

Universities in the United Kingdom have generally been instituted by Royal Charter, Papal Bull, Act of Parliament or an instrument of government under the Further and Higher Education Act

Degree awarding powers and university title[edit] Both degree awarding powers and university title are controlled under UK law, and it is illegal for an institution to call itself a university or to purport to offer UK degrees without authorisation. Institutions with taught degree powers may be awarded the title of "university college", but for university title an institution must hold research degree awarding powers, as well as having over full time equivalent FTE students, with over degree on level courses and at least higher education students in each of five broad subject areas. For both degree awarding powers and university title, the final decision is made by the Privy Council on the advice of the Quality Assurance Agency for Higher Education QAA [48] [49] The rules in England and Wales diverged from those in Scotland and Northern Ireland in and were further modified in with the introduction of foundation degree awarding powers for further education colleges. Under these regulations, which remain in force in Wales, while taught and research degree awarding powers are awarded indefinitely to institutions in the publicly-funded higher education sector, they are time limited to six years for other institutions e. The rules for university title allowed institutions holding only taught degree awarding powers to become universities in England and Wales from , and the requirement for minimum student numbers across five broad subject areas was dropped. The overall higher education FTE student number criterion remained at , with on degree level courses clarified to include foundation degrees, which has been introduced since the regulations. The final award of degree awarding powers continued to rest with the Privy Council; for university title it lay with the Privy Council for publicly-funded institutions while alternative providers had to get permission to use University in their name under the Companies Act , the recommendation in both cases coming from the Higher Education Funding Council for England HEFCE via the relevant government department in England or from the Welsh Government. Under this act, degree awarding powers were made available on a probationary basis, termed "New DAPs" to providers without a track record in higher education, who had previously had to have a validation agreement with a recognised body to establish a track record prior to gaining their own powers. Providers with a track record of the years or more can apply for time-limited "Full DAPs" and those who have held time-limited date awarding powers for more than three years can apply for "Indefinite DAPs". Another change is that degree awarding powers can now be limited to some subjects rather than covering all possible degrees at that level as previously. There is also an intention to make it possible for institute to gain research degree awarding powers without taught degree awarding powers. The OfS will take over the responsibility of granting degree awarding powers and university title from the Privy Council, and will also be responsible for the awarding of university title to institutions outside of the publicly-funded higher education sector. The act gives OfS the ability to remove indefinite degree awarding powers and university title from any institution in England, including those granted these by royal charter. Governance in higher education and Ancient university governance in Scotland Almost all universities by law require staff and student representation in the governing body. The most progressive models support a high degree of voice for staff and students, with the Higher Education Code of Governance stating that: Four members are elected by heads of colleges, four by professors and readers, eight by other academic fellows, three by students, four by a "grace" a vote of the whole Regent House. Also there are student members, employee representatives and co-opted lay members. For instance, Aberdeen University has up to a 22 person "court", with an elected Rector and a person she or he chooses, a principal plus one she or he chooses, a vice-principal 5 members , 2 members appointed by the local councils, 4 members appointed by the General Council, 6 members from the Senatus Academicus, and up to 5 co-opted members. The constitution of the London School of Economics , which unusually takes the legal form of a company limited by guarantee , currently requires its 17 member "Council" to have two student representatives, and three staff representatives. This says that university governing bodies with constitutions issued by the Privy Council should have between 12 and 24 members, with up to thirteen lay members, up to two teachers, up to two

