

UNIVERSITEIT TWENTE.

A ROADMAP TOWARDS A COHERENT UT OUTLOOK ON LIFELONG LEARNING

Report of the “UT Lifelong Learning Inception project” on the possible features of a UT lifelong learning ambition and recommendations to accomplish this ambition.

TEAM

Leon CREMONINI, S&P

Katrin SEMLIANOI, M&C

Marc-Jan ZEEMAN, S&P

Foreword

The University of Twente (UT) is the ultimate “people-first university”. Our mission is to serve humanity, being part of the innovations of the future. We want to adapt and contribute to innovation, ensuring the well-being and empowerment of people. Like all universities, the UT has a responsibility and is accountable to society. All the UT does, must have real positive impact on society. The UT’s DNA is to combine technical and social sciences focussing on our thematic strengths to provide socioeconomically sustainable solutions to concrete societal problems, for example in healthcare, digital security and resilience. Hence, for the UT of the 21st century, lifelong learning is a defining feature of its offer and a necessity to fulfil its mission.

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1. The meaning of lifelong learning

Lifelong learning is a process of learning that can take place **throughout life**. It enables participants to gain **skills and competences** that may even be accredited **or** certified with an official credential and a value calculated European Credits (EC). Lifelong learning has **learning objectives, learning time and learning support**, and is often designed and delivered in close cooperation with partners such as businesses or other educational institutions. Lifelong learning is **outcome-based** allowing for innumerable ways to reach learning objectives and assess skills and competences (online, hybrid, synchronous or asynchronous, Recognition of Prior Learning (RPL) etc.)¹

2. Why provide lifelong learning at the UT?

There are both intrinsic and extrinsic motivations for the UT to provide lifelong learning. **Intrinsic motivations** derive from who we are and where we want to be as a university. They stem from our institutional strategy, Shaping 2030. The UT's commitment to pursue societal impact and address challenges in collaboration with societal stakeholders, as well as its being a provider of academic education and research are fundamental. Having societal impact means being able to reskill and upskilling our alumni and other professionals to improve the economy and social well-being. At the same time, as a provider of academic education and research, we benefit from the increased knowledge circulation and innovation that lifelong learning guarantees as it strengthens the links with business and social partners. Therefore, through lifelong learning the UT will consolidate its strongest thematic areas (e.g. IT and Technical Medicine), boost its research output and tap into new investment and revenue opportunities. But there are also **extrinsic motivations**. They reflect broad global or national developments that the UT cannot influence. Most importantly, the aging population, economic developments requiring more STEM graduates or focus on specific economic "shortage areas", our dependence on digital technologies, the emergence of competitive revenue-driven EdTech companies and evolving, all justify a serious university-wide engagement in lifelong learning.

3. Lifelong learning at the UT: how we built pockets of value over 20 years

The UT has long been involved in lifelong learning and some initiatives exist over 20 years. Since then, most of these activities developed further, such as capacity building within the field of **Geo-Information Sciences** that reaches an increasing number of mid-careers all over the world, the perpetuation of **Process Technology** courses, Executive education that increased in options, the growth of the **Professionals Learning & Development Centre**, and the teacher training education for professionals, which is currently organised under the **Pro-U** umbrella. Also new initiatives

BOX 1: VARIETY OF LLL INITIATIVES AT THE UT

Existing initiatives vary on several elements and key areas of interest:

- Initiatives are mono- or multi-disciplinary in nature and cover different domains, amongst others: Health, Spatial Sciences, IT, Management, Engineering, and Behaviour & Society;
- Target groups: individuals (alumni, individuals with a specific profession, professionals with a certain interest) and industrial markets from varying sectors (company customized programmes and learning communities);
- Delivery mode: on-campus, on-site, online, hybrid;
- Unit of delivery: from single-courses / modules to full degrees;
- Proof: from certificate of attendance to a Master's degree;
- Geographical scope of market: regional, national and global;
- Number of participants varies between 5 and 6000;
- Revenue model: 90% single product purchase, 10% subscription or subscription possible;
- The extent to which an initiative is a "one-time" request (i.e., is an ad hoc initiatives thus responsive but not necessarily scalable);
- The extent to which the lifelong learning option links with (applied) research;
- The extent to which collaboration with industry or public agencies get shape.

