

AN OVERVIEW OF HIGHER EDUCATION IN ENGLAND




HIGHER EDUCATION AND LABOUR MARKET DEMANDS

Answers from the UK?

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VISÃO GERAL DA EDUCAÇÃO SUPERIOR NA INGLATERRA



EDUCAÇÃO SUPERIOR E DEMANDAS DO MERCADO DE TRABALHO

Respostas do Reino Unido

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29/04/2014

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GOVERNMENT PRIORITIES FOR HIGHER EDUCATION



- Sustainable and Fair Funding – sharing responsibility between the student, employer and government**
- Well informed students driving teaching excellence**
- A better student experience with graduates and apprentices graduating in subjects the country needs to stimulate growth**
- A diverse and responsive sector responding to business needs**
- Improved social mobility through fairer access**
- A free and flexible provider base with a streamlined and fit for purpose regulatory framework**

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PRIORIDADES DO GOVERNO PARA A EDUCAÇÃO SUPERIOR



- Financiamento Sustentável e Justo – repartindo a responsabilidade entre estudante, empregador e governo**
- Estudantes bem informados conduzindo à excelência do ensino**
- Uma melhor experiência estudantil, com graduados e aprendizes formados nas áreas que o país precisa para estimular o crescimento**
- Um setor variado e sensível às necessidades das empresas**
- Maior mobilidade social gerada por uma maior acessibilidade**
- Uma base de provedores livre e flexível com uma regulação simples e específica para as suas atividades**

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BACKGROUND TO UK UNIVERSITIES



- ◉ 100+ Universities
- ◉ Long history- teaching in Oxford goes back to 1096
- ◉ 2.5 million students enrolled on degree programmes- 400,000+ from outside UK
- ◉ 375,000 staff employed in Universities
- ◉ UK Universities contribute at least £59 billion to the UK economy
- ◉ International students bring almost £4.5 billion into the UK economy
- ◉ Best in World (2nd to the US)
- ◉ Employers keen to hire UK educated graduates
- ◉ Research based
- ◉ Financially strong
- ◉ Self governing and independent

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HISTÓRICO DAS UNIVERSIDADES BRITÂNICAS



- ◉ Mais de 100 Universidades
- ◉ Longa tradição - ensino em Oxford começou em 1096
- ◉ 2,5 milhões de estudantes matriculados em programas de graduação- mais de 400.000 de fora do Reino Unido
- ◉ 375 mil funcionários empregados em Universidades
- ◉ Universidades contribuem com cerca de £59 bilhões (R\$220 bilhões) para a economia britânica
- ◉ Estudantes estrangeiros trazem quase £4.5 bilhões (R\$17 bilhões) para a economia do Reino Unido
- ◉ Dentre as melhores do mundo nos rankings internacionais (somente atrás dos EUA)
- ◉ Empregadores propensos a contratar os graduados britânicos
- ◉ Centrado em pesquisa
- ◉ Financeiramente forte
- ◉ Auto-gestão independente

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DELIVERING THE SKILLS THE NATION NEEDS



Post-19 Further Education and Skills: Role of BIS and Partners

Department of Business, Innovation and Skills sets policy, determines spending priorities and determines levers

Understand market

Set the qualifications

Agree Government Funding


Local determination of programmes

Monitor performance

UKCES	Universities	HEFCE SLC	HE	QAA	HESA
Skills Forecasting	Universities using powers given by the Privy Council validate degrees	Funding and settlement Issue student numbers	Can only draw down public funds for approved qualifications. Offer determined by local or national need	Inspection and Quality Assurance	Data services collect and publish data on performance
Sector Skills Councils					
Determining the occupational standards					

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FORNECENDO AS QUALIFICAÇÕES QUE O PAÍS PRECISA



Educação e qualificação continuada para pessoas com 19 anos ou mais: O papel do BIS e Parceiros

O Departamento de Negócios, Inovação e Qualificação (BIS) determina as políticas, prioridades orçamentárias e mecanismos

