

UDC 351.851+378 (410)

<https://doi.org/10.62664/cpa.2025.01.16>

Ivan LOPUSHYNSKYI,

Head of the Department of Public Management and Administration,

Doctor of Sciences in Public Administration, Professor

Honored Worker of Education of Ukraine

Ivano-Frankivsk National Technical University of Oil and Gas

ORCID ID <http://orcid.org/0000-0002-7460-7476>

Iryna OZMINSKA,

Associate Professor of the Department of Public Management and

Administration,

Candidate of Philosophical Sciences, Associate Professor

Ivano-Frankivsk National Technical University of Oil and Gas

ORCID ID <http://orcid.org/0000-0002-2521-8626>

Olena KOVNIR,

Human Services Representative

at the Department of Human Services Public Health,

Candidate of Pedagogical Sciences, Associate Professor

Hennepin, Minneapolis, Minnesota, USA

ORCID ID <http://orcid.org/0000-0003-0574-2903>

(© LOPUSHYNSKYI I., OZMINSKA I., KOVNIR O., 2025)

UK HIGHER EDUCATION SYSTEM: MECHANISMS

FOR UKRAINE'S ADAPTATION TO EUROPEAN STANDARDS

The article examines the higher education system in the United Kingdom, focusing on its historical development, current state, and high-quality standards.

The article clarifies that the higher education system is a combination of higher

education institutions that provide fundamental scientific, professional, and practical training; enable graduates to obtain educational and qualification levels; and facilitate the improvement of scientific and professional skills, retraining, and advanced training. The historical prerequisites for the emergence and formation of the higher education system in the United Kingdom are considered. Its current state is examined in the context of Ukraine's integration into European educational realities following its accession to the Bologna Process (2005).

It is shown that the British higher education system has developed over many centuries and today adheres to clear and high-quality standards. British higher education effectively functions as a multilevel model that produces highly qualified professionals who are highly valued in the international labour market. It is demonstrated that graduates of British universities hold key positions in commercial structures, government agencies, research organizations. The United Kingdom offers a globally recognized education system, the quality of which provides significant career advantages in the future. Graduates of UK higher education institutions are traditionally sought after by recruiters and headhunters. It is shown that large-scale activities in the field of higher education in the United Kingdom give rise to new challenges that the state and business leaders face. One of the significant issues is achieving a balance between the quantity and quality of education, as the new requirements for education quality must meet the diverse and ever-growing needs of the global labour market.

Key words: *United Kingdom, higher education system, Bologna Process, European educational realities, experience for Ukraine, adaptation to European educational standards.*

Іван ЛОПУШИНСЬКИЙ,

завідувач кафедри публічного управління та адміністрування,

доктор наук з державного управління, професор

заслужений працівник освіти України
Івано-Франківський національний технічний університет нафти і газу

ORCID ID <http://orcid.org/0000-0002-7460-7476>

Ірина ОЗЬМІНСЬКА,

доцент кафедри публічного управління та адміністрування,
кандидат філософських наук, доцент
Івано-Франківський національний технічний університет нафти і газу

ORCID ID <http://orcid.org/0000-0002-2521-8626>

Олена КОВНІР,

представник з питань соціальних послуг в окрузі Геннепін,
кандидат педагогічних наук, доцент
м. Міннеаполіс, штат Міннесота, США

ORCID ID <http://orcid.org/0000-0003-0574-2903>

(© ЛОПУШИНСЬКИЙ І., ОЗЬМІНСЬКА І., КОВНІР О., 2025)

СИСТЕМА ВИЩОЇ ОСВІТИ ВЕЛИКОЇ БРИТАНІЇ: МЕХАНІЗМИ АДАПТАЦІЇ УКРАЇНИ ДО ЄВРОПЕЙСЬКИХ СТАНДАРТІВ

У статті з'ясовано, що система вищої освіти – це сукупність закладів вищої освіти, які забезпечують фундаментальну наукову, професійну та практичну підготовку, здобуття випускниками освітньо-кваліфікаційних рівнів, удосконалення наукової та професійної підготовки, перепідготовку та підвищення кваліфікації; розглядаються історичні передумови виникнення та становлення системи вищої освіти Великої Британії; досліджується її сучасний стан у контексті входження вищої освіти України до європейських освітніх реалій, пов'язаних із її приєднанням до Болонського процесу (2005); показано, що Британська система вищої освіти отримала свій розвиток упродовж багатьох століть і на сьогодні підпорядкована чітким та високим стандартам якості,