¹ This is the authors' own working definition, based on literature, policy and relevance for our own university. The recommendations presented in this document are based on this working definition.

started over the last decade: a **TechMed Academy** has been established, MOOCs being provided at **FutureLearn**, the participation in EIT Digital Professional School, the cooperation with partners in the Apeldoorn region on **Security and Digitalisation**, and the start of the **ECIU-University**, in which the UT has a prominent role.

Yet, however enthused staff has been by these initiatives over the years, the UT does not have an overarching ambition that enables the UT to set a clear long-term agenda for lifelong learning, and takes stock of the experiences the UT gained over the years. That is, amongst others, why representatives from Faculties were closely involved in the process to develop building blocks for a UT-wide ambition (see annex B).

An inventory of current lifelong learning initiatives shows a **wide variety of activities** (see box). With this, the UT has **pockets of valuable expertise regarding how to design and deliver lifelong learning**. The revenue of all the lifelong learning initiatives is estimated at M€6.5 (not including revenues from PDEng and PhD programmes), most of which comes from M-Geo (estimated annual revenue of M€4,5). This is **relatively low** in comparison with the total sum of government funding of education and tuition fees, namely 2.5%.

Each Faculty takes care of appropriate support of its lifelong learning initiative(s). The necessary support comprises several aspects such as Quality Assurance, Marketing, IT systems, Law & Regulations, Business Development, and Educational Design. **A university-wide operational backbone to support all lifelong learning operations is not in place**. By bundling the required support, the UT would gain in efficiency and stimulate knowledge exchange. Having a common agenda on topics such as quality assurance and marketing will also improve the overall quality of lifelong learning support at the UT. As to the academic staff, there are **no UT-wide agreements on how to facilitate and reward staff for participating in lifelong learning** initiatives. If lifelong learning is a core task of a university, incentive and support structures should align with these practices.

4. Towards “the best in Europe” via “regional powerhouse”: a UT roadmap

Below we present a roadmap to **guide the UT towards an ambition to become one of the most well-known European providers of lifelong learning**. Ultimately, the UT should and can be a global player in lifelong learning starting off from its **regional strengths**. Concretely, this means that we recommend taking immediate steps to strengthen our lifelong learning activities in the region and then to gradually move towards the European and global playfield. The roadmap is based on a number of scenarios, including concrete examples, which are presented in Annex B.

Why a roadmap for lifelong learning at the UT?

A “roadmap approach” entails a relatively low level of risk-taking and financial investment in the short term, but has a strong future outlook in the longer term (in revenue, visibility and impact). It also ensures the needed buy-in from different stakeholders, including *inter alia* internal stakeholders who are already strongly involved in regional activities. Moreover, it is efficient: as a relatively small university, strongly based in its region, the UT has much more to gain in the immediacy from making the most of its regional strengths and to learn and promote itself incrementally towards the world. And, finally, the stepwise approach mutually reinforces our regional and international position. Regional collaborations will benefit from our increased international experiences and partnerships. At the same time, as we broaden our outreach, we can make the best of lessons learnt, and resources gained regional.

Five rationales of the roadmap approach

First: a number of guiding principles drive the entire journey from the current status to the UT as a lifelong learning university with an international outreach (even beyond Europe). **These principles should apply regardless of changes in organizational goals or strategies.**

Second, the roadmap follows three phases, starting from the UT's current situation and expanding towards our ambition to be a "European lifelong learning powerhouse". In each phase, activities are framed by **constituent elements that define the boundaries of that stage of development** (scale & scope, flexibility and digitalization).

