



PLAN OF OPERATIONS

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Education Board

The Education Board's plan of operations for 2022

Introduction

The plan of operations describes the direction of the Education Board's work in 2022. The structure of the plan of operations is based on the lessons learnt from the work carried out by the Education Board in recent years and clarifies the issues on which the Board intends to work in the coming year. The issues emanate from the work already initiated by the Education Board, special assignments given to the Board, and issues identified as relevant by the Board in the coming period. The plan of operations is also based on discussions conducted within the Board at an away-day event 16-17 November 2021.

For 2022, the Board has been tasked by the University Board in the 2022 Plan of Operations and Resource Allocation (STYR 2021/9) with producing proposals for the vice-chancellor on allocation of funding for development of education for special initiatives. This is, among other things, to enable the University to fulfil its remit from the government in the initiatives for Hela Landet (the Whole Country) and Livslångt lärande (Lifelong Learning). The Board has also been tasked with producing proposals for how to implement education within the framework of EUGLOH collaboration. For 2022, the Board has not been assigned any funds of its own to allocate. Unused funds from previous years have been returned to the vice-chancellor to finance Digital Learning Environments.

Follow-up of the Swedish Higher Education Authority (UKÄ)'s review of the University's quality assurance work will also be of great

importance in the Education Board's 2022 operations. The Board is mentioned specifically in the UKÄ statement as a party that should take a more central role in quality assurance work. The statement also contains further and more specific recommendations for Lund University. These will be processed by the Board in collaboration with other parts of the University in the course of 2022.

Both 2020 and 2021 were strongly impacted by the still ongoing Covid-19 pandemic. For long periods, the University has had to conduct all its activities digitally. Throughout the University, many lessons have been learnt from the pandemic and its impact, but analysing and understanding at a strategic level how the University can develop after the pandemic subsides will continue to be important.

In addition to the issues prioritised in the plan of operations, the Board handles ongoing matters described in the University's rules of procedure. These include decisions on establishing new programmes, changes to application periods, responses to consultations within the Board's remit, and the approval of rules and regulations. The ongoing work also includes follow-up of issues within the Board's areas of operation, such as digitalisation, admission and student well-being. The Board may also be given further assignments during the year, while new situations and issues that the Board needs to address may arise. Some issues and activities from the 2021 plan of operations will be followed up during 2022, such as the proposed measures based on results from the Student Barometer survey on students' well-being.

In 2022, the Education Board will also set up contacts and collaborate with other boards and councils within Lund University with overlapping areas of responsibility. This will include issues such as educational development, digitalisation and digital tools, study environments and the intertwining of education and research. A list of examples of boards and councils with which to collaborate is attached at the end of this plan of operations.

An overview of the areas and activities on which the Education Board intends to focus in 2022 is given below. It also includes a section on the areas that the Board should follow up from previous years' plans of operations.

Vision and ideas document

Lund University has developed a number of strategies to guide the work in several of the areas that are key to a higher education institution. However, no overarching strategy for educational issues has been drawn up. In many cases, the strategies that affect the area of education are obsolete or lack concretisation. A similar situation applies to educational issues within the framework of major strategies, such as the University's strategic plan. A rudimentary draft of a vision and ideas document for educational development at Lund University was discussed at the Education Board's away-day event in November 2021. The draft covered areas such as educational methods, digitalisation, lifelong learning and internationalisation. The Education Board should continue to discuss the forms and working method for producing a vision and ideas document for educational development. In particular, such work should take account of the specific circumstances of the various faculties, departments and disciplines. Likewise, the lessons learnt from the Covid-19 pandemic should be incorporated into the work on the vision and ideas document for educational development.

Activities in 2022

- Discuss the forms and working method for producing a vision and ideas document for educational development, which can function as an educational strategy for Lund University.

Educational development

Higher education is currently in a phase of strong development, driven not least by the rapid developments in the field of digitalisation. This development, which in many ways changes the conditions for both higher education and working life, had already begun before the pandemic, but accelerated considerably as a result of it. In turn, this

places demands on higher education institutions worldwide to develop and change educational content, offer digital learning support to students regardless of whether they are on campus or studying online, develop support and training for teaching staff as well as developing teaching methods linked to digital tools.