students, and between one and nine members co-opted by the others. Tuition fees UK Universities are funded by endowments , funding councils paid for by taxation , and tuition fees levied on students. Before , universities were funded mainly by central government, although they have been increasingly reliant on charging students and seeking to raise private capital. First, universities have the power to generate income through endowment trust funds , accumulated over generations of donations and investment. For England and Wales, the Secretary of State appoints 12 to 15 members and the chair, of which 6 to 9 should be academics and the remainder with "industrial, commercial or financial" backgrounds. From WW2 tuition fees in the UK were effectively abolished and local authorities paid maintenance grants. The Education Act formally required this position for all UK residents, [71] and this continued through the expansion of university places recommended by the Robbins Report of Further, appointed in , the Dearing Report argued for the introduction of tuition fees because it said graduates had "improved employment prospects and pay. The same rates apply for European Union students, who cannot be discriminated against under EU law. A system of student loans is available for UK students through the government owned Student Loans Company. Means-tested grants were also available, but abolished for students who began university after August While EU students qualify for the same fees as UK students, they only qualify for loans or previously grants if they have been resident for three years in the UK. Non-European Union students are not subsidised by the UK government and so have to pay much higher tuition fees. Other legal rights[edit] Rights to other standards go for staff, or students, universities are subject to both judicial review and rights in contract law because they are seen as having both an equally "public" and "private" nature. However, the shorter time limit of three months in judicial review was more appropriate than six years in contract. With the exception of three private for-profit universities, British universities are formally charities. UK universities have four principal charity regulators. For universities outside England, this is the relevant national regulator: The form and objectives of the corporation are laid down in the individual charter and statutes, but commonly all graduates are members of the university. Many London colleges were also incorporated by this route. At the ancient Scottish universities the corporation is formed, under the Universities Scotland Act , by the university court rather than the graduates. A chartered corporation may not change its statutes without the approval of the Privy Council. Newcastle University is the only UK university to be a statutory corporation , and the only "old" university not incorporated by royal charter, having been created by the Universities of Durham and Newcastle upon Tyne Act The main difference between this and a chartered corporation is that a statutory corporation has no power to do something that is not aligned with its defined aims and objectives. In a higher education corporation, only the governing board is incorporated, not the graduates. Some newer London colleges share this status. Some new universities are companies limited by guarantee , a common form of incorporation used inter alia for some charities. The London School of Economics is also incorporated in this manner. This was also the original form of Durham University at that time also a church university between its foundation in and its incorporation by royal charter in Under the Education Reform Act , higher education providers will be either recognised bodies or listed bodies. A recognised body is defined as "a university, college or other body which is authorised by Royal Charter or by or under Act of Parliament to grant degrees" [] or a body authorised by such a body "to act on its behalf in the granting of degrees" [] this later category covers the colleges of the University of London with regard to the issuing of London degrees. There have also been a number of mergers between colleges of the University of London, of particular note is the merger of Royal Holloway College and Bedford College in by Act of Parliament.

Chapter 2 : Welcome to theinnatdunvilla.com

The UK has a vast variety of higher education opportunities to offer students with over universities offering various degree programs for students from the UK and around the world.

Green and Hossein Nasr have argued that starting in the 10th century, some medieval Islamic madrasas became universities. Medieval university and List of medieval universities The university is generally regarded as a formal institution that has its origin in the Medieval Catholic tradition. It is possible, however, that the development of cathedral schools into universities was quite rare, with the University of Paris being an exception. In the early medieval period, most new universities were founded from pre-existing schools, usually when these schools were deemed to have become primarily sites of higher education. Many historians state that universities and cathedral schools were a continuation of the interest in learning promoted by monasteries. The University of Bologna began as a law school teaching the *ius gentium* or Roman law of peoples which was in demand across Europe for those defending the right of incipient nations against empire and church. From a medieval manuscript. The students "had all the power" and dominated the masters". All over Europe rulers and city governments began to create universities to satisfy a European thirst for knowledge, and the belief that society would benefit from the scholarly expertise generated from these institutions. Princes and leaders of city governments perceived the potential benefits of having a scholarly expertise develop with the ability to address difficult problems and achieve desired ends. The emergence of humanism was essential to this understanding of the possible utility of universities as well as the revival of interest in knowledge gained from ancient Greek texts. Some scholars believe that these works represented one of the most important document discoveries in Western intellectual history. The efforts of this "scholasticism" were focused on applying Aristotelian logic and thoughts about natural processes to biblical passages and attempting to prove the viability of those passages through reason. This became the primary mission of lecturers, and the expectation of students. The university culture developed differently in northern Europe than it did in the south, although the northern primarily Germany, France and Great Britain and southern universities primarily Italy did have many elements in common. Latin was the language of the university, used for all texts, lectures, disputations and examinations. Professors lectured on the books of Aristotle for logic, natural philosophy, and metaphysics; while Hippocrates, Galen, and Avicenna were used for medicine. Outside of these commonalities, great differences separated north and south, primarily in subject matter. Italian universities focused on law and medicine, while the northern universities focused on the arts and theology. There were distinct differences in the quality of instruction in these areas which were congruent with their focus, so scholars would travel north or south based on their interests and means. There was also a difference in the types of degrees awarded at these universities. Italian universities awarded primarily doctorates. The distinction can be attributed to the intent of the degree holder after graduation "in the north the focus tended to be on acquiring teaching positions, while in the south students often went on to professional positions. Southern universities tended to be patterned after the student-controlled model begun at the University of Bologna. List of early modern universities in Europe and List of colonial universities in Latin America During the Early Modern period approximately late 15th century to, the universities of Europe would see a tremendous amount of growth, productivity and innovative research. At the end of the Middle Ages, about years after the first European university was founded, there were twenty-nine universities spread throughout Europe. In the 15th century, twenty-eight new ones were created, with another eighteen added between and This number does not include the numerous universities that disappeared, or institutions that merged with other universities during this time. In fact, the term "university" was not always used to designate a higher education institution. In Mediterranean countries, the term *studium generale* was still often used, while "Academy" was common in Northern European countries. War, plague, famine, regicide, and changes in religious power and structure often adversely affected the societies that provided support for universities. Internal strife within the universities themselves, such as student brawling and absentee professors, acted to destabilize these institutions as well. Universities were also reluctant to give up older curricula, and the