оскільки вища освіта у Великій Британії – це така, яка ефективно функціонує, багатоступенева модель, що дає змогу випускати висококваліфікованих фахівців, які надзвичайно цінуються на міжнародному ринку праці; переконливо доведено, що випускники британських університетів посідають ключові позиції в комерційних структурах, державних установах, наукових закладах тощо. Об'єднане Королівство пропонує визнану в світі систему освіти, рівень навчання в якій забезпечує в майбутньому істотні кар'єрні переваги. Випускники закладів вищої освіти традиційно стають предметами полювання рекрутерів – гедгантерів («мисливців за головами»). Водночас, показано, що при плануванні масштабної діяльності в сфері вищої освіти Великої Британії з'являються й нові проблеми, з якими зіштовхуються держава та керівники підприємств. Як одну із вагомих проблем тут розглядають питання рівноваги кількості та якості освіти, оскільки нові вимоги до якості освіти повинні відповідати різним потребам світового ринку праці, що постійно зростають.

Ключові слова: Велика Британія, система вищої освіти, Болонський процес, європейські освітні реалії, досвід для України, адаптація до європейських освітніх стандартів.

Problem statement. The Bologna process is generally recognized as a structural reform initiative aimed at restructuring national higher education systems in European countries, revising educational programs, and implementing necessary institutional transformations in higher education institutions across Europe. Currently, the process includes 46 participating countries out of the 49 that have ratified the *European Cultural Convention of the Council of Europe* (1954). In 2005, the Minister of Education and Science of Ukraine, Stanislav Nikolaienko, signed the Bologna Declaration on behalf of Ukraine at the meeting in Bergen.

The United Kingdom is also a participant in the Bologna Process and a signatory of the declaration establishing the «*European Higher Education Area*», having being among the first to sign the declaration on June 19, 1999 [14]. The primary purpose of the Bologna Convention is to establish a unified European Higher Education area and to enhance the global presence and competitiveness of the European higher education system [14]. Given the considerable experience and long-standing historical traditions of the UK higher education system (despite the fact that the country left the European Union on January 31, 2020), the authors of the study chose to examine the UK higher education system in the context of adapting Ukraine's higher education system to European standards. This was further facilitated by the fact that one of the authors of our study had the opportunity to visit Great Britain in the summer of 2024 and familiarize himself with the activities of several higher education institutions, primarily the *University of Oxford, the University of Cambridge, and the London School of Economics and Political Science*.

Analysis of recent research and publications. Recently, the educational problems in the UK education sector were addressed by N. Horbatova (investigates the problems of modern choreographic education in higher education institutions of Great Britain) [2], G. Krasylnikova (who examines the system of monitoring the quality of higher education in UK universities in the context of promising experience for Ukraine) [4], T. Kravchenko (who explores civic education as a necessary prerequisite for the existence of a person in a legal society on the example of Great Britain) [3], S. Leu (who analyses the strategy, priorities and reforms in the system of vocational education and training in the UK) [5], V. Moroz and S. Moroz (who describe the results of public administration in the context of the expert assessment of the British agency Quacquarelli Symonds on the higher education system of Ukraine) [6], I. Oros (analyses the system of continuing education in Ukraine and the UK) [7], O. Ponomarenko (studies the UK experience of non-formal education in the

training of social workers) [8], T. Vernyhora (who describes the organisation of the educational process in the system of preschool education in the UK) [1], and others. At the same time, these and other scientific studies (except for [6]) pay insufficient attention to the problems of the modern UK higher education system in the context of its public administration.

The purpose of the article. Therefore, the purpose of the article is to examine and describe the historical prerequisites for the development and the current state of the UK higher education sector in the context of two decades of Ukraine's integration into the Bologna Process (2005–2025) and the adaptation of the national higher education system to European educational standards.