On 1 October 2020, the vice-chancellor inaugurated the Digital Learning Environments project. The project, which runs from 1 January 2021 to 30 June 2023, collectively addresses digitalisation in education. The experiences from the project, and other work in the field of digitalisation, have revealed the need for more permanent work on digital learning environments. Based on this, on 13 December 2021 the University director decided to establish two units for e-infrastructure and central teaching support. The teaching support unit and its activities will gradually be increased according to the needs of teaching staff and students. The unit is to be controlled through assignments from the Education Board in consultation with the unit's director. In 2022, it will be important for the Board to monitor the continuous transition from project work to permanent organisation in the field of digital learning environments, and to utilise the needs of teaching staff and students to formulate an assignment for the new unit. The impact of the pandemic on the University may particularly affect these needs and should therefore be taken into account.

Alongside the digitalisation process, major changes are also being implemented in the European educational landscape in the form of the EU's ambitions to create a European Education Area (EEA) by 2025. One important part of this work is the European Universities initiative, in which Lund University is part of the EUGLOH alliance together with eight other higher education institutions. But the ambitions of the EEA are more extensive than that, also including issues such as micro-credentials and lifelong learning. Questions about how students could get better knowledge on innovation and entrepreneurship (in a broad sense) are an increasingly prioritised issue within the EU. Within the framework of the EUGLOH collaboration, the Education

Board has drawn up proposals for new study programmes. This assignment, given to the Board by the University Board, was confirmed for 2022 as well.

During 2020 and 2021, the Education Board implemented development work concerning commissioned education, and financed the development of a number of commissioned education courses and programmes. The initiative was completed during 2021 and needs to be followed up in 2022.

During 2020, Lund University implemented a major quality evaluation of the higher education institution's research, RQ20. The outcome of the evaluation has led to a number of proposals for the University to develop its quality enhancement work in both research and education. An area that was particularly highlighted concerns the intertwining of research and education, to which the UKÄ review of the University's quality assurance work also drew attention. Intertwining has also been a topical aspect of the University's work on developing profile areas.

Activities in 2022

- Design and follow-up of assignments to the unit for teaching support in consultation with the University director.
- As assigned by the University Board, develop a proposal for how study programmes in EUGLOH are to be implemented and announce funding to enable the implementation of study programmes in 2022.
- Follow-up of the seed funding for the development of commissioned education decided on by the Education Board in 2021 and 2021.
- Support the conditions for the intertwining of interdisciplinary research with interdisciplinary education in collaboration with the Research Programmes Board and the Research Board, as assigned by the vice-chancellor.
- Follow the University's work on profile areas, in particular with regard to the intertwining of research and education.

Lifelong learning and widening participation in recruitment

Since 1 July 2021, pursuant to chapter 1, section 5 of the Higher Education Act, Sweden's higher education institutions have been tasked with promoting lifelong learning in their activities. The government also assigned a total of SEK 22 600 000 to Lund University for courses and programmes in lifelong learning. The Education Board is to propose to the vice-chancellor how to allocate SEK 11 300 000 of this funding. The Education Board is also to propose to the vice-chancellor the allocation of a total of SEK 21 006 000 for the Whole Country/Study Opportunity (Hela landet/Studiechansen) initiative. SEK 8 654 000 of these funds have already been allocated for the 2022 spring semester. Since autumn 2020, after a proposal from the Education Board, Lund University has used the government's new investments to offer courses and course packages within the Study Opportunity initiative. The work of drafting proposals for study programmes and courses within the framework of the Study Opportunity initiative has required a lot of resources and had a short-term perspective. There is a clear need for a long-term sustainable solution, capable of continuing beyond the conclusion of the government's special initiatives. Furthermore, the population of potential students will change as the labour market recovers following the pandemic.

In order to enable a more long-term sustainable solution, the University will begin working during the year on an experimental workshop for new courses, where teaching staff can get support to develop new courses that correspond to the remit from the government and focus on lifelong learning, as well as on interdisciplinary or cross-faculty programmes and courses. The courses are to be aimed at a broad target group of students, both existing students who wish to broaden their skills and people who are already professionally active or transitioning into another sector. The courses should be adapted to the needs and circumstances in the professionally active group, by being preferably short and digital, to fulfil the government's remit.