Compreender o mercado

Determinar qualificações

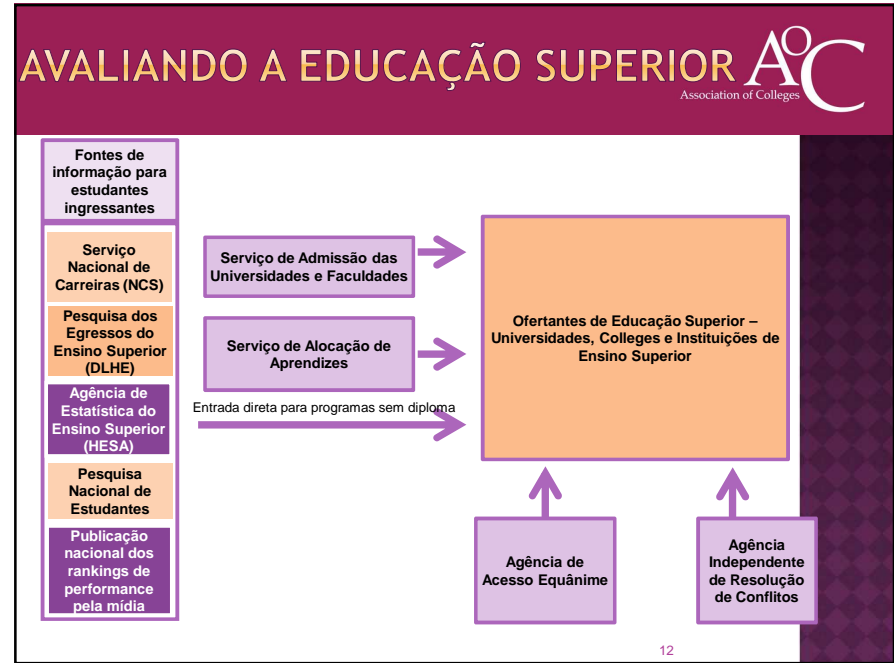
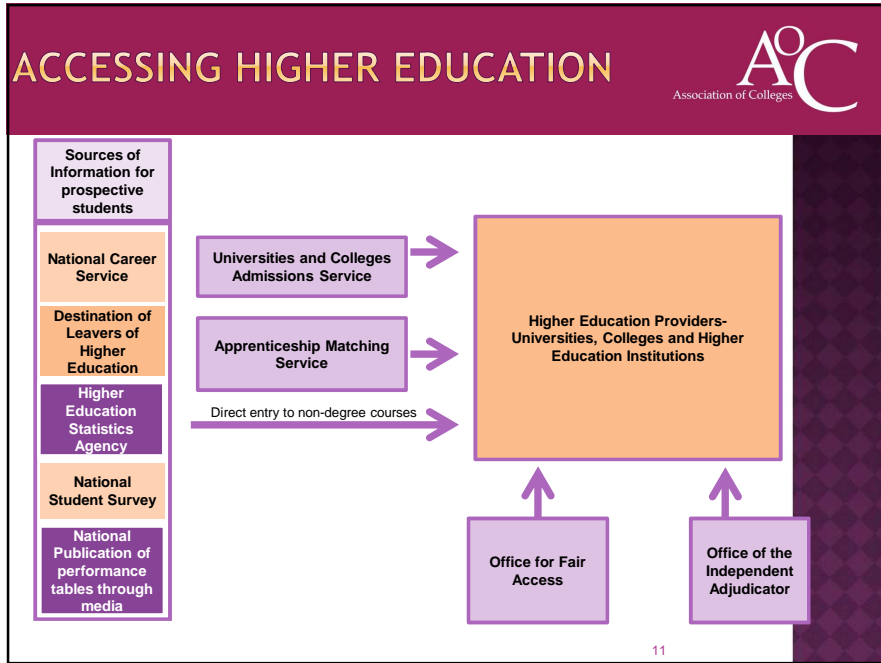
Alocar fundos governamentais