Presenting main material. It is universally recognised that the higher education system consists of a set of higher education institutions that provide fundamental scientific, professional and practical training, educational and qualification levels, improvement of scientific and professional training, retraining and advanced training.

The United Kingdom has long been one of the world's leading providers of high-quality and at the same time reputable higher education. The universities prestige, excellent quality of education, and prospects for further employment in any country in the world have always attracted foreign applicants. British educational sector differs fundamentally in its organisation, content and prospects. Traditionally, the education system of the United Kingdom of Great Britain and Northern Ireland is divided into three subsystems: England and Wales, Northern Ireland, and Scotland. The first two subsystems hardly differ from each other, while the educational subsystem of Scotland has developed in isolation.

The UK higher education represents an effective multi-level model that enables the training of highly qualified specialists who are highly valued in the international labour market. The education of Great Britain comprises public and private sectors. The former prevails as the local authorities have a significant impact on it within the scope of their responsibility. The state regulates the

education process through funding, taxation and legislation. Students in the United Kingdom can obtain a degree at universities, university colleges, higher colleges, and polytechnic institutes.

Higher education in the UK is predominantly public. The education is offered at more than 850 institutions, including 43 universities, 159 teacher training colleges, 30 polytechnic institutes, and others.

The oldest university in the UK – and in the entire English-speaking world – is the University of Oxford, with the first recorded mention dating back to 1096. In 1209, a group of scholars decided to leave Oxford and relocate to Cambridge, where they founded the University of Cambridge. Today, these two universities are often collectively referred to as «*Oxbridge*», a symbol of centuries-old traditions of prestigious education admired by students and educators worldwide [16]. The other ancient universities of the UK include the University of St Andrews (1410), the University of Glasgow (1451), the University of Aberdeen (1495), and the University of Edinburgh (1582).

In the nineteenth century, new universities emerged in England with a focus on applied education, commonly referred to as the *Red Brick Universities*. The Red Brick Universities is an umbrella term for the University of Birmingham, the University of Bristol, the University of Liverpool, the University of Manchester, the University of Leeds, and the University of Sheffield [11]. Interestingly, this term may have inspired the unofficial name of Taras Shevchenko National University of Kyiv – «*the Red Building*», established on July 15, 1834.

In the twentieth century, the British education system saw a significant expansion thanks to the creation of new higher education institutions and granting the university status to existing polytechnic colleges. The first wave took place in the 1960s, resulting in the so-called *Plate Glass Universities*, the second wave took place in 1992 and gave the UK several dozen New Universities (Post-1992 Universities) [12].

British universities are systematically ranked for their prestige based on numerous criteria, including the renowned *The Guardian University League Table*. The most prestigious research universities in the United Kingdom are grouped into a consortium of 24 institutions known as *The Russell Group Universities* [12]. Thus, as we can see, the British education system has developed over many centuries and is now subject to clear and high quality standards.

The universities across the UK provide several forms of study, namely:

1) *Pre-university programmes*. To gain admission to universities, prospective students must undergo specialized preparation. UK higher education institutions offer Foundation programmes that last one year, and A-Level courses that last two years. The purpose of these programmes is to improve English language proficiency and provide foundational knowledge in subjects required for university admission. A third option is the International Baccalaureate programme, which allows students to enter not only UK universities but also higher education institutions in other countries.

2) *Undergraduate (Bachelor`s) programmes*. Universities offer a wide range of faculties in various fields. The duration of study depends on the chosen specialty. For instance, subjects like medicine and business are studied in greater depth, often requiring four years. On average, undergraduate programmes last between three and four years.

3) *Graduate (Master`s) programmes*. These programmes provide an opportunity to study subjects in depth and conduct research. Similar to undergraduate studies, the duration of master`s programmes depends on the faculty and typically lasts from one to three years.

4) *Postgraduate professional training*. Large companies sponsor their employees to undergo advanced training or retraining. The average duration of such training is one to two years.

5) *Doctoral studies*. This programme leads to obtaining a doctoral (PhD, Doctor of Philosophy) degree. Postgraduate students conduct research, write

dissertations, and sometimes teach alongside their studies. Earning a doctorate typically takes at least three years and allows graduates to work in research centres worldwide.

6) *MBA programmes*, which are designed for studying business, finance, and trade. The programme usually lasts one year.

The higher education system in the United Kingdom provides the following academic programmes: *administration and business* (economics, business, marketing, management and other areas); *engineering and technology* (information technology, computer technology, engineering); *humanities and social sciences* (history, philosophy, psychology, international relations, sociology, political science); *law* (international law, private and public law); *architecture, planning and construction*; *medicine and physiology*, *art and design*.

Students, who intend to pursue higher education in the United Kingdom immediately after completing secondary school, are first required to complete one of the following preparatory programmes: a two-year educational course such as the A-Level or the International Baccalaureate Diploma, vocational training at a state further education college, or a specialized one-year Foundation Year programme.

It is noteworthy that the higher education system in the United Kingdom does not require entrance examinations. All applicants submit applications through a specialised body – the centralized *Universities and Colleges Admissions Service* (UCAS), after which university representatives review them on a competitive basis.

The United Kingdom offers a globally recognised education system, with academic standards that provide significant career advantages in the future. Graduates of higher education institutions are traditionally in high demand and are often the target of recruitment efforts by professional head hunters. Graduates of British universities are hired for key positions in commercial enterprises, government agencies, research organizations, and beyond.

The *National Council for Vocational Qualifications* of the UK (NCVQ) presented a new structure of vocational qualifications in England, Wales and Northern Ireland. It is based on national standards that define the skills, abilities, knowledge and competence of employees as required by employers, and reflect the needs of the modern economy, politics and social relations [9].

Next, let us consider the aspects of studying at three leading higher education institutions – Oxford and Cambridge Universities, the London School of Economics and Political Science, as one of the authors of the article had the opportunity to hear and see how these educational institutions work.

The University of Oxford is located in Oxford, England, United Kingdom. According to historical records, its foundation dates back to 1096. Documentary evidence indicates that academic activities were already taking place at the university that year. This university is the oldest in the English-speaking world and the second-oldest among the currently operating universities globally, following the University of Bologna (Northern Italy, established in 1088), which was the first in the world to be called a «*university*». Nowadays, Oxford embodies the standard of prestigious, even elite education. At the same time, it is important to remember that it is not only an educational institution but also a globally renowned centre for scientific research. Oxford is home to the following faculties (academic departments): Humanities; Mathematics, Physics, Natural Sciences; Medicine; and Social Sciences. The university offers a variety of academic programs, including undergraduate, graduate, and doctoral studies.

The university is consistently ranked among the top ten best educational institutions in the world. Training takes place in 38 colleges and 6 closed institutions belonging to certain orders; among the teachers there are 70 representatives of the Royal Society and 100 members of the British Academy. The university houses the largest scientific library in the UK; it is the founder of the system of university «*fraternities*» with its own attributes. The name of the university is a brand and a guarantee of prestigious quality education.

The University of Cambridge is located in Cambridge, England, United Kingdom. The official date of its foundation is 1209. The University positions itself as a research centre and a self-governing community of scholars.

Cambridge's faculties (schools) include physical sciences; biology; arts and humanities; clinical medicine; humanities and social sciences; technology. Study programmes are bachelor's degree; master's degree; doctoral degrees.

The University of Cambridge is internationally recognized as one of the most distinguished institutions of higher education. It offers an education of unparalleled prestige and is deeply engaged in groundbreaking scientific research. The university possesses exceptional research infrastructure and fosters connections with leading professionals in various fields. Additionally, Cambridge offers a range of scholarships and financial assistance, including for international students opens the door for its graduates to hold top management positions in the public and private sectors of any country in the world.

London School of Economics and Political Science (LSE) is one of the most prestigious higher education institutions in the United Kingdom. The school was founded in 1895. It is part of the University of London, although the institution positions itself as the best higher school of economics in London and a leader in political and social sciences in the UK.