In some respects, the work on lifelong learning is also connected to widening participation in recruitment. Pursuant to chapter 1, section 5 of the Higher Education Act, Sweden's higher education institutions are tasked with actively promoting and broadening recruitment. During 2020 and 2021, the Education Board ran a project to implement a self-evaluation in connection with the Swedish Higher Education Agency's thematic review of the University's work on widening participation in recruitment. According to the UKÄ timetable, the assessment group will release a statement on Lund University in the spring. The statement from UKÄ will most probably include several recommendations to reinforce the work on widening participation in recruitment at Lund University. During 2022, the Education Board needs to address the recommendations and observations in the statement, as well as the lessons learnt from the project. This will probably lead to several new activities that the University should manage during the operational year.

Activities in 2022

- Process and manage the UKÄ recommendations from the thematic review of widening participation in recruitment and lessons from the project for the production of a self-evaluation in this area.
- Follow and coordinate the work on how study programmes and courses in lifelong learning could be created and implemented.
- Follow and coordinate the work regarding how study programmes and courses in interdisciplinary collaborations could be created and implemented.
- Develop proposals for the allocation of funds for the development of new courses and programmes within the framework of the government's and the University's Whole Country initiative.
- Develop proposals for the allocation of funds for the development of new courses and programmes within the framework of the government's Lifelong Learning initiative.

- Develop proposals for the allocation of funds for the development of courses and programmes within the framework of the government's initiative on summer courses.
- Follow up previously implemented government initiatives in education.
- Take a position on how short courses and micro-credentials should be quality-assured.
- Discuss and coordinate central organisational issues concerning micro-credentials.
- Follow-up of previous decisions on the allocation of funds for special educational initiatives.

Quality assurance work

On 12 October 2021, the Swedish Higher Education Agency approved the assessment of Lund University's quality assurance work as satisfactory. In its statement, the assessment group highlighted both strengths and development areas in which quality assurance work at Lund University could improve. The Education Board plays an important strategic role in this development work, for example.

Some of the recommendations are covered by other focus areas within the Education Board's plan of operations, while others need to be specially highlighted. During 2022, the Education Board should process the recommendations highlighted within the framework of the higher education institution review from a strategic perspective and produce plans to comply with them. This should be done in collaboration with other central functions within the University's quality assurance processes.

At the University's quality dialogues between the vice-chancellor and the faculties, several faculties raised the need and wish for better opportunities to discuss quality assurance work with one another in a structured way. Collaborations and exchange of experiences between faculties was also one of the areas identified as crucial by UKÄ.

During the 2022 operational year, the Education Board is therefore to support such exchange of experiences.

As of the turn of the year 2021/2022, the new guidelines for course evaluations and course evaluation reports enter into force and the faculties' approach to course evaluations should be discussed and examined in the Education Board.

A particular area discussed a couple of times by the Board in recent years and highlighted by UKÄ concerns the university-wide surveys. The Board should follow up previous decisions concerning university-wide surveys and mapping so as to clarify the allocation of responsibility and follow-up to achieve better coordination.

Activities in 2022

- Discuss and analyse the Swedish Higher Education Authority's recommendations regarding the University's quality assurance work, with the aim of producing a suitable implementation plan.
- Support cross-faculty discussions and exchange of experiences regarding quality assurance work.
- Follow up the implementation work on the new guidelines for course evaluations and course evaluation reports.
- Follow up previous decisions regarding surveys and mapping processes.

Follow-up work

The Education Board should continuously follow up and monitor important education strategy issues, for which the Board has not established any specific activities. This includes student well-being, development of the range of courses and programmes, admission statistics, new legislation and provisions, etc. If new restrictions are to be implemented due to the pandemic, these should also be followed up. Regarding students' well-being, representatives of the Student Health Centre should be specially invited to discuss their work on this issue.

Collaboration bodies within Lund University

Several of the Education Board's areas of activity for 2022 concern issues that are not only addressed by the Education Board. For example, issues concerning teaching methods should be discussed with the Council for Higher Education Development. A well-developed collaboration with the other boards, the Research Programmes Board and the Research Board, will be important in discussions about the intertwining of education and research. Lund University has set up a number of new bodies at the university-wide level. Finding well-functioning forms of collaboration thus becomes an even higher priority.

The Education Board can focus on the following university-wide bodies with which to develop collaborations:

- Research Programmes Board
- Research Board
- Council for Higher Education Development
- Campus Development Council
- International Council
- External Engagement Council
- Council for Gender Equality and Equal Opportunities
- Council for Ethics and Academic Freedom