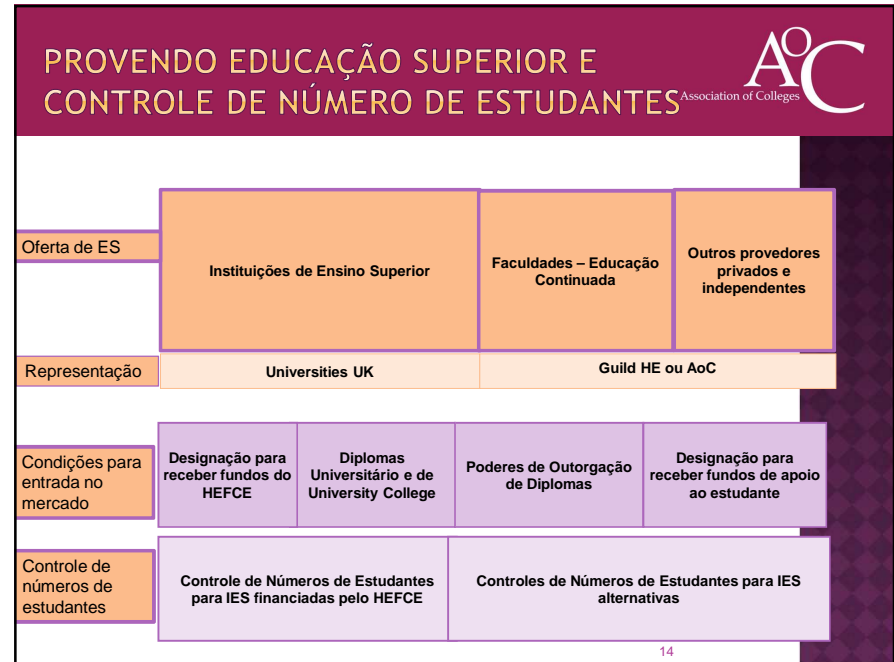
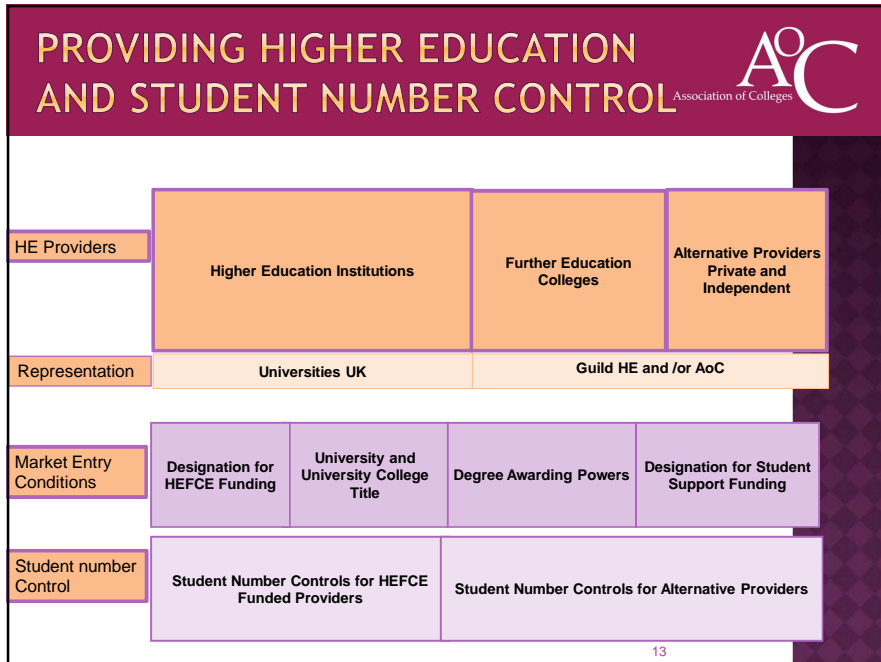
Definir localmente os programas

