Master of Arts and the Master of Science.

The doctor's degree is the highest earned degree in the United States, France, Germany, and many other countries. In the United States, the research doctorate requires at least two or three additional years of study beyond the master's degree. Most doctoral students are expected to have a reading knowledge in two foreign languages. The candidate must also complete examinations and present a written thesis or dissertation. The doctoral thesis represents an original contribution to knowledge, and is a more detailed study of a research problem than that required

for the master's degree.

The Doctor of Philosophy degree is the most important research doctorate and may include specialization in almost any academic subject. The Doctor of Education, Doctor of Medicine, and Doctor of Dental Surgery degrees represent advanced professional training.

Schools and colleges usually award a diploma or certificate in recognition of achievement to students who satisfactorily complete a regular course. Most institutions present their diplomas at special ceremonies, called graduation exercises.

Graduation exercises were first held by European universities of the Middle Ages. American educational institutions still have many of the European graduation customs. Usually there are two special graduation ceremonies – baccalaureate and commencement. The baccalaureate service is a religious service, usually held on the Sunday before commencement. The diplomas are given out in the commencement exercise.

In most colleges, graduates wear academic gowns and caps to the ceremonies. By tradition, gowns are long and black. The tasseled, flat black caps are called mortarboards. Both cap and gown are patterned after European academic dress. The color of the tassel shows the kind of degree the graduate is receiving. Graduates may wear colored hoods on their backs to show the highest degree they already hold, and the institution which conferred it. In some colleges, they wear colored caps and gowns as well as hoods.

5.b Explain the following concepts from the text.

Diploma; degree; honorary degree; A.A. / A.S.; B.A. / B.S.; natural sciences; cum laude; magna cum laude; summa cum laude; advanced study; thesis; M.A. / M.S.; research doctorate; reading knowledge; PhD; graduation exercise; baccalaureate; commencement; academic gown; mortarboard; tassel.

1. 5.c Answer the following questions using the information from the text.

2. 1. What are the three systems used to structure the academic year?
3. 2. What is a credit? What are the advantages of the credit-based system of education?
4. 3. What is the difference between graduate and undergraduate study?
5. 4. What learning styles are used in American universities?
6. 5. What is the most widely used system of grading employed in the US?

5.d. As you study the text about degrees awarded by American universities, fill in the table:

<i>Degree</i>	<i>Duration</i>	<i>Requirements</i>	<i>Kinds of degree</i>
Associate's Degree			
Bachelor's Degree			
Master's Degree			
Doctor's Degree			

5.e List the differences between the US, British and Ukrainian systems of degrees. What accounts for such discrepancy? Should national systems of academic degrees be unified? What will be the benefits and challenges of such a reform?

6. Listen to the lecture about higher education in the USA and do the following tasks.

1. Tick off the subtopics covered in the extract you have heard:
 - a) forms of higher education
 - b) criteria of selection
 - c) public and private institutions
 - d) colleges and universities
 - e) competitive skills
 - f) personal resources for correct choice
2. Use the text to enumerate the degrees offered by a
 - a) two-year college
 - b) four-year college
 - c) university
3. Is the education provided by private institutions superior to that provided by public ones?
 - a) yes
 - b) no
 - c) not stated
4. Indicate the major financial sources in:
 - a) public institutions
 - b) private institutions
5. Indicate, who determines the educational systems of a college / university:
 - a) federal government
 - b) state government
 - c) legislature
 - d) state legislature
 - e) federal legislature
 - f) Congress
 - g) federal government and legislature
 - h) state government and state legislature
 - i) federal government, state government, and Congress
6. Draw a California State Educational System pyramid and name its parts
7. Indicate the minimal TOEFL score for admission to each tier of the above pyramid
8. Give the full wording of the following acronyms:
 - a) GPA; b) TOEFL; c) B.A.; d) B.S.; e) M.A.; f) M.S.; g) Ph.D.
9. What is, according to the text, a well-rounded personality profile?
10. Enumerate all the criteria mentioned in the text to be kept in mind in choosing a college or a university.
11. Name (one word) the major condition for transference from one institution to

another.