The strongest areas of the institution are social sciences and international relations, with rankings often placing the LSE ahead of Harvard and Oxford. The school consistently ranks in the global top three in the fields of journalism, sociology, social policy, geography, and political science. Furthermore, its programs in economics, business administration, and law are regularly listed in the world's top five.

The LSE is organized into 22 academic departments and faculties, including: *social sciences*: economics, politics, philosophy, social policy; *social geography*: general geography, economic geography; *natural sciences*: physics, mathematics, chemistry, biology, geology, ecology, life sciences, astronomy;

mathematics and computer science: statistics, financial mathematics, mathematics and economics, computer science, business mathematics; *political studies*: public administration, international relations, political science; *legal studies*. Other disciplines include management, history, philosophy, economics, social anthropology, finance, economic history, international relations, ecology, history of statehood, public economics, actuarial science (training specialists in risk assessment, financial analysis, and insurance consulting), and public relations. It is worth mentioning that a significant number of LSE programs are interdisciplinary, for example politics and economics or public administration and policy. Overall, the institution offers 40 undergraduate programs and more than 60 master`s degree courses.

In addition, UK universities provide significant financial support to certain categories of students. Most often, this support is provided in the form of grants or scholarship programmes to cover the cost of living and tuition fees. For example, the University of Oxford offers such programmes as Crankstart Scholarships (for those taking their first undergraduate degree with an annual household income less than £32,500). This scholarship provides a fixed non-repayable annual scholarship to cover part of the tuition and living expenses); Oxford bursaries (the amount of this type of scholarship depends on the total annual household income and varies from £4,200 to £1,050) [12]; Moritz-Heyman scholarships. A similar initiative of free tuition to students from households with up to \$200,000 per year was recently introduced at Harvard University [10].

The University of Cambridge provides financial aid to students through several initiatives: 1) *Cambridge Scholarship Programme* (differentiated annual scholarship can be granted to full-time undergraduate students who are residents of the UK); 2) Emergency Financial Assistance (which includes such programmes as *Disabled Students' Allowance* (DSA): Childcare and Care Leaver and Estranged Students Support [15].

Conclusions. The state of the UK education system in recent years has shown significant achievements in higher education. Obtaining a higher education in the UK is considered highly prestigious and globally sought-after, as universities in the UK offer numerous advantages and opportunities. These include a traditional centuries-old education system and immense experience, a wide variety of fields of study – ranging from economics and management to technical and humanities specialties, – and the introduction of effective modern teaching methods into the classical educational framework, etc. UK's higher education serves as a green light for employment in almost any domestic or foreign company. And this is quite reasonable, as studying at UK universities makes a future professional independent, focused and resilient to non-standard situations, and develops critical thinking skills. At the same time, large-scale developments in the field of higher education in the UK have led to new challenges faced by the state and business leaders. One of the most important issues is balancing between the quantity and quality of education, as new requirements for the quality of education must meet the various needs of the global labour market, which are constantly growing.

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

1. Вернигора Т. А. Дошкільна освіта Великобританії : організація виховного процесу. *Проблеми сучасної педагогічної освіти. Педагогіка і психологія*. 2013. Вип. 39 (2). С. 46–50. URL: [http://nbuv.gov.ua/UJRN/pspo_2013_39\(2\)_11](http://nbuv.gov.ua/UJRN/pspo_2013_39(2)_11).
2. Горбатова Н. О. Сучасна хореографічна освіта у вищих навчальних закладах Великобританії. *Мистецтвознавчі записки*. 2018. Вип. 33. С. 184–191. URL: http://nbuv.gov.ua/UJRN/Mz_2018_33_25.
3. Кравченко Т. В. Громадянська освіта як необхідна передумова існування людини в правовому суспільстві (на прикладі досвіду

Великобританії). *Молодий вчений*. 2020. № 11 (2). С. 379–383. URL: [http://nbuv.gov.ua/UJRN/molv_2020_11\(2\)_58](http://nbuv.gov.ua/UJRN/molv_2020_11(2)_58).