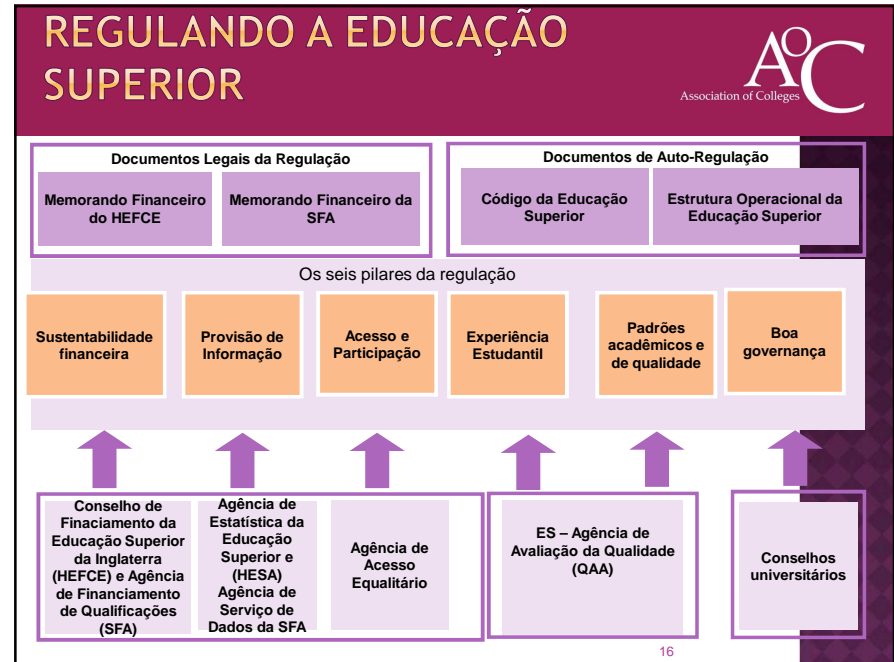
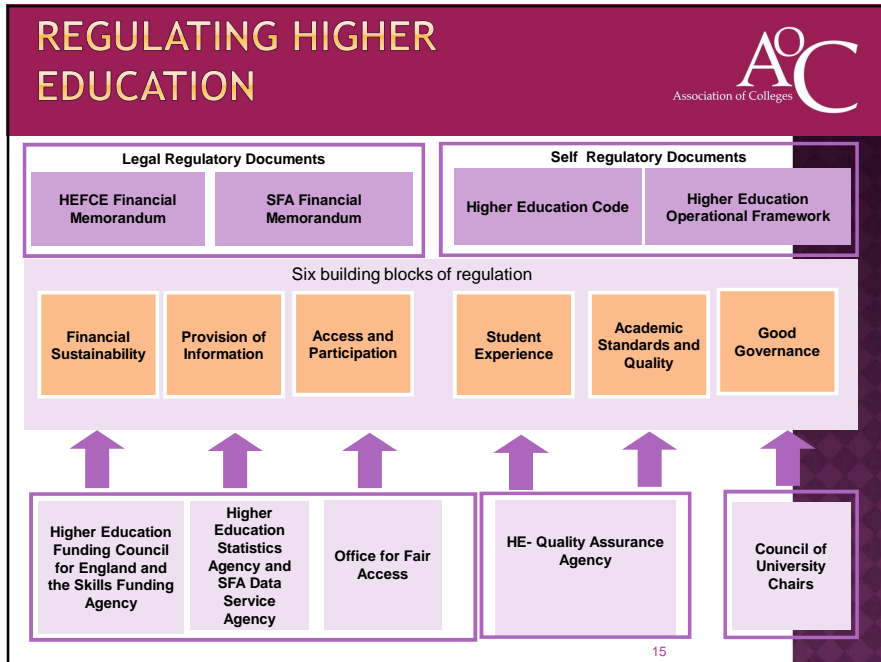
Monitorar performance