7. Visit the web-site of a leading US university and get the information about its history, structure, admission requirements, and degree opportunities. Share your findings with the class and compare them with similar data about the university you're currently enrolled in.

VII. HIGHER EDUCATION IN UKRAINE

1.a Read the following article about changes in Ukrainian higher education and do the tasks that follow.

THE BOLOGNA PROCESS

Europe is coming together in many ways, changing its inward perspective and also the viewpoint from which the rest of the world looks upon it. A process is in play to streamline European higher education.

European countries are steeped in rich and historic but also very different academic traditions. Considered a national icon by most countries, academic traditions are notoriously hard to reform. But globalisation and an ever-expanding market for international education have left their traces in European academia, which has come to recognise the need to bundle forces in the world education market. Harmonisation is still a banned word in this respect, but improving comparability and compatibility is really what current reforms in higher education in Europe are all about.

The birth of the Process

In spring 1998, education ministers from France, the UK, Italy and Germany met at the Sorbonne University in Paris to discuss ways to move towards alignment of the structure of their higher education systems. They realised that higher education in Europe was a rather incompatible mish-mash of different systems in which true free movement of students and staff could never become a reality. The French, the Germans and the Italians also acknowledged that this quilt of national icons could never form a unified force of any significant size in the world education market. It had to become much clearer how any particular degree from a German university compared to any particular degree from a university in the UK, not to mention the US or Australia.

They had a fruitful meeting and signed, at the end of it, the Sorbonne Declaration. Soon other countries joined them because, despite efforts to devise ingenious formulae for the comparison of different European degrees throughout the 1980s and 1990s, nothing really worked smoothly and cross-evaluation of national credits was becoming an industry in its own right.

Changing titles

Due to disagreements with the use of Sorbonne as a name for a European process, the next meeting of ministers was scheduled in Bologna. Hence the Bologna Declaration was born (the 'Declaration' is the text, while the 'Process' (as it is generally called) is what the text is doing to Europe).

This time 29 ministers participated and again they achieved amazing results for a pan-European conference on a subject that beforehand was generally viewed as an event that would relax the existence of educational national sovereignty. They agreed to establish, by 2010, a 'European Area for Higher Education' and to work on the international promotion of a European Higher Education system modelled on the one commonly used in the Anglophone world. The European system would consist of two main cycles: an undergraduate cycle, leading to a bachelor's degree, and a graduate one, leading to master's and doctoral degrees.

Credit transfer system

Those involved agreed to adopt a credit transfer system to facilitate international mobility even within cycles, to work on European quality assurance and to promote a European dimension in higher education. The European Credit Transfer and Accumulation System is a student-centred system based on the student workload required to achieve the objectives of a programme, objectives preferably specified in terms of the learning outcomes and competences to be acquired.

They also promised to work hard at dealing with various situations, removing obstacles for mobility from visa procedures right down to the level of housing and student services. Finally, they agreed to meet again two years' later in Prague. At the time, many thought that the Bologna Process was too good to be true and that half of those ministers would cop out. After all there were countries, particularly in central Europe (including Germany), whose education systems didn't even remotely resemble the envisaged model.

But assisted by some healthy fear of being left out of the international rally for brains, many countries got things moving at an unprecedented speed. Even the most inward looking of European academic bastions revamped their systems to implement the agreed changes.

EU initiatives

The Bologna Process sparked a number of initiatives, particularly from the European Commission, which, contrary to popular belief, had nothing to do with the original initiative but wholeheartedly embraced it. This has probably proved to be one of its blessings as in its current composition, there are no geographical or political divides among members of the group of countries involved in the Process.