Third: phases are sequential. This entails that **achievements in one phase necessarily precede subsequent developments**. This holds true if all three boundary conditions mentioned above are met per stage.

Fourth: we recommend three "roadmap projects" to enable the UT to go along this pathway. Hence, these three **projects are grounded in a learning-by-doing philosophy and not associated with a particular phase**. They start off to move the UT from the current situation (stage I) towards the next but evolve when the time is ripe – for example when the ECIU-U conditions are met, collaborations will expand successfully beyond the region.

Fifth: all activities the UT engages in to navigate through this roadmap towards lifelong learning must be supported by **eight functional domains** (see p. 9). These are the basis for progressing from one stage to the other. They apply differently depending on where the UT is in its journey towards its goal to become a European lifelong learning powerhouse, but apply in each stage. They are presented at the basis of in the Roadmap Table below.

5. A Roadmap towards being among the best lifelong learning universities in Europe

The Roadmap proposes to evolve from where we are via a regional powerhouse position towards a lifelong learning university with an international outreach

Guiding principles to guide the UT towards being “among the best lifelong learning providers in Europe”						
A	B	C	D	E	F	G
<p>Strong thematic focus: lifelong learning must be based on the strengths the UT already has. This enables us to showcase – through lifelong learning – our areas of strength and to remain relevant. Therefore, thematic priorities must underlie all of the UT’s lifelong learning choices;</p>	<p>Scalability: lifelong learning projects should demonstrate their potential to address variety in demand for educational offer and be internationally recognized, given changing circumstances (e.g. development in flexibilization of education, private parties’ involvement etc.)</p>	<p>Responsiveness and demand drive: lifelong learning projects must be able to address both socioeconomic challenges and market demands through the knowledge, skills and competences developed in its learners as part of their lifelong learning experience. This must be done in dialogue with (regional) partners to bridge the gap between customer experience and our offer</p>	<p>Linking lifelong learning to primary processes: lifelong learning must be, and be considered by all, part of the warp and weft of the university and must contribute to the educational offer of the university. Therefore, lifelong learning must be an integral part of the education the university offers (i.e. it should not be an extra-curricular activity). This could be done, for example, by mixing lifelong learners with “regular” students</p>	<p>UT ownership: all lifelong learning at the UT must demonstrate UT ownership. Whether a party in a broader coalition or the lead, the UT should offer lifelong learning that is distinct and identifies with our particular “UT-brand”. This implies, for example, thematic focus (principle thematic focus), but also the key features of the UT such as “people first”, small-(human) scale experience for learners, challenge-based and inclusivity etc</p>	<p>Sustainability and replicability: lifelong learning projects must not be a one-off. While one-off activities might occur from time to time (e.g. to address a very specific niche need), as a rule any project should be justified by a convincing medium-to-long term business case, reciprocity with partners (i.e. the UT not a mere provider of platforms or extemporaneous “pay per service” staff). In turn, this means that projects should propose a clear model that can be replicated in the future, for example in different fields, and to address new needs as they arise</p>	<p>Parity of esteem: Academics must see lifelong learning as an intrinsic part of their tasks and must be rewarded for this even when it is not directly related to research. Therefore, the UT should make sure a rewarding and recognition system is in place for any academic who engages in lifelong learning</p>