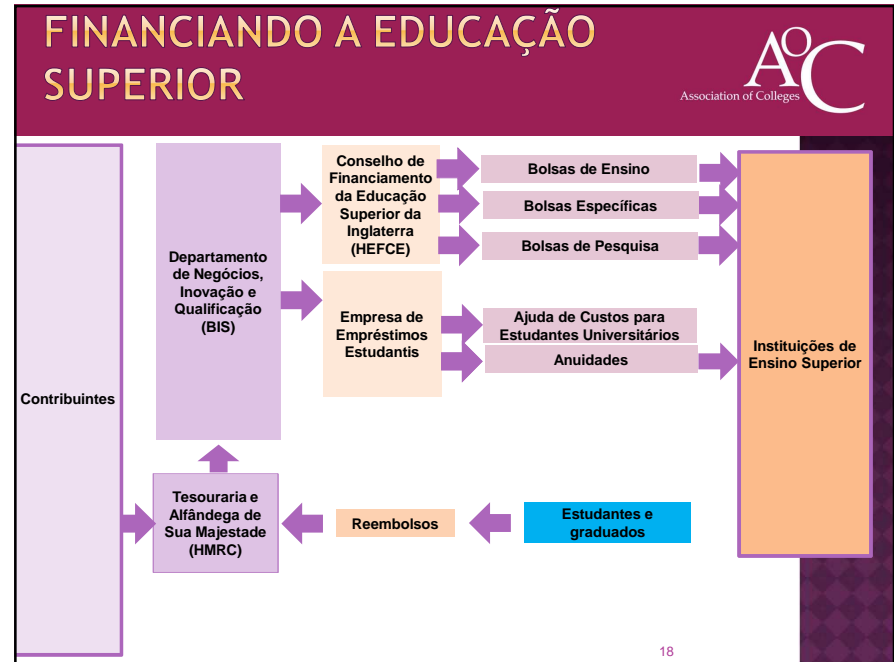
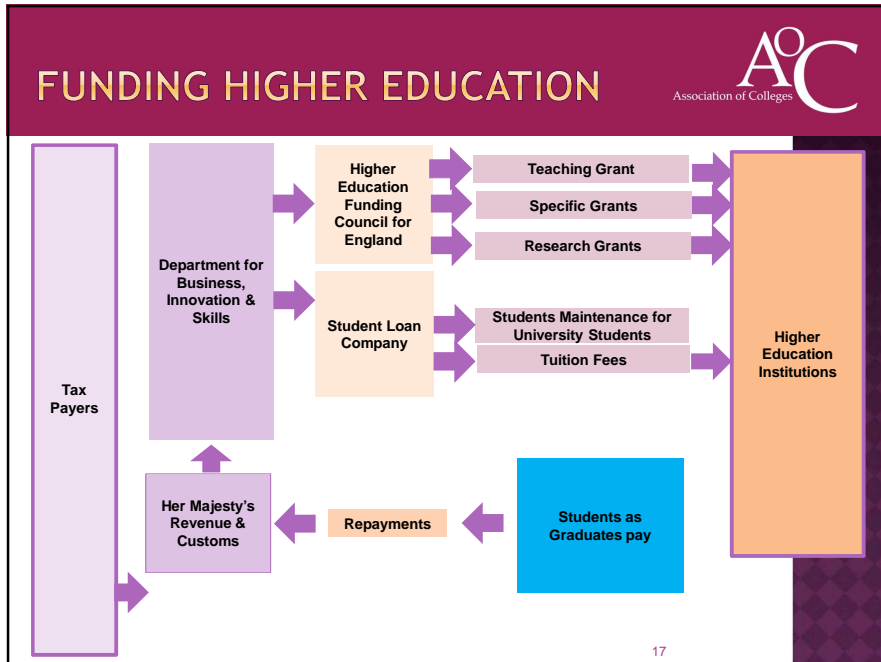
UKCES	Universidades	HEFCE Conselhos Locais	Educação Superior	QAA	HESA
Prognóstico das competências	Universidades conferem diplomas utilizando os poderes outorgados pelo Conselho Privado de Sua Majestade	Financiamentos e contratos Emissão de números de matrículas	Pode utilizar fundos governamentais apenas em qualificações reconhecidas. Oferta definida pelas demandas locais ou nacionais	Inspeção e avaliação da qualidade	Coleta e publicação de dados sobre performance do setor
Conselhos Locais do setor					
Definir os padrões ocupacionais					

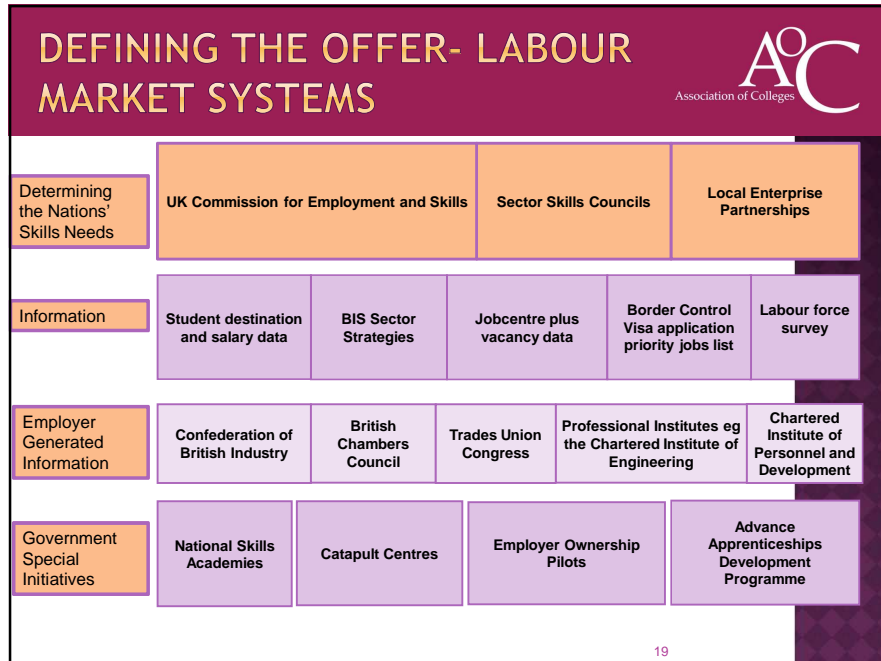
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CASE STUDY: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)



ISSUE

- In 2003 UK recognised there was a shortage of STEM graduates
- The numbers doing A levels in those subjects were dropping
- Employers were reporting a shortage of suitable applicants for science based jobs including the health sector
- Over reliance on overseas recruitment

ACTION

- Partners were brought together to solve the problem.
- A joint strategy was developed bringing together schools, employers, higher education institutions, funders and the media.
- STEM subjects were prioritised for extra funding, schools were supported to offer enhanced programmes, the media promoted science and employers were explicit about what skills they needed.