The European Commission showed particular gusto in its drive towards recognition of academic credits among European countries. However, the lead in this field had been taken by the Council of Europe and its Convention on the Recognition of Qualifications concerning Higher Education in the European Region. Presented in Lisbon in 1997, most signatories of the Bologna Process have also ratified this convention in recent years.

Rapid progress

In the run-up to the Prague meeting, the European universities and the European students realised that the ministers involved with the Process were making an awful lot of progress on their own – in fact much more than most had considered to be possible. So the universities met in Salamanca where they established the European University Association and the students, who had

actually needed to invite themselves to the Bologna meeting, met in Goteborg. They all demanded an official voice in the debate, which they received. By that time, however, the most important decisions had been made.

On 19 and 20 May 2005, the Ministers of Higher Education of the Bologna Signatory States gathered in Bergen, Norway, and adopted a Communique taking note of progress made so far and confirming the three priorities defined at the Berlin meeting in September 2003: the degree system, quality assurance and recognition of degrees and study periods. Today 45 countries from Iceland to the Caucasus, including Ukraine that ascended in 2005, subscribe to the principles of the Bologna Process.

The impact on students

For students, the Process has opened the whole of Europe as their playground. Degree programmes throughout Europe are now becoming part of a straightforward exercise, with a clearer and more coherent understanding from country to country.

In the near future, it could be the case that a degree without some international input may be considered worth significantly less. For graduates, convincing international employers of the value of their degree has become infinitely much easier.

1.b Explain the following concepts from the text.

The Bologna Process; inward perspective; to streamline; to steep in academic traditions; globalisation; academia; to bundle forces; harmonisation; compatibility; structural alignment; quilt of national icons; the Sorbonne Declaration; ingenious formulae; cross-evaluation; national credits; the Bologna Declaration; pan-European conference; educational national sovereignty; European Area for Higher Education; the Anglophone world; undergraduate cycle; graduate cycle; credit transfer and accumulation system; international mobility; quality assurance; European dimension in higher education; student-centered system; student workload; learning outcomes; acquired competences; international rally for brains; academic bastions; to revamp; to spark initiatives; the European Commission; to embrace wholeheartedly; the European University Association; the Bologna Signatory States; communique; degree recognition; to ascend; to subscribe; impact; straightforward exercise.

1.c Answer the following questions, using the information from the text.

1. What served as an impetus for European countries to reshape their own educational systems?
2. Why is harmonization a banned word in European Academia?
3. What are the key principles of current reform of educational system in Europe?
4. What elements of the higher education framework of one country can be incompatible with those of another country?

1.d Support or challenge the following statements.

1. It's economically unreasonable to abandon well-established national traditions in education.
2. Academic traditions, like old values, are dying hard.
3. Educational national sovereignty is a thing of the past.
4. Globalisation in higher education is an imperative necessity.
5. Unification of the higher education system of European countries will result in a better qualified and more competitive work force.

2.a Read the following article and do the tasks that follow.

HIGHER EDUCATION IN UKRAINE AND THE BOLOGNA PROCESS

Requirements and procedures for joining the Bologna Process

When Ministers met in Berlin in September 2003, they adapted the rules for admission of new members to the Bologna Process as follows:

Countries party to the European Cultural Convention shall be eligible for membership of the European Higher Education Area provided that they at the same time declare their willingness to pursue and implement the objectives of the Bologna Process in their own systems of higher education. Their applications should contain information on how they will implement the principles and objectives of the declaration.

Principles

There are some basic principles in the Bologna Declaration and in the subsequent communiques that should be respected by all members of the Process.

- International mobility of students and staff;
- Public responsibility for higher education;
- The social dimension of the Bologna Process.
- Autonomous universities;
- Student participation in the governance of higher education.

They all come from the Bologna Declaration and/or from the Prague and Berlin Communique.

Where does Ukraine stand in relation to these principles?

The situation in Ukraine

From the information available, it can be seen that international mobility is a reality as 10.000 Ukraine student study abroad and 25.000 foreign students study in Ukraine. However, relative to the total number of students in Ukraine, the mobility is low.