Elements in the progression	Roadmap phases			Roadmap Projects
	<i>Phase I: UT today – an array of offers and potential</i> <i>DECENTRALLY ORGANIZED: INITIATIVES OF FACULTIES AND INSTITUTES</i>	<i>Phase II: UT tomorrow – a regional powerhouse</i> <i>INCENTIVES FOR UNIVERSITY-WIDE, CENTRALLY ORGANIZED, LIFELONG LEARNING COLLABORATIONS</i>	<i>Phase III: UT the day after tomorrow – among the best in Europe</i> <i>STEERING FOR UNIVERSITY-WIDE LIFELONG LEARNING COLLABORATIONS IN EUROPE AND BEYOND</i>	
Scope and scale	Maintain existing initiatives in the region (Twente) with sporadic (online) contacts with alumni outside the Netherlands.	Expand collaborations in the Twente region (including cross border and Muenster), and Dutch complementary partners, i.e. the VU University Amsterdam, Apeldoorn, Saxion, and Zwolle. Seeking new collaborations in the region where appropriate. The revenue model focuses on partner organizations willing to pay for the UT services	Develop partnerships with other institutions internationally. This includes positioning the UT as a driving force in ECIU, thus enabling exchanges of credentials. But not only ECIU: a focus also is also on (new and existing) International Strategic Partnership, leading to recognition of credentials and stackability. Thanks to effective partnerships based on complementarity in offer, and delivery, the UT offers a larger catalogue of lifelong learning educational options and manages to reach out to a larger pool of applicants	1) Supporting and establishing collaborations on lifelong learning with external stakeholders 2) Defining options for cooperating with UASs on re- & upskilling in labour market shortage domains 3) Defining and implementing a “lifelong learning alumni policy”
Flexibility	The UT remains a market place of lifelong learning opportunities beyond Bachelor and Masters but the offer is supply-driven . Any drive towards flexibilization is focused on Masters, while Bachelor offer remains as is because the Universities of Applied Sciences sector caters for that demand.	The UT has a unified lifelong learning model in place, based on CBL. The UT has now an organic playing field with standardized policies on enrolment, pricing, and quality criteria. The offer is demand-driven , but is limited to the region. Being limited to the region facilitates establishing Recognition of Prior Learning mechanisms, which in turn make it attractive for clients (students and organization) from the region to approach	The UT a harmonized lifelong learning offer with its partners. This includes, <i>but is not limited to</i> , ECIU. The UT uses ECIU to broaden its lifelong learning offer and ECIU partners use the UT for similar purposes. This is possible thanks to full harmonization of offer, based on complementarity and a common challenge-based approach. Programmes are unbundled and complementary competency portfolios are	

		the UT for lifelong learning and CPD options.	developed within networks of #international partners	
Digitalization	Limited to the existing learning management system. Faculties and institutes develop attractive micro-lectures, marketed as “brain snacks”. These are not stackable at this stage.	The UT has a digital platform with standardized learning resources . This may be in cooperation with an EdTech company or ECIU University to offer education-as-a-service.	The UT partakes in a number of advanced digital platforms , in addition to having its own online platform. It is a partner and able to organise its own lifelong learning offering.	
Nature and use of Roadmap Projects	<p>To identify the UT’s sweet spot, and develop scalable concepts to move on in the Roadmap, e.g.</p> <ul style="list-style-type: none"> • Creating learning communities based on Challenge-based Learning concepts (which can be subsequently expanded) • Exploring new alumni relationship modalities, e.g. mixing professionals and Master education alumni • Piloting with micro-credentials 	<p>To profile the UT in specific domains with a unique “UT brand”, while ensuring access to online learning platforms that are relevant for the region.</p> <ul style="list-style-type: none"> • Exploring and initiating new collaborations in the region, including with EdTechs or ECIU U, to offer standardized online learning options • Initiating and accrediting micro-courses leading to a 2-5 EC credential, at European Qualification Framework level 5² or above, with the option of stackability towards full degrees, Recognition of Prior Learning, and cooperation with Universities of Applied Sciences • Responding to local (business) needs, including raising awareness of options outside our university (e.g. below level EQF-4 like offered at MBOs or ROCs); being a clearinghouse for the regional needs taking full stock of alumni’s knowledge of the problems and their needs. 	<p>To select alliances beyond the Dutch borders. The UT has a clear framework for Strategic International Relations that guides its priorities also in lifelong learning.</p> <p>An alumni policy is fully in place and is implemented, with a focus on allowing alumni from all over the world to participate in English-taught master programmes.</p> <p>Further collaborations on lifelong learning are established or deepened, providing new lifelong learning options (e.g. Small Private Online Courses (SPOCs) and Collaborative Online International Learning)..</p>	