Successful

- Student numbers have increased in all sciences
- 48% Female
- Project met goals and now embedded into Science and Society project

ESTUDO DE CASO: CIÊNCIA, TECNOLOGIA, ENGENHARIA E MATEMÁTICA (CTEM)



PROBLEMA

- Em 2003 o Reino Unido verificou uma carência de formandos nas áreas de CTEM
- Os números de matrículas nestas áreas estavam caindo mesmo em nível médio (A levels)
- Empregadores sinalizavam a falta de candidatos adequados para empregos nas áreas de ciências, inclusive da saúde
- Dependência de candidatos estrangeiros para estas áreas

RESOLUÇÃO

- Formação de parcerias
- Uma estratégia conjunta foi desenvolvida unindo escolas, empregadores, instituições de ensino superior, financiadores e mídia
- Cursos das áreas de CTEM foram priorizados nas bolsas e financiamentos, escolas foram incentivadas a oferecer programas reforçados, a mídia promoveu as áreas, e os empregadores explicitaram as competências mais visadas

Bem sucedido

- Número de matrículas aumentou em todas as áreas
- 48% mulheres
- Projeto atingiu as metas e está agora inserido do Projeto Ciência e Sociedade

LESSONS ON MATCHING LABOUR TRENDS TO THE HIGHER EDUCATION OFFER



- ◉ Long term sector strategies underpinned by appropriate infrastructure
- ◉ Policy needs to be sustainable
- ◉ Partners must work together
- ◉ Information on future jobs is vital
- ◉ Pupil/student pipeline is key
- ◉ Must be underpinned by excellent basic and intermediary education programmes

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LIÇÕES PARA ALINHAR AS TENDÊNCIAS DO MERCADO DE TRABALHO COM A OFERTA DE EDUCAÇÃO SUPERIOR



- ◉ Estratégias de longo prazo para o setor apoiadas na infraestrutura apropriada
- ◉ Políticas devem ser sustentáveis
- ◉ Parceiros devem trabalhar juntos
- ◉ Informação sobre os empregos do futuro é vital
- ◉ Fluxo de alunos/estudantes é chave
- ◉ Deve ser embasado em ensinamentos básico e médio de excelência

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ACRONYMS



AB	Awarding Bodies	NHS BSA	NHS Business Services Authority
AoC	Association of Colleges	NUS	National Union of Students
AoCGC	AoC Governors Council	OFFA	Office for Fair Access
BIS	Department for Business Innovation and Skills	Ofqual	Office of Qualifications and Examinations Regulation
CUC	Committee of University Chairs	Ofsted	Office for Standards in Education, Children's Services and Skills
DAP	Degree-awarding powers	OIA	Office of the Independent Adjudicator
DIE	Department for Education	PSRBs	Professional, Statutory and Regulatory Bodies
DH	Department of Health	QAA	Quality Assurance Agency for Higher Education
DWP	Department of Work and Pensions	REO	Review of Educational Oversight
DLHE	Destination of Leavers from Higher Education	RPG	Regulatory Partnership Group
ENQA	European Association for Quality Assurance in Higher Education	SFA	Skills Funding Agency
FEC	Further education college or corporation	SLC	Student Loans Company
HE	Higher education	NDPB	Non-departmental public body
HEBRG	Higher Education Better Regulation Group	NCTL	National College for Teaching and Leadership
HEDIIP	Higher Education Data and Information Improvement Programme	UCAS	Universities and Colleges Admissions Service
HEE	Health Education England	UCT	University College title
HEFCE	Higher Education Funding Council for England	UKCES	UK Commission For Employment and Skills
HEI	Higher education institution	UKPSF	UK Professional Standards Framework
HESA	Higher Education Statistics Agency	UT	University title
HMRC	HM Revenue and Customs	UUK	Universities UK
HNC	Higher National Certificate		
HND	Higher National Diploma		
ITT	Initial teacher training		
LETB	Local Education and Training Board		
NCTL	National College for Teaching and Leadership		
NHS	National Health Service		

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SIGLAS



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