

# Strategy for Cooperating with Working Life

**Kristiania University College**  
**2020 – 2025**



Knowledge that changes society

# The third social mandate

It is the ambition of Kristiania University College to become a “working life university”. In order to realise this ambition, the University College must develop a productive cooperation with working life and help solve their challenges, as well as those of society.

This is the third social mandate for universities and university colleges<sup>1</sup> stipulated in the Norwegian Act relating to Universities and university colleges . For Kristiania University College, the third social mandate may be best understood as a mandate for cooperating with working life.

The University College already cooperates extensively with working life. Working life is involved in the creation and development of all University College courses and it is currently possible to select practical professional training that carries credits as part of many of the courses available at the University College. A high proportion of

the University College’s employees have extensive experience of working life. Working life is also involved in most of the University College study programmes through lecturing and guest lecturing. Due to its long history providing flexible education, the University College is well positioned in the postgraduate and further education market. Several University College staff have also distinguished themselves as excellent communicators in their own field. Nevertheless, there are many areas in which the University College could strengthen its cooperation with working life.

It is the ambition of Kristiania University College to become a leader when it comes to complying with the third social mandate. This subsidiary strategy shows what we should do in order to attain this goal.

Our commitments and measures under this subsidiary strategy fall under three main areas:

1. Students and working life
2. Flexible and lifelong learning
3. Research communication and social impact

The University College will participate in international networks intended to strengthen the cooperation between universities and university colleges and working life through measures in all three areas.<sup>2</sup>

<sup>1</sup> The first two social mandates relate to education, research and artistic development work. See Section 1-1 of the Norwegian Act relating to Universities and university colleges (<https://lovdata.no/dokument/NL/lov/2005-04-01-15>). Our understanding of what the third social mandate entails is changing. See for example: Solberg, Espen; Innovation is not a third mandate: Research Policy no. 2, 2018. pp. 22-23. For Kristiania University College, it is natural that the third social mandate should be encompassed by “cooperation with working life”, given the fact that it is the University College’s ambition to become a working life university.

<sup>2</sup> The University College is a member of EUA – The European University Association, which is active in this area (cf. the report The Role of the University in Regional Innovation Ecosystems from 2019). Another network that the University College is considering joining is UIIN – The University Industry Innovation Network (cf. [www.uiin.org](http://www.uiin.org)).

# 1.0

## Students and working life

The courses provided by Kristiania University College are designed to qualify students for undertaking relevant work by providing them with the expertise required by working life. A productive partnership with working life is required to realise this.



### Goal 1

Kristiania University College will make the transition between studies and work as easy as possible. To achieve this goal, the University College will implement four measures:

- Ensuring that practical work which carries credits can be selected in all studies
- Developing the college's Careers Centre
- Establishing an attractive alumni scheme
- Enabling students to engage in innovation and entrepreneurship

# Measure 1.1

## Ensuring that practical work which carries credits can be selected in all studies

National surveys show that many employers would like to see practical professional training being included in the education of their employees.<sup>3</sup> The University College aims to ensure that all students have the opportunity to engage in practical professional training which carries credits and that more will be able to take advantage of this opportunity between now and 2025<sup>4</sup>.

### Kristiania University College will...

- establish a central practical professional training office in order to support the implementation of practical professional training in the study programmes provided by the University College
- cooperate with working life organisations to ensure that employers welcome students for practical professional training
- participate in national and regional initiatives designed to strengthen the management of practical professional training in the sector
- be a driving force in developing different types of practical professional training suitable for all study disciplines

<sup>3</sup> See for example, NIFU Report 2019-3 relating to Education for Working Life: Employers' expectations for and experience of graduates leaving universities, university colleges and vocational colleges. One of the main examples of feedback provided by employers was that they wanted education to include more practical professional training.

<sup>4</sup> Cf. the Subsidiary Education Strategy.

# Measure 1.2

## Develop the University College's Careers Centre

Careers guidance prepares students for working life and provides them with important knowledge about how to find a job.

### Kristiania University College will...

- develop its careers centre to become a leading centre in this sector by virtue of its labour market expertise<sup>5</sup>
- provide careers guidance to all interested students, including former students<sup>6</sup>
- make it easy for businesses to make contact with students at the University College, both by participating in events (e.g. career days) and in other ways
- ensure that the University College's career guidance is in line with national quality frameworks for career guidance<sup>7</sup>

<sup>5</sup> Most higher educational institutions have their own careers centres (e.g. UiO, NTNU, OsloMet, etc.). However, the careers guidance provided by these institutions often focuses more on general skills (CVs, job applications) and less on the actual labour market.