4. Красильникова Г. Система моніторингу якості вищої освіти в університетах Великої Британії : досвід для України. *Порівняльна професійна педагогіка*. 2014. № 4 (3). С. 138–144. URL: [http://nbuv.gov.ua/UJRN/ppp_2014_4\(3\)_23](http://nbuv.gov.ua/UJRN/ppp_2014_4(3)_23).

5. Леу С. О. Система професійної освіти і навчання Великої Британії : стратегія, пріоритети та реформи. *Професійна освіта : проблеми і перспективи*. 2018. Вип. 14. С. 99–106. URL: http://nbuv.gov.ua/UJRN/Profos_2018_14_20.

6. Мороз В. М. Система вищої освіти України : результати державного управління в контексті експертної оцінки британської агенції QuacquarelliSymonds. *Державне будівництво*. 2020. № 1. URL: http://nbuv.gov.ua/UJRN/DeBu_2020_1_15.

7. Орос І. І. Система неперервної освіти в Україні та Великій Британії. *Наукові записки [Закарпатського угорського інституту імені Ференца Ракоці II]. Серія : Педагогічні науки*. 2023. Вип. 5. С. 73–77. URL: http://nbuv.gov.ua/UJRN/anps_2023_5_15.

8. Пономаренко О. В. Неформальна освіта в підготовці соціальних працівників : досвід Великобританії. *Педагогічні науки : теорія та практика*. 2022. № 2. С. 84–90. URL: http://nbuv.gov.ua/UJRN/Vznu_ped_2022_2_15.

9. Кнодель Л. Сучасна освітня система у Великій Британії. URL: <https://osvita.ua/school/method/1024>.

10. Dickler J. Harvard boosts free-tuition offer, matching other Ivy-Plus schools in «affordability arms race». CNBC: website. URL: <https://www.cnbc.com/2025/03/18/harvard-is-now-tuition-free-for-students-who-qualify-expanding-access.html>.

11. Jones S. Everything you need to know about red brick universities. 2024. URL: <https://universitycompare.com/advice/student/red-brick-universities>.
12. Oxford bursaries and scholarships for 2025–entry. University of Oxford: website. 2025. URL: <https://www.ox.ac.uk/admissions/undergraduate/fees-and-funding/oxford-support>.
13. Pearson R. UK universities: what do all the different groups and categories mean? *Times Higher Education*. 2024. URL: <https://www.timeshighereducation.com/counsellor/admissions-processes-and-funding/uk-universities-groups>.
14. UK HE sector position on the future of the Bologna Process beyond 2010. Europe Unit. 2009. URL: https://ehea.info/media.ehea.info/file/2009_LeuvenLouvain-la-Neuve/94/9/UK_HE_sector_position_on_future_of_Bologna_Process_beyond2010_594949.pdf.
15. Undergraduate Study : Financial Support. University of Cambridge: website. 2025. URL: <https://www.undergraduate.study.cam.ac.uk/fees-and-finance/financial-support>.
16. Yatharth. The Role of Oxbridge in Shaping Political and Intellectual Discourse Globally. Rostrum. 2023. URL: <https://rostrumedu.com/the-role-of-oxbridge-in-shaping-political-and-intellectual-discourse-globally/>.

REFERENCES

1. Vernyhora T. A. (2013). Doshkilna osvita Velykobrytanii : orhanizatsiia vykhovnoho protsesu. *Problemy suchasnoi pedahohichnoi osvity. Pedahohika i psykholohiia*. 39 (2), 46–50. URL: [http://nbuv.gov.ua/UJRN/pspo_2013_39\(2\)_11](http://nbuv.gov.ua/UJRN/pspo_2013_39(2)_11). [in Ukrainian]
2. Horbatova N. O. (2018). Suchasna khoreohrafichna osvita u vyshchyykh navchalnykh zakladakh Velykobrytanii. *Mystetstvoznavchi zapysky*. 33, 184–191. URL: http://nbuv.gov.ua/UJRN/Mz_2018_33_25. [in Ukrainian]

3. Kravchenko T. V. (2020). Hromadians`ka osvita yak neobkhidna peredumova isnuvannia liudyny v pravovomu suspil`stvi (na prykladi dosvidu Velykobrytanii). *Molodyi vchenyi*. 11 (2), 379–383. URL: [http://nbuv.gov.ua/UJRN/molv_2020_11\(2\)_58](http://nbuv.gov.ua/UJRN/molv_2020_11(2)_58). [in Ukrainian]
4. Krasylnykova H. (2014). Systema monitorynhu yakosti vyshchoi osvity v universytetakh Velykoi Brytanii : dosvid dlia Ukrainy. *Porivnial`na profesiina pedahohika*. 4 (3), 138–144. URL: [http://nbuv.gov.ua/UJRN/ppp_2014_4\(3\)_23](http://nbuv.gov.ua/UJRN/ppp_2014_4(3)_23). [in Ukrainian]
5. Leu S. O. (2018). Systema profesiinoi osvity i navchannia Velykoi Brytanii : stratehiia, priorityty ta reformy. *Profesiina osvita : problemy i perspektyvy*. 14, 99–106. URL: http://nbuv.gov.ua/UJRN/Profos_2018_14_20 [in Ukrainian]
6. Moroz V. M. (2020). Systema vyshchoi osvity Ukrainy : rezultaty derzhavnoho upravlinnia v konteksti ekspertnoi otsinky brytans`koi ahentsii QuacquarelliSymonds. *Derzhavne budivnytstvo*. 1. URL: http://nbuv.gov.ua/UJRN/DeBu_2020_1_15. [in Ukrainian]
7. Oros I. I. (2023). Systema neperervnoi osvity v Ukraini ta Velykii Brytanii. *Naukovi zapysky [Zakarpats`koho uhors`koho instytutu imeni Ferentsa Rakotsi II]. Seriia : Pedahohichni nauky*. 2023. Vyp. 5. S. 73–77. URL: http://nbuv.gov.ua/UJRN/anps_2023_5_15. [in Ukrainian]
8. Ponomarenko O. V. (2022). Neformal`na osvita v pidhotovtsi sotsial`nykh pratsivnykiv : dosvid Velykobrytanii. *Pedahohichni nauky : teoriia ta praktyka*. 2, 84–90. URL: http://nbuv.gov.ua/UJRN/Vznu_ped_2022_2_15. [in Ukrainian]
9. Knodel L. Suchasna osvitnia systema u Velykii Brytanii. URL: <https://osvita.ua/school/method/1024>. [in Ukrainian]
10. Dickler J. (2025). Harvard boosts free-tuition offer, matching other Ivy-Plus schools in «affordability arms race». CNBC: website. URL:

<https://www.cnbc.com/2025/03/18/harvard-is-now-tuition-free-for-students-who-qualify-expanding-access.html>. [in English]

11. Jones S. (2024). Everything you need to know about red brick universities. 2024. URL: <https://universitycompare.com/advice/student/red-brick-universities>. [in English]

12. Oxford bursaries and scholarships for 2025–entry. University of Oxford: website. 2025. URL: <https://www.ox.ac.uk/admissions/undergraduate/fees-and-funding/oxford-support>. [in English]

13. Pearson R. (2024). UK universities : what do all the different groups and categories mean? *Times Higher Education*. URL: <https://www.timeshighereducation.com/counsellor/admissions-processes-and-funding/uk-universities-groups>. [in English]

14. UK HE sector position on the future of the Bologna Process beyond 2010. Europe Unit. 2009. URL: https://ehea.info/media.ehea.info/file/2009_LeuvenLouvain-la-Neuve/94/9/UK_HE_sector_position_on_future_of_Bologna_Process_beyond2010_594949.pdf. [in English]

15. Undergraduate Study : Financial Support. University of Cambridge: website. 2025. URL: <https://www.undergraduate.study.cam.ac.uk/fees-and-finance/financial-support>. [in English]

16. Yatharth. (2023). The Role of Oxbridge in Shaping Political and Intellectual Discourse Globally. Rostrum. URL: <https://rostrumedu.com/the-role-of-oxbridge-in-shaping-political-and-intellectual-discourse-globally>.

[in English]