continued reliance on the works of Aristotle defied contemporary advancements in science and the arts. As universities increasingly came under state control, or formed under the auspices of the state, the faculty governance model begun by the University of Paris became more and more prominent. Although the older student-controlled universities still existed, they slowly started to move toward this structural organization. Control of universities still tended to be independent, although university leadership was increasingly appointed by the state. There were universities that had a system of faculties whose teaching addressed a very specific curriculum; this model tended to train specialists. There was a collegiate or tutorial model based on the system at University of Oxford where teaching and organization was decentralized and knowledge was more of a generalist nature. There were also universities that combined these models, using the collegiate model but having a centralized organization. Aristotle was prevalent throughout the curriculum, while medicine also depended on Galen and Arabic scholarship. The importance of humanism for changing this state-of-affairs cannot be underestimated. Humanist professors focused on the ability of students to write and speak with distinction, to translate and interpret classical texts, and to live honorable lives. The critical mindset imparted by humanism was imperative for changes in universities and scholarship. For instance, Andreas Vesalius was educated in a humanist fashion before producing a translation of Galen, whose ideas he verified through his own dissections. In law, Andreas Alciatus infused the *Corpus Juris* with a humanist perspective, while Jacques Cujas humanist writings were paramount to his reputation as a jurist. Philipp Melanchthon cited the works of Erasmus as a highly influential guide for connecting theology back to original texts, which was important for the reform at Protestant universities. The task of the humanists was to slowly permeate the university; to increase the humanist presence in professorships and chairs, syllabi and textbooks so that published works would demonstrate the humanistic ideal of science and scholarship. The emergence of classical texts brought new ideas and led to a more creative university climate as the notable list of scholars above attests to. A focus on knowledge coming from self, from the human, has a direct implication for new forms of scholarship and instruction, and was the foundation for what is commonly known as the humanities. This disposition toward knowledge manifested in not simply the translation and propagation of ancient texts, but also their adaptation and expansion. For instance, Vesalius was imperative for advocating the use of Galen, but he also invigorated this text with experimentation, disagreements and further research. Although the connection between humanism and the scientific discovery may very well have begun within the confines of the university, the connection has been commonly perceived as having been severed by the changing nature of science during the scientific revolution. Historians such as Richard S. Westfall have argued that the overt traditionalism of universities inhibited attempts to re-conceptualize nature and knowledge and caused an indelible tension between universities and scientists. There was considerable reluctance on the part of universities to relinquish the symmetry and comprehensiveness provided by the Aristotelian system, which was effective as a coherent system for understanding and interpreting the world. However, university professors still utilized some autonomy, at least in the sciences, to choose epistemological foundations and methods. For instance, Melanchthon and his disciples at University of Wittenberg were instrumental for integrating Copernican mathematical constructs into astronomical debate and instruction. There are many examples which belie the commonly perceived intransigence of universities. Aristotelian epistemology provided a coherent framework not simply for knowledge and knowledge construction, but also for the training of scholars within the higher education setting. The creation of new scientific constructs during the scientific revolution, and the epistemological challenges that were inherent within this creation, initiated the idea of both the autonomy of science and the hierarchy of the disciplines. Instead of entering higher education to become a "general scholar" immersed in becoming proficient in the entire curriculum, there emerged a type of scholar that put science first and viewed it as a vocation in itself. The divergence between those focused on science and those still entrenched in the idea of a general scholar exacerbated the epistemological tensions that were already beginning to emerge. There was also competition from the formation of new colleges funded by private benefactors and designed to provide free education to the public, or established by local governments to provide a knowledge hungry populace with an alternative to traditional universities. Aristotle was no longer a force providing the epistemological and methodological focus for universities and a more mechanistic

orientation was emerging. The hierarchical place of theological knowledge had for the most part been displaced and the humanities had become a fixture, and a new openness was beginning to take hold in the construction and dissemination of knowledge that were to become imperative for the formation of the modern state.

Chapter 3 : The University of British Columbia

The latest university education news, advice for choosing the right degree courses and information on university clearing.