<sup>6</sup> The current time limit for this is three years since their last exam.

<sup>7</sup> This, among other things, is under development by the Norwegian Institute for Adult Learning.

# Measure 1.3

## Establish an attractive alumni scheme

Alumni make excellent ambassadors, hosts for practical professional training, future employers for those who are still studying and for those who desire lifelong learning. A strong alumni scheme will help boost several of the University College's objectives. Many former students also wish to attend events aimed at the alumni network<sup>8</sup>.

### Kristiania University College will...

- ensure that everyone who completes their studies at the University College becomes part of the University College alumni network
- increase insight into former students' careers, through the use of candidate surveys, etc.,
- establish and further develop benefits for University College alumni
- establish an efficient internal alumni organisation
- use its own alumni for providing information about developments and offers within flexible and life-long learning (see Measure 2.2)

<sup>8</sup> According to Kristiania University College's own candidate survey (2018 Candidate Survey), 64.14% of respondents would like to participate in activities organised by the alumni network.

# Measure 1.4

## Facilitate innovation and entrepreneurship for students

The strategy of Kristiania University College specifies that students will be encouraged to engage in innovation and entrepreneurship and act as agents of change in society.<sup>9</sup>

### Kristiania University College will...

- develop a joint entrepreneurship module for all current and former students of the University College
- further develop the Loftet student incubator, e.g. by ensuring the allocation of funds for the operation and establishment of a scheme involving small, easy stimulus methods for students wishing to set up a company and by developing cooperation with other incubators
- provide administrative support to students applying for external funding for commercialisation and entrepreneurship

<sup>9</sup> Cf. Strategy for Kristiania University College 2019-2025.

# 2.0

## Flexible and lifelong learning

Flexible and lifelong learning is study which can be pursued independently of time and/or place<sup>10</sup> and which is offered to individuals throughout their working lives<sup>11</sup>.

A considerable amount of educational policy is devoted to lifelong learning, both internationally<sup>12</sup> and in Norway<sup>13</sup>.

Kristiania University College is a market leader in online education with credits for the individual market. The University College is a challenger in the business market. In the future we will increase our market share in the individual market and become established as a leading provider in the business market.

<sup>10</sup> One historical example is correspondence courses which have been provided by the Norwegian Correspondence School and others since 1914. Today, this flexibility is often realised through the use of technology, even though flexible location-based education is also available.

<sup>11</sup> The terms continuing and further education are traditionally used to refer to lifelong learning. However, there are a few challenges associated with these terms. The sub-strategy therefore uses lifelong learning; see e.g. NOU 2019:12 (<https://www.regjeringen.no/no/dokumenter/nou-2019-12/id2653116/>).

<sup>12</sup> See e.g. A vision for the European industry until 2030, European Commission – Grow F1, 2019-06-28. <https://ec.europa.eu/docsroom/documents/36468>.

<sup>13</sup> See NoU 2019:12 Educational Development — Lifelong learning for change and competitiveness [Norwegian title: Lærekraftig utvikling — Livslang læring for omstilling og konkurranseevne].

### Goal 2

Kristiania University College will be a leading provider of flexible and lifelong learning. This goal will be achieved through the following measures:

- Positioning the University College as a leading provider of flexible and lifelong learning
- Developing and providing relevant and beneficial courses
- Establishing and developing strategic partnerships within flexible and lifelong learning
- Engaging in targeted sales activities

# Measure 2.1

## Positioning the University College as a leading provider of flexible and lifelong learning

The market currently has little knowledge of Kristiania University College. Good knowledge in the market is important when entering into new agreements and for developing commercial market positions. In order to attain a position as a leading player, strategic market communication is essential. One of our main measures in this area will be to create a plan of action for profiling the college as a provider of flexible and lifelong learning.

### Kristiania University College will...

- participate actively in national and international fora for flexible and lifelong learning
- develop meeting places in which businesses can participate in order to discuss their requirements for flexible and lifelong learning
- profile the University College as a key player in the area through targeted campaigns and contributions to the press
- publicise the University College's ambitions and broad range of study options via the websites



# Measure 2.2

## Develop and provide relevant and beneficial courses

Kristiania University College has leading national online courses with credits at University College level which are aimed at the individual market<sup>14</sup>. The University College is a challenger in the business market. This market is currently evolving. Both national and international companies frequently launch courses that are available

in Norway<sup>15</sup>. The competitive advantage of the University College is the broad portfolio, time-to-market and possibility of awarding credits<sup>16</sup>. The overall portfolio of the University College must have an impact on both the individual and the business market.

14 As of 2019, Kristiania University College provides around 100 modules which carry credits and which are developed in house, as well as a further 40 modules under a joint venture agreement with Herriot Watt University in Edinburgh. Kristiania University College provides 16 online modules.