² <https://www.europass.nl/eqfnlqf/>

FUNCTIONAL DOMAINS THAT SHOULD BE SUPPORTIVE TO A TRANSITION TOWARDS LIFELONG LEARNING

Quality Assurance	Systems	Marketing and Branding	Business development	Organization and structure	Educational Design	Staff & skills	Legal
Certification	Application & enrolment	Brand identity	Market research	Relation research & education	Challenge based didactics	Recognizing and rewarding	Distinction financial sources
Competence Passport	Digital learning environment	Website	Stakeholder management	Coordination	Learner experience	Professionalization	Participation bodies
Framework to measure impact	EdTech	Recruitment	Business models, incl. revenue models		Curriculum		Public private partnerships
P&C cycle for flexible education	LMS	Marketing mix (products and target groups)					

6. Recommendation decisions for the UT

This report makes three concrete recommendations to the EB-D for its decision-making to successfully follow the roadmap described heretofore. Ownership of the design, content, and provision of lifelong learning options remains with Faculties, in alignment with a UT-wide framework developed as part of the roadmap.

Recommendation 1: a central lifelong learning mechanism

We recommend starting up a **mechanism** to identify and initiate – in collaboration with Faculties – new lifelong learning activities for the next decade (to 2030), propose required strategies to the EB-D, ensure progress and alignment of supporting activities, and be a clearinghouse of information to UT stakeholders on different opportunities and needs in the field of lifelong learning

Recommendation 2: a lifelong learning quartermaster”

We recommend opening a temporary vacancy for a position as “**lifelong learning quartermaster**” (*kwartiermaker*), with a clear description of work. The core tasks of the quartermaster will include:

1. Developing a long-term blueprint that maximizes synergies and scalability of the UT’s lifelong learning offer, which includes advising on the market perspective, business case and future governance;
2. Setting up that governance;
3. Kickstarting a coherent UT lifelong learning offer together with faculties and service departments.

Recommendation 3: three lifelong learning roadmap projects

We recommend three “roadmap projects” to connect the different phases in the roadmap. These projects should run during to the different phases – i.e. there is no 1-2-1 link between a project and a phase.

1. **Proposition to alumni:** - One project supports alumni accessing parts our regular programmes to gauge their appetite for this modality of lifelong learning. Current modalities offered by ITC for their alumni, and micro-credentials are options to be considered for the first UT-wide pilots;
2. **Re- and upskilling for labour market shortages** - The second project caters for areas of labour market shortage in the region, developing more relevant online options for our surrounding ecosystem. In this project, we (a) recommend focusing on co-designing with industry to provide high-end online learning experiences, and (b) exploring options for deepening the UT’s cooperation with UASs. The option to re- or up- skill professionals towards a full (master) degree should be a trademark of the offers developed as part of this project. The use of the ECIU-U platform should be encouraged and marketed;
3. **Challenge-based lifelong learning collaborations** - The third project establishes collaborations through joint module/course development and joint teaching activities in combination with awarding and recognition of micro-credentials across the ECIU-U consortium, with an outlook towards even broader networks when feasible. In addition, we propose exploring how to invest in in staff and student mobility to gain access to the lifelong learning communities of the ECIU-U partner Universities – again with an outlook towards even broader networks when feasible

Recommendation 4: seven lifelong learning support projects

We recommend to initiate on short notice (2022) **a number of “lifelong learning support projects”**. These projects are meant to support the three core “roadmap projects” and our course on the pathway we propose. The projects should be run by the relevant UT’s service departments, to:

1. Develop a strategic marketing plan for lifelong learning and building a UT website with existing lifelong learning options;
2. Define policy and practices for rewarding and facilitating academic staff who engage in lifelong learning;
3. Map relevant educational concepