



UPPSALA
UNIVERSITET

UFV 2021/422

Lifelong learning at Uppsala University

Project directive

Adopted by Uppsala University's Vice-Chancellor 9 March 2021

18 February 2021

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1 Background and purpose

Over recent years, more and more directives have been issued stating that Swedish higher education institutions should take greater responsibility for lifelong learning and society's needs for skills development beyond traditional undergraduate education. This is not a completely new question, and several initiatives and efforts have previously been made, such as freestanding courses.

In spring 2020, the Government issued a memorandum proposing amendments to the Higher Education Act. The purpose was "to promote academic freedom and clarify the role of higher education institutions in lifelong learning". The amendments are planned to come into effect from 1 July 2021. In many respects, the COVID-19 situation accelerated adoption of the amendments and lifelong learning initiatives in general. The University is expected to take greater responsibility for lifelong learning both in the short and long terms.

In the short term, the University needs to meet society's need for skills development and retraining in the wake of the COVID-19 epidemic. In 2021, the state has injected SEK 500 million in extra direct government funding for undergraduate education, and a significant part of these extra funds are being put into lifelong learning. Uppsala University has been allocated SEK 22 million for education aimed at lifelong learning.

The Disciplinary Domain Board for Science and Technology has begun a long-term effort on lifelong learning, and the 2021 supplementary operational plan tasked the Board with leading a university-wide initiative on lifelong learning in 2021.

"Within the framework for a one-year initiative on lifelong learning, SEK 1.5 million was budgeted to design and implement the initiative for the long-term commitment to lifelong learning. The Disciplinary Domain Board for Science and Technology is tasked with leading the university-wide initiative for lifelong learning."

The Government Inquiry on Governance and Resources (SOU 2019:6) defined lifelong learning as a broad concept that can be divided into four categories (with some overlap) based on the purpose of the learning:

- **Continuing professional development:** the employee's need for training to perform current tasks judged to have changed and requiring a higher skill level.
- **Additional training:** the employee's need for new training to perform new tasks for the same employer (sometimes paid for by the employer, such as with contract education).
- **Career change:** the individual's need for training to change career.
- **Education:** the individual's need for education for personal development (e.g., current freestanding courses).

The Government's collaboration programme for access to skills and lifelong learning is based on demand from society and employers, the need for new skills and improved options for employees to retrain or gain supplementary training. The collaboration programme is intended to helping individuals wanting to and being able to retrain and continually develop so that they are attractive on a labour market in transition. Companies must be able to grow in Sweden by attracting and hiring broad-ranging expertise needed to be competitive on a global market and to conduct cutting-edge research and develop leading innovations.

The University's work is an outgrowth of our desire to provide education that strengthens Sweden's competitiveness and improve the skills and employability of its citizens. Clarifying

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the conditions and needs within different disciplinary domains is also an important part of the project.

2 Goals

Vision

Uppsala University is to be the obvious choice for lifelong learning.

Goals of the project

- That Uppsala University has clearly defined the conditions, incentives and needs identified for working with lifelong learning within the University and for each disciplinary domain.
- That the University has developed concepts/educational models for different target groups and course types adapted for lifelong learning.
- That the University knows what changes and adjustments are required in the University's educational framework for sustainable and long-term efforts for lifelong learning.
- That the University has a good system for attracting the right target group and that its work with lifelong learning is visible.
- That the University has a good system for identifying trends within the field of lifelong learning nationally and internationally.

3 Organisation and method

We see several different questions that need to be addressed to enable a roll out, and this requires cooperation across disciplinary domains and with joint units at Uppsala University (primarily the Student Affairs and Academic Registry Division and the Communication Division), potentially even nationally.

This includes such things as:

Concepts and course models

- Study pace
- Distribution platform – distance/digital/campus
- Availability – evening and weekend courses
- Interdisciplinary
- International – e.g., courses in English

Support system

- Flexible admissions
- Shorter courses
- Alternative eligibility requirements or selection

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Marketing (a web portal is not the entire solution)

It is important that the University offer incentives to internal organisations for work with lifelong learning and that it clearly is about creating new concepts for education and training. This requires a long-term approach for the departments to be willing to invest and answers to how the concept benefits the local organisation.

The project will take stock of existing cooperation and what course offerings the University already has. Good examples will be highlighted and and inspire others.

Proposed activities

- Take stock of and highlight the University's current range of courses within lifelong learning. Make any adjustments as additions and clarifications.
- Identify and make any necessary adjustments to rules and regulations. Define and justify based on the current situation and desired position.
- Develop proposals for new education models (not regular courses and programmes). Utilise the breadth of the University
- Close collaboration with the University's alumni efforts – develop proposals for activities that offer synergies
- Communications and marketing – even internally
- Monitoring trends in lifelong learning – collaboration med others and joint lobbying (external to the project). National and international perspectives – what is being done in the field?
- Internally and for the University's clients, identify and clarify the University's role for lifelong learning and the importance of assuring the quality of the University's range of courses.
- Doctoral education – create more opportunities for externally employed doctoral and licentiate students
- Improve collaboration between the University's internal stakeholders *Disciplinary domains/faculties/departments Development office, UUI, UU Collaboration, Upptech, Student Affairs and Academic Registry Division, Communications Division, Contract Education*

Steering committee

Led by Vice-Rector Johan Tysk

- One person from each disciplinary domain:
Dean of Education, Science and Technology: Cecilia Johansson
Deputy Vice-Rector, Humanities and Social Sciences: Mattias Martinsson
Deputy Dean of Education, Pharmacy: Anja Sandström
- Director of Communications: Pernilla Björk
- Head of the Student Affairs and Academic Registry Division: Karin Apelgren

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- One representative is appointed by the students in accordance with the provisions of the Student Union Ordinance (2009/769)

Co-opted members:

- Administrative Support: Lena Strålsjö
- Head of Contract Education: Ulrika Ljungman

Project group and project leader

Lena Strålsjö, Senior Education Officer, Teknat

Working Committees

Working committee support

Working committee education

Working committee collaboration, marketing

Staffing of project groups, working committees and any reference persons are defined in the project plan.

4 Limitations

Analysis of needs and interest in the surrounding society

Getting work with lifelong learning off the ground requires good collaboration with the surrounding society and sensitivity to needs. Gaining a good picture of and a process for the needs and interest within the surrounding society for lifelong learning is therefore a very important goal for Teknat's internal projects. Identifying needs and analysing interest are not, however, included in this project but should occur in parallel.

Funding model for lifelong learning

For the University's work with lifelong learning to work well, new funding models are needed for students who want to study while working. This is not, however, included in the project but is seen more as a second step, a question for later and something for external policy efforts.

Building support

To build support for the University's efforts in lifelong learning, it is important to have a broad range of seminars and conferences on lifelong learning, both internally and externally. This must go hand in hand with the project though it is not included in the activity plan.

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5 Timetable

The project directive was approved by the vice-rectors on 18 February 2021 and adopted by the Vice-Chancellor on 9 March 2021.

The project plan was adopted by the steering committee in March 2020.

Deliverables according to the project plan with the initial delivery on 31 May.

Final delivery in December 2021.

6 Budget

The Vice-Chancellor has allocated SEK 1.5 million in the supplementary operational plan to design and implement the initiative for the long-term effort on lifelong learning. These are non-earmarked funds and are assigned to project code 962100010.

Costs will be considered at approval of the project's deliverables and any decisions that must then be made. Can refer to costs for marketing, consultants and other project costs.

7 Annexes

Annex 1 Supplementary operational plan UU 2021

Annex 2 Decision and application to the Vice-Chancellor for permission to create courses with fewer than 5 credits UFV 2020/2779, TEKNAT 2020/341

Annex 3 Opinion piece *Korttänkt om livslångt lärande vid lärosätena*

https://www.tidningencurie.se/debatt/korttankt-om-livslangt-larande-vid-larosatena/?utm_campaign=unspecified&utm_content=unspecified&utm_medium=email&utm_source=apsis-anp-3