15 See for example LinkedIn Learning, which recently acquired the Lynda learning portal. See also Coursera, which provides an international platform for offering online university courses.

16 Many of the providers in the business market are international or commercial entities that are unable to award credits.

### Kristiania University College will...

- further develop its knowledge base of how pedagogy, technology and the market are developing internationally
- further develop the University College’s models for flexible learning, taking into account both quality and efficiency
- bid on public tenders for the development of educational services
- develop and provide profitable learning products in dialogue with business customers
- take into account the needs of working life when it comes to flexible and lifelong learning through the development of new (location-based) study programmes at the University College
- further develop modules in English
- develop efficient administrative support for the implementation of flexible and lifelong learning for both the individual and business markets

## Measure 2.3

### Establish and develop strategic partnerships within flexible and lifelong learning

Growth in flexible and lifelong learning requires positive relationships with businesses. In order to achieve its goals, the University College must develop different types of partnerships with businesses, both commercial and strategic. To the extent that it supports the objectives of the University College, the University College should also consider tactical and strategic cooperation with other providers of flexible and lifelong learning.

#### Kristiania University College will...

- establish partnerships with internal business schools<sup>17</sup>
- establish expertise partnerships with businesses for the purpose of offering education and providing recommendations for skills development
- apply for Erasmus+ funding for mobility, as well as cooperation and innovation projects
- consider investments and acquisitions as tools to promote growth
- consider reseller agreements with selected strategic partners
- provide research, evaluations and assignments in established partnerships

<sup>17</sup> Currently, the University College is a provider of educational content for internal business schools, such as Manpower Academy and Askoskolen. Such cooperations should also be developed with other businesses.

## Measure 2.4

### Engaging in targeted sales activities

The University College has an ambitious growth strategy for flexible and lifelong learning. Our turnover for flexible and lifelong learning will amount to at least NOK 133 million by 2025. In order to fulfil this ambition, we need to target our marketing and sales activities at both individuals and businesses.

#### Kristiania University College will...

- place emphasis on adult students when marketing online studies
- respond to public advertisements relating to purchases of educational offers
- put together (package) existing study options in order to meet the needs of public and private enterprises
- create and deliver a sales strategy for trade and industry, the public sector and former students
- establish and develop an efficient sales organisation for flexible and lifelong learning
- establish recommended value-added sales aimed at the business market



# 3.0

## Research communication and social impact

Kristiania University College will contribute knowledge in order to solve the major social challenges of our time and help create new added value . By engaging in research communication and cooperation with working life, we will help to ensure that the knowledge that is developed through research and artistic development work can be used by society<sup>19</sup>.

<sup>18</sup> See, for example, the mandate to the committee which will make recommendations on the review of the Norwegian Act relating to Universities and university colleges. [<https://www.universitetsoghoyskolelovutvalget.no/mandat/>]

<sup>19</sup> To see an example of how social impact will become a more important aim for our research activities, please see the discussion contained in Evaluation of the Social Sciences in Norway - Report from the Principal Evaluation Committee; Research Council of Norway, 2018 [pp 32]

### Goal 3

Kristiania University College will be a leader in respect of work on research communication and social impact. This aim will be fulfilled by implementing the following measures:

- Establishing research communication as a major area of investment
- Encouraging innovation and commercialisation
- Establishing partnerships with working life
- Encouraging commissioned activities

# Measure 3.1

## Establishing research communication as a major area of investment

Dissemination and research communication are prerequisites for research to have an impact on society. When presenting its activities, the University College will place emphasis on their relevance for working life and society. This means that we will not simply communicate the results of our research and artistic development

work, but also provide advice about how these results can be used. By engaging in this work, we will also be able to more effectively position Kristiania University College as a working life university and show more specifically that we are significant contributors to key knowledge areas in society.



### Kristiania University College will...

- identify and take national ownership of between four and seven knowledge areas that are strategically important to the University College
- establish and develop a knowledge repository in order to make it easier to find the relevant knowledge and expertise at the University College
- develop meeting places between our academics and those who are in a position to make use of knowledge, both for themselves and in cooperation with others
- consider establishing a series of events under the banner of “Kristiania Management School” aimed at people working in those areas in which Kristiania University College possesses expertise

# Measure 3.2

## Encouraging innovation and commercialisation

Kristiania University College's employees undertake research and artistic development in a number of areas, both with and without cooperation with working life. The results of such academic activities could create the starting point for innovation and commercialisation. This is an important example of social impact, and a contribution towards developing working life.