The Law on higher education clearly takes higher education as public responsibility. However, the social dimension is only implicitly visible in a paragraph relating to the Specially Authorised Central Body which among its many duties shall identify trends in the higher education area and the impact of the demographic, ethnic, social and economic situation.

The law defines the autonomy (within limits) of higher education institutions. However, student participation in the governance of higher education does not follow from the law as it defines students' self-government bodies having an advisory nature.

Quality assurance system

In Berlin, Ministers defined three intermediate priorities; quality assurance, the two-cycle degree system and recognition of degrees and periods of studies. Specified goals were set for each of these action lines. Member countries will be participating in a stocktaking exercise covering the three areas of intermediate priority. Potential members will not be part of the stocktaking but may be asked whether they have or when they will have an operational quality assurance system, a degree system and a recognition system satisfying the following requirements of the Berlin Communique:

The primary responsibility for quality assurance should lie with the institutions. The national quality assurance system should include:

- a definition of the responsibilities of the bodies and institutions involved;
- evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results;
- a system of accreditation, certification or comparable procedures.

Two-cycle degree system

A national two-cycle degree system for higher education should have been introduced. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The first degree should also be relevant to the labour market

Recognition of degrees and periods of studies

The Lisbon Recognition Convention should have been ratified.

Every student graduating should receive the Diploma Supplement automatically and free of charge, in a widely spoken European language.

The situation in Ukraine

The Specially Authorised Central Body has the responsibility to guide and control higher education standards and to licence and accredit higher education establishments. How this is done, cannot easily be seen from the available documents. State standards also include a list of higher education trends and specialties. At present this list includes 76 trends and 584 specialties. This may have consequences for the recognition of foreign degrees. However, as Ukraine

ratified the Lisbon Convention in 2000, recognition of a foreign degree should be possible, even if it does not directly correspond to one of the 584 specialties.

It may also be remarked, that the system of state standards strongly restricts the autonomy of institutions as regards curricula. Formation of joint degrees with foreign institutions may not be easy.

With regard to the degree system, there seems to be some reluctance at the labour market to accept the Bachelor's degree. This may be related to the lack of a clear understanding of the correlation between the degrees of Bachelor, Specialist and Master, and between a Master and a postgraduate student working on a thesis. Two parallel degree systems can not be a permanent solution.

As the Berlin Communique has introduced the doctoral degree as a third level, some reflections should probably be made on the two-tier system of doctoral degrees in Ukraine and in some other countries.

2.b Explain the following concepts from the text.

The European Cultural Convention; the European Higher Education Area; the Bologna Declaration; international mobility; public responsibility; social dimension; university autonomy; communique; the Specially Authorised Central Body; students' self-government bodies; advisory nature; quality assurance system; intermediate priorities; two-cycle degree system; recognition of degrees; stocktaking exercise; internal assessment; external review; accreditation; certification; state standards; labour market.

2.c Discuss the following issues, expressing your own opinion.

1. What principles underlie the Bologna Process? Should fostering international mobility be a key reason for an educational reform? Do you think it needs further expansion in Ukraine? What other factors, in your opinion, demand changes in the national systems of education?
2. How far has Ukraine gone in academic collaboration with European and other universities in academic collaboration (joint research and teaching programmes, practical training, and student exchange programmes)?
3. The Bologna Process claims to foster quality assurance in education. What is your understanding of academic quality? Who is the target group for quality assurance? What methods, in your opinion, can assure educational quality for students and for other society members?
4. To what degree are students eligible to govern higher education? What issues should be the province of students' self-governing bodies, including the student parliament? Would it be interesting for you to take part in governing your university?
5. What aspects does university autonomy encompass? In what respect is still limited? What are its benefits and challenges?
6. What social, economic, demographic, and ethnic parameters can have impact on the current trends in higher education in Ukraine? What social consequences of the Bologna Process can you predict for Ukraine?

3.a Read the follow text and do the tasks that follow.

UKRAINE'S NATIONAL HIGHER EDUCATION SYSTEM

In Ukraine, as in any developed country, higher education is considered to be one of the main human values. Ukraine has inherited from the past a well-developed and multifunctional system of higher education. The dynamics, which is a hallmark of the current civilization, increasing social role of an individual, humanization and democratization of society, intellectualization of labour, fast advance in technologies and equipment worldwide require the creation of such a higher education system, which will allow Ukraine to become a leader in education.

Higher education constitutes an integral part of the system of education in Ukraine. It is going through a transitional period in a context of becoming an information society and integration into the European higher education in according with the Bologna process. The main objectives of the reforms are to decentralize the higher education system, to develop a new financial mechanism, and to give more academic freedom to faculties and students.

The Ukraine's State Higher Education System includes 940 higher educational institutions (HEI), of which 806 are public and 134 are private, charitable or religious. Non-public HEIs are legally acknowledged and controlled by the state through the educational activity's licensing mechanism and accreditation. HEIs in Ukraine are composed of vocational schools, colleges, institutes, conservatories, academies, and universities.

Higher education institutions offer a five-year program of academic subjects for undergraduates in a variety of fields, as well as graduate courses.

Admission to higher educational institutions is decided on a competitive basis according to skills, regardless of the form of ownership of the educational institution or the sources of payment for education.

There are four levels of accreditation established pursuant to the status of higher educational institutions:

– **First level.** Technical school, vocational school and other equivalent higher educational institutions.

– **Second level:** College and other equivalent higher educational institutions.

– **Third and fourth levels** (depending on the results of accreditation): institute, conservatory, academy, and university.

Higher educational institutions train specialists to the following educational and qualification levels:

– **Junior specialist** educational-qualification level is provided by technical and vocational schools, and other higher educational institutions of the first level of accreditation.

– **Bachelor**, basic higher education – is provided by colleges and other higher educational institutions of the second level of accreditation.

– **Specialist / Master**, complete higher education – are provided by higher educational institutions of the third and fourth levels of accreditation

Requirements as to the contents, scope, and level of the educational and professional training in Ukraine are determined by the State Standards of Education. The state standard of education is developed for each area of training (profession) for various educational-qualification levels.

Government regulatory authorities in the area of higher education include:

- the Ministry of Education and Science of Ukraine
- central authorities of the executive power of Ukraine, to which educational institutions are subordinated.
- the Supreme Certification Commission of Ukraine
- the State Accreditation Commission.

The Ministry of Education and Science of Ukraine is the central body of the government executive providing management in the area of education.

The Ministry of Education and Science of Ukraine:

- participates in the determination of the state policy in the area of education, science and professional training of specialists;
- develops the program of the development of education, state standards;
- ensures the connection with educational institutions, government authorities of other countries with respect to issues falling within its competence;
- accredits higher and vocational educational institutions, issues licenses and certificates to them;
- organizes certification of pedagogical and scientific-pedagogical personnel in order to provide them with qualification decrees, pedagogical and scientific ranks.

The Supreme Certification Commission of Ukraine organizes and conducts the certification of scientific and scientific-pedagogical personnel, manages the work related to giving scientific ranks, giving academic decree of a senior staff scientist.

In accordance with the results of the accreditation of higher educational institutions, the Ministry of Education and Science of Ukraine together with ministries and departments, to which educational institutions are subordinated:

- determine the correspondence of educational services to the state standards of a certain educational qualification level in particular areas and issues a document of education pursuant of the state standard:
- determine the level of accreditation of an educational institution;
- inform the community regarding the quality of educational and scientific activities carried out by higher educational institutions.

Bodies of the public self-regulation in the area of education include:

- the All-Ukrainian Congress of Educational Specialists;
- general conference of the staff of an educational institution;
- district, city, oblast conference of pedagogical personnel;
- Congress of Educational Specialists of the Autonomous Republic of Crimea.

Local authorities in the area of education submit their proposals regarding the formation of the state policy in the area of education.

The establishment of a new educational system is based upon the new

legislative and methodological grounds. It provides for a higher standard of specialists training, increase in academic and professional mobility of graduates, a greater openness, and democratic principles of teaching, and integration of higher education system into the world community.

3.b Explain the following concepts from the text.

Main human values; multifunctional higher education system; hallmark; humanization; democratization; intellectualization of labour; transitional period; information society; decentralization of education; HEI; legally acknowledged; licensing mechanism; educational-qualification level; basic higher education; complete higher education; state regulatory authorities; the Ministry of Education and Science of Ukraine; executive authorities; the Supreme Certification Commission of Ukraine; the State Accreditation Commission; the All-Ukrainian Congress of Educational Specialists; world community.

3.c Discuss the following issues with a partner and share your opinion with the rest of the class.

1. Despite the overall process of decentralization within the higher education sector, should any elements of the higher education system remain universally governed?
2. What new sources of finance should universities seek for to update the current mechanism of state funding in a new market economy?
3. What tendency is dominating today's higher education in Ukraine: expansion of the existing network of higher education establishments of all types or its reduction?
4. Admission to Ukrainian higher education institutions is exercised on the basis of a competitive entrance exam system, while in Britain the procedure is essentially selective. Which of the two patterns would you favour more as a potential applicant and a future teacher?
5. What is, in your opinion, the underlying objective of the four-tier gradation of the Ukrainian higher education system?
6. There is no clear understanding of the correlation between the degrees of specialist and master. Do you believe it is economically relevant to train both specialists and masters at higher education establishments?

4.a Read the following article about the challenges of Ukrainian private education and do the tasks that follow.

EVOLUTION OF UKRAINIAN PRIVATE HIGHER EDUCATION

by Joseph Stetar and Elena Berezkina

The emergence of private education in Ukraine is tied to the country's need to address rapidly changing and long-suppressed educational, cultural, and economic challenges following independence in 1991. The emergence of Ukrainian nationalism and the beginning of a shift toward a more market-oriented economy highlighted significant gaps in the public sector – gaps the emerging

private higher education institutions were quick to fill. Private higher education also served as a catalyst for a range of cultural, language, and religious groups seeking to reassert their identity following decades of Russification. Today, according to the estimates of the Ministry of Education, private higher education institutions comprise about 6 per cent of the total number of educational institutions.

Private higher education in Ukraine has undergone several stages of development in the last decade. The first private institutions emerged in 1991-1992 and rapidly grew in number over the next two years. State accreditation of private institutions began in 1995-1996. In the years from 1997 to 2000, private higher education institutions gained state recognition and issued their first diplomas

The majority of Ukrainian private higher education institutions utilize a "niche" strategy – that is, they orient their educational policy toward some limited but comparatively stable and underserved segment of the educational market. Conflicts between state and private higher education institutions usually arise over a narrow circle of the most profitable Ukraine specialties – e.g., law, economics, or management.

Governance

Ukrainian legislation regarding the establishment of educational institutions prescribes different and unequal procedures for state and private institutions. For example, private higher education institutions are considered businesses and unlike their state counterparts are governed by commercial, not educational, law. State policy on private higher education institutions is largely contained in two legislative documents under discussion since late 2001 that have still not been approved by the Ukrainian government: the draft of the law on higher education and the draft of the new National Doctrine of the Development of Ukrainian Education in the 21st century.

Financing

The financing of private higher education institutions in Ukraine remains complex and is one of the key problems for private higher education. Tuition is the principle source of financial support; however, a few private higher education institutions have managed to attract funds from local (e.g., city and regional) authorities. In several other instances, private higher education institutions have been able to secure financial support from business enterprises both privatized and state operated.

Licensing and Accreditation

One of the most significant changes in the system of classifying Ukrainian higher education institutions is the state-run licensing and accreditation process. Licensing, the first step in accreditation, is a temporary right granted by the state permitting an institution to begin operations. The first licensing of private higher education institutions occurred in 1993. By January 2000, 138 higher education institutions in Ukraine were licensed.

The most difficult dimension of the accreditation procedure is not its complexity, but rather the long set of strict quantitative accreditation requirements adopted by the State Accreditation Commission (SAC) that goes far beyond the

ability of the vast majority of emerging private institution to meet. In setting accreditation criteria unattainable for many higher education institutions, the SAC may not have intended to undermine the Ukrainian higher education system or shut down most private institutions. However, the SAC clearly used formal requirements as bureaucratic cover for the informal relations that inevitably arise between the accrediting organs and institutions.

Many Ukrainian observers believe the current process of accreditation is cut off from reality and actually a product of organizational and professional incompetence. As one Ukrainian scholar states, "If an American university, having exclusively a Nobel-prize-winning teaching staff, decided to transfer its base into Ukraine, it would not even be able to obtain a license here (without a bribe, of course), and it could only dream about accreditation."

The Future of Ukrainian Higher Education

Future development of private higher education in Ukraine is unpredictable since it depends on critical government and legislative decisions currently under discussion. Depending upon the climate set by the Ukrainian Parliament that was elected in spring 2002, the landscape of private higher education is expected to change dramatically. Private higher education may expand or contract, but it is unlikely to retain its current shape or scope.

Data from a national sampling of leaders in Ukrainian private higher education suggest a pessimistic outlook especially in light of demographic trends. A declining birthrate is expected to produce an enrollment gap in the decade ending in 2010 that will dramatically affect the Ukrainian education system. This gap originated in the second half of 1980s due to the Chernobyl disaster and the economic uncertainties associated with perestroika. When this destructive wave reaches higher education demand will significantly decrease, while the competition between higher education institutions will reach a peak. According to Ministry of Education data, if the index of demand for higher education in 2002 is 1.0, it will decrease to 0.86 in 2007, to 0.64 in 2012, and to 0.61 in 2013.

The stratification of Ukrainian private higher education is also expected to increase in the next decade. Just over 20 percent of private higher education institutions have market positions stable enough to secure their future existence. The remaining 80 percent are expected to close or merge with larger private or state institutions.

4.b Explain the following concepts from the text.

Long-suppressed challenges; Ukrainian nationalism; market-oriented economy; the public sector; catalyst; identity; Russification; estimates; state accreditation; to issue a diploma; 'niche' strategy; underserved; educational market; profitable specialties; counterpart; commercial law; educational law; draft of the law; the National Doctrine of the Development of Ukrainian Education; licensing; accreditation; state-run; SAC; bureaucratic cover; Nobel-prize-winning teaching staff; bribe; to change dramatically; national sampling; index of demand; stratification.

4.c Discuss the following issues and share your opinion with the rest of the class.

1. What was the platform for the emergence of private higher education in Ukraine? In what way the birth of the private sector in education served a catalyst for revival of the Ukrainian national identity?
2. How efficient is the 'niche strategy' of Ukrainian private higher education institutions? Do you think, they are winning the battle for the most profitable Ukrainian specialties, e.g. law, economics, and management against state institutions?
3. What consequences are entailed by the different legislative platform for private and state institutions?
4. What are the hindrances for establishing a clear-cut public policy of state funding of private higher education?
5. Many private sector institutions have been closed down within the last few years. Why has the initial boom in the development of private higher education passed?
6. What are the beneficial and detrimental points of academic accreditation for the private sector of higher education?

5. Choose any of the following aspects to make a comparative analysis of the American / British and Ukrainian higher education systems.

1. Statistics of post-secondary education
2. Admission procedure
3. Choosing a major
4. Obtaining a first degrees
5. Teacher-student attitude
6. Proportion of individual work
7. Variety of teaching and learning styles
8. Types of assessment