Both countries share a rich tradition of quality higher education, excellent research facilities, and a culture that promotes intellectualism as well as academic freedom. However, while both certainly provide an excellent environment for learning, there are many differences between the two countries regarding the structure of the university as well as student life. In this article, we will explore the primary differences between the American and British systems of education. Courses of study are shorter in the UK because the course programs are generally much more focused than in the US. Academic Term Most universities in the US begin their terms in mid to late August, although smaller liberal arts colleges may start later. Most take a rather lengthy break beginning in mid-December and begin the second semester in early to mid-January. However, universities that are on different calendars, such as a trimester or quarter-based system, may begin their winter break at the Thanksgiving holiday, which falls at the end of November. The academic term in the UK is a bit more varied. While most also use the semester system, the trimester and quarter systems are used in some universities. Many schools start in September or October and end in May or June, making for a slightly longer academic year. However, the academic term is less standardized throughout the United Kingdom; if you choose to study there, your university might use a much different calendar. While the colleges are still governed by the university, each college has quite a lot of autonomy from each other as well as the university itself. You live with others in your college, eat with others from your college, and generally stay within your college for the duration of your studies. Rather than applying to the central university admissions department, like you do in the US, you either apply directly to the college of the subject you want to study, or in the case of undergraduate programs, you apply through a centralized system which allows you to apply to several colleges at once. This means that you have to know what you want to study before you even apply. By contrast, in the US, you apply to the larger university and for the first year or more, you take courses from a variety of fields and only declare a major at the end of the first year or perhaps even during the second year. In the UK, the emphasis is more on depth; getting a very thorough understanding of your chosen subject. Homework and Grades Because the US system emphasizes breadth, courses require weekly or even biweekly readings as well as other assignments such as small writing projects, major research papers, and oral presentations throughout the course. In the UK, most schools are much more lecture-based, with only occasional assignments throughout the semester. In some cases, there may be no actual required assignments and instead your entire grade may be based on one final exam. In the US, your grade will be based on your performance on the variety of assignments, with a final exam making up only a percentage of your total grade. Cost The cost of education in both countries is far from cheap, but the cost of an education in the United States is generally higher. Of course, this applies only to citizens of the UK and the EU, not international students. Fees for international students can be significantly higher. The government sets the limits for tuition fees, and each individual school sets its own fee up to that limit. By contrast, the government has very little control over what universities charge in the United States. The US differentiates between in-state tuition fees and out-of-state tuition fees, as well as between private and public universities. These distinctions determine the tuition fee. In order to help students cover the cost of tuition in both countries, loans are available through the government with favorable terms and interest rates. Accommodation Both countries provide students with residence halls in which to live. They are roughly equivalent, although in the UK it is more normal to have a bedroom by yourself, whereas in the US, you may very well share a bedroom with at least one other person. However, after the first year, students in the US may have additional housing options available to them, such as private housing or off-campus housing. It is also more common for dormitories to be self-catered in the UK, while the US normally provides a range of full dining options for its students. One potentially significant difference is that maid service is common in the residence halls in the UK, although students pay a nominal fee for this service. Conclusion While both countries provide a great education, each system approaches education slightly

differently, and there are advantages and disadvantages to each. If you are considering getting your education in either the US or the UK, you should take into consideration the various differences mentioned in this article, especially the amount of time it takes to finish the degree, the tuition fees and whether you prefer more depth or more breadth in your degree program.

Chapter 4 : Education systems explained for the UK and the USA | Kaplan Pathways

Education in Scotland is not quite the same as in other parts of the UK. While it remains very similar up to the age of 11, the education system is different from secondary school onwards.

Chapter 5 : Universities and higher education - theinnatdunvilla.com

The British government and the advocacy group Universities UK are promoting partnerships between British higher education institutions and their Egyptian counterparts.

Chapter 6 : List of universities in the United Kingdom - Wikipedia

This UK university league table reveals the 98 best UK universities and colleges, according to the trusted Times Higher Education World University Rankings The University of Oxford and the University of Cambridge take the top two spots while three of the best universities in London complete the top five.

Chapter 7 : British universities criticised over pursuit of Egyptian links | Education | The Guardian

Education and learning. A to Z. Apprenticeships, 14 to 19 education and training for work. Includes finding a course, finding an apprenticeship, 16 to 19 Bursary Fund.

Chapter 8 : Universities in the United Kingdom - Wikipedia

This is a list of universities in the United Kingdom (alphabetical by substantive name). Below that are lists of university colleges and other recognised bodies (institutions with degree awarding powers), followed by a list of defunct institutions.

Chapter 9 : British University of Nicosia - Uniserv Education

UK vs. USA Education System According to the world university rankings compiled by the Times Higher Education, more than half of the world's top universities are located in either the US or the UK.