### Kristiania University College will...

- have a rights policy which encourages innovation and commercialisation
- establish funding designed to encourage the commercialisation of academic work
- provide administrative support, internally or via partnerships, to academics wishing to commercialise the results of their academic work
- provide administrative support to academics applying for external funding for innovation and commercialisation
- prioritise innovation and commercialisation activities that support the green shift



# Measure 3.3

## Developing partnerships with working life

The University College's cooperation and partnerships with working life affect its courses, research and artistic developments, as well as how the knowledge developed is used. Working life acts as a crucial quality assurer for the University College's education through various councils and committees. Studies indicate that employees at universities and university colleges with

working life experience engage in wider cooperation outside the institution, have a greater number of speaking engagements and more externally-funded research projects<sup>20</sup>. Furthermore, a substantial amount of knowledge development takes place in working life and it is important that the University College's employees and students gain an insight into such.

<sup>20</sup> Gulbrandsen, M and Thune, T; Knowledge Network Nodes: Research, transfer of knowledge and external cooperation among scientific employees in the higher education sector [Norwegian title: Noder i kunnskapsnettverket: Forskning, kunnskapsoverføring og eksternt samarbeid blant vitenskapelig ansatte i UH-sektoren]; NIFU Report, 2014.  
<https://www.nifu.no/publications/1152682/>



### Kristiania University College will...

- continue to facilitate the employment of high quality academics with substantial working life expertise
- facilitate shared jobs at the University College and in working life
- facilitate working life representatives participating in research teams and research centres
- further develop the University College's recommendations for cooperation with working life and the trade council scheme
- establish cooperations with companies for business PhDs and public sector PhDs
- develop schemes for endowed professorships and PhD positions
- ensure that knowledge about how research (knowledge development) takes place in working life becomes part of the University College's own research education

# Measure 3.4


## Encouraging commissioned research

Many universities and university colleges have established cross-sector institutions or their own integrated units whose operations are largely funded by commissioned research<sup>21</sup>. Such units often operate with a high degree of cooperation with working life and undertake many activities which have a significant social impact<sup>22</sup>. Commissioned research can therefore contribute to ensuring the social impact of the University College’s academic work. It can also be a source of income<sup>23</sup>.

21 Examples of such are the Centre for Applied Research at the Norwegian School of Economics and the Centre for Welfare and Labour Research at OsloMet. The former is an external, 100%-owned institution. The latter is part of OsloMet.

22 See for example “A targeted and effective institutional policy – A systematic review of the Research Council of Norway’s evaluation of research institutes” [Norwegian Title: En målrettet og effektiv instituttpolitikk - En systematisk gjennomgang av Forskningsrådetsevalueringer av forskningsinstitutter”]; Research Council of Norway, 2018.

23 For example, in 2018, commissioned income outside the EU, the Research Council of Norway and the Norwegian Regional Research Funds (RFF) amounted to NOK 92.9 million for the NTNU, NOK 21.6 million for the USN and NOK 51.3 million for HINN. See table V3.20 in [https://dbh.nsd.uib.no/dbhvev/esdata/2019/tabeller\\_figurer\\_sektoranalysen\\_2019.pdf](https://dbh.nsd.uib.no/dbhvev/esdata/2019/tabeller_figurer_sektoranalysen_2019.pdf).



**Kristiania University College will...**

- facilitate commissioned activities in the University College’s academic departments, with the income from the partnerships benefiting the academic community
- establish centres with joint venture partners in which commissioned activities play a significant role
- assess mergers and business transfers of research institutes and other knowledge and resource centres whose activities comply with and supplement those of the University College.

# 4.0

## Sustainability in the sub-strategy for cooperation with working life

Sustainability is part of Kristiania University College's overarching strategy. The UN sustainable development goals<sup>24</sup> constitute a common international understanding of the meaning of sustainability. This sub-strategy will support the UN sustainable development goals.

<sup>24</sup> <https://www.fn.no/Om-FN/FNs-baerekraftsmaal>

<sup>25</sup> See Sustainable Development Goals 4, Good Education: "Ensure inclusive, fair, good education and promote opportunities for lifelong learning for everyone". Ibid.

<sup>26</sup> See Sustainable Development Goal 6, Innovation and Infrastructure, objective 9.4: [...] reorganise trade and industry to become more sustainable,[...], Ibid.

### Measure 4.1

**The sub-strategy will support the UN sustainable development goals**

Kristiania University College will...

- contribute towards a sustainable society through the promotion of lifelong learning<sup>25</sup> (see Goal 2 above)
- help to reorganise trade and industry to become more sustainable by encouraging innovation.<sup>26</sup> (Cf. Measure 3.2 above)