



Strategy for Education

LUND UNIVERSITY | 2023-2024





Lund University's Strategy for First and Second-Cycle Education 2023–2024

Lund University's Strategy for Education is based on the Platform for Strategic Work (STYR S2022/2375) and covers the prioritised areas in depth and the aspects that have been developed within them.

Introduction

Innovative courses and study programmes and sustainability in a changing world

Lifelong education, training and professional development will be increasingly important in the changing world that prevails with geopolitical challenges, climate change, the digitalisation of society and increasing divisions regarding wealth. Lund University's courses and programmes are to meet the needs that emerge as society changes. While the courses and programmes must be adaptable and open to change, they are also to be sustainable in terms of content both from a sustainability perspective and by being based on fundamental subject

knowledge and generic skills. Knowledge, education and training contribute to providing a solid existential foundation that is the basis for preparedness for social changes and transitions – in this way education is a part of existential sustainability. Lund University's courses and programmes are to be characterised by the highest quality in terms of content and educational approach, and the organisation is to develop innovative courses and programmes that utilise the unique potential provided by the breadth of subjects at Lund University.

Digitalisation in education and teaching

Digital developments affect education and assessment in many ways. Teaching staff are to obtain knowledge and support for the opportunities that digital developments provide, in terms of educational approach and content in each programme and course, but also for the accompanying challenges, for example regarding examinations. Lund University's programme and courses are to include subject-related perspectives on digital technology

as a preparation for working life, as well as what digitalisation entails for future professional roles and society as a whole. Digital tools are to be utilised with an aim to raise the quality of courses and programmes and used according to needs that arise whether teaching is conducted on campus or on a completely digital basis. Digital tools offer paths to individualise teaching, which is significant for flexible learning that is more independent of time and place.

Attractive courses, programmes and learning environments

Courses and study programmes that represent academic values and the breadth of the University

Courses and programmes at all levels are to give students tools to address societal challenges and act as knowledgeable citizens in a democratic and sustainable society, equip them for working life and be a contributory factor in personal development and training. The courses and programmes are to develop in dialogue with the surrounding society and its need for educated people as well as being academically and scientifically sustainable and well-founded and based on both teaching staff's research and international research in the subject. The academic values and generic expertise in the subject that characterise the University, such as critical thinking, methodical analysis and a knowledge-seeking approach, are to be a part of all courses and programmes. The consequences of the digitalisation of society, the sustainability perspective, gender equality and equal opportunities perspectives and the internationalisation perspective are to be integrated in all of Lund University's courses and

programmes and be managed based on the conditions of the subject. Teaching staff are to be given incentives to collaborate broadly across the University in order to create courses and programmes that provide both broad knowledge and training. In addition, students are to be encouraged and offered opportunities to study across subject and faculty boundaries to gain more specialised knowledge and perspective-widening insights. Aspects from different disciplines are important for a deeper understanding of societal challenges; students need to be ready to address changes in the transformative times we live in and acquire the ability for complex problem-solving. Lund University's courses and programmes are thus to optimally utilise the extensive and specific breadth that the University offers, both in innovative interdisciplinary courses and programmes and by opening up cross-faculty opportunities in different programmes.

Courses and study programmes in a research community

Lund University's courses and programmes are to be related to current research in order to meet societal needs and to be as competitive as possible. This applies to general courses and programmes as well as the professional development courses offered within lifelong learning. The students are to be confident that the courses and programmes, in terms of both content and educational approach, are of the highest international standard and are viable both nationally and internationally.

The students are a part of the academic environment created on campus and online and they are to be given the conditions to actively participate in joint education and take responsibility

for their own learning. All students are to come into contact with research in different ways, in terms of content, educational approach, methodology and critical mindset, and they are to meet leading representatives of the subject even in the first cycle. The connection between teaching and research is to stimulate students' thinking and intellectual development and give them the insight that they are part of a research community. Learning is supported by an investigative, reflective and inquisitive approach, which develops the individual's education and understanding of the complexity of people and society.





Forums on campus and online

Lund University has campuses that offer important forums for students and teaching staff, and which are attractive to use for teaching and joint work. On a campus that also has online teaching, there are to be learning environments that support cooperation and the students' active learning, and which provide scope and opportunities for creative work. The learning environments are to offer a good psychosocial environment for both students and teaching staff and be based on, and support, the educational needs that are a condition for learning.

The learning environments are to be flexible and accessible and be set up and furnished in a way that accommodates students when they are participating

in person or online. Digital tools are to be accessible through an infrastructure that is updated and integrated in teaching and learning. Just as digital technology is to be used in teaching, the courses and programmes are to utilise the infrastructures that Lund University offers. This includes the use of collections and artifacts at museums, libraries and archives that can provide totally new perspectives on a course or programme as well as enriching the educational approach. To the extent that is possible and appropriate, courses and programmes are also to use the available research infrastructures, such as the Humanities Lab and MAX IV.

External engagement with society and working life

External engagement with organisations in society regarding educational matters is an important factor for ensuring the relevance of courses and programmes. External engagement with society is to be a key issue and a condition for our educational activities. It assists in enabling us to meet the needs of society and changes in the world around us. Courses and programmes that are practice-integrated and/or placements give our students the best conditions for their future professional practice. Lund University's courses and programmes are to be involved in a

dialogue with society and professional life so that the students are equipped for working life.

This means that the courses and programmes meet the different needs of society but also provide the students with the ability to understand and to convey to employers the more overall or general expertise they have obtained and how this can be implemented in practice. The external engagement perspective is important for giving students insights into how knowledge can be realised and made useful from a societal and labour market perspective.

A welcoming study environment

Lund University strives for widening participation in student recruitment and is to encourage students from environments where study is not customary to apply for the University's courses and programmes. The core of teaching is the interaction between teaching staff and students, and between the

students, and student-focused teaching, i.e. the students' needs and opportunities to assimilate education, is to be the starting point for the structure and educational approach of the teaching. Here, student influence is key for providing optimal possibilities for quality enhancement and inclusion.

Educational approach, development and acquisition of qualifications

Professional development in teaching

Lund University's teaching staff are to be offered, and encouraged to undertake, continuous professional development relating to teaching and learning throughout their period of employment. There is to be sufficient time for teaching staff to have the possibility to advance their educational expertise and collegial collaborations to a satisfactory extent. Pedagogical work and development are to be accorded

importance in the acquisition of academic qualifications and be a self-evident part of an academic career. Teaching is to be based on scientific foundations, and on the teaching staff's professional development and the application of current pedagogical practices within the development of teaching and learning in higher education. In particular, developments within digital teaching and learning are of the greatest importance.

Educational approach for different student groups

Teaching and educational approach are to be based on reflection concerning the student groups at which the course or programme is aimed. With new student groups come students with different experiences and backgrounds to Lund University and the educational approach and teaching should utilise the students' different backgrounds and expertise and be shaped accordingly. New as well as existing courses and programmes are to be designed and implemented

based on an advanced educational approach in order to create high-quality and inclusive teaching.

In each teaching situation, the organisational units are to reflect on which pedagogical forms provide the best teaching, depending on the student group at which it is aimed and on whether it is on campus or online. The options that digital tools provide, if appropriate, are to be utilised in teaching and be accessible for all students.

Lifelong learning with a developed range of courses

From undergraduate to lifelong learning

Lund University welcomes applicants from all age groups and with different backgrounds and circumstances and strives to create good conditions for learning based on different needs. For students in first and second-cycle courses and programmes, it is to be clarified that the journey has started towards what will be recurrent and continuous learning over the years. Lifelong learning is a perspective integrated in the first and second cycles to then be offered in various forms and channels to students of different ages and at different stages of their lives.

The Government inquiry on Governance and Resources (SOU 2019:6) divided lifelong learning into four categories: continuing professional development (training for the same duties, which have changed), additional training (training for new duties), career

change (change to a completely different career) and education (the individual's need for/interest in personal development). These categories may take varying forms in the range of courses and programmes, but in the next few years the focus will be on short courses aimed at professionals or people who need skills enhancement and continuing professional development. Lund University is to fulfil these student groups' need for flexibility and develop short courses that are viable in conjunction with an active working life. The courses are to be offered in the forms that the student groups need in order to benefit from them. This may relate to online courses, but also to some courses being offered in English in order to reach broader groups with the specialised knowledge that Lund University can offer.



8	Basis	1 M	1 M
8	Avance	2 M	2 M
64	Excess	3 M	3 M
76	Opitimal	4 M	3 M
8			



Intercultural skills in an international learning environment

The role of internationalisation

The framework for European cooperation in education and training has defined five prioritised areas for the period 2021–2030 that relate to the green and digital transition, teacher training, lifelong learning and international mobility, and that courses and programmes are to be of high quality and inclusive¹. Lund University works jointly with international HEIs, both through formalised networks (e.g. U21, LERU, EUGLOH) and through a number of collaborations in all the University's activities. The issues and areas defined in the Strategy and the Platform for Strategic Work are ones that we share to a large extent with other HEIs. These issues and areas link to the

joint work being undertaken internationally and whose challenges we are meeting together.

Intercultural abilities are to be promoted in courses and programmes, both through content and by all students having access to international environments, either through studies abroad or through internationalisation at home. An important element of this also involves international development opportunities for teaching staff such as staff mobility and by supporting teaching staff in the development of international course collaborations. The courses and programmes are to utilise the potential that the many international students in our courses and programmes offer and provide scope for their perspective-widening experience.

International engagement in different ways

Internationalisation in courses and programmes is one way towards intercultural understanding and expertise, which is important in an increasingly globalised world. Travelling abroad on an exchange or taking part in teaching collaborations with universities in other countries helps to widen perspectives, not only in the specific course or programme but also for more general intercultural expertise. The opportunities for international engagement that are offered in various ways at Lund University are to be utilised by students to broaden and deepen perspectives and insights. International engagement is accessible in exchange studies when students go out in the world for studies at various partner universities, through participating in courses with universities in other countries both physically

on site and through digital channels while staying at the home university, and other ways that are offered by faculties and student organisations. Thus, everyone is to have the opportunity for international experience, even those who for various reasons cannot travel abroad on an exchange. However, internationalisation at home is not just a substitute for a physical exchange, rather it is a form that can be used to advantage in regular courses and programmes. Here, digital tools and formats such as COIL (Collaborative Online International Learning) are important in the development of international touchpoints for courses and programmes with the aim that all our students are to have the opportunity to acquire intercultural expertise.

Follow-up

The university-wide Education Board is responsible for following up implementation of Lund University's Strategy for First and Second-Cycle Education 2023-2024.

1. Council's resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021–2030) (2021/C 66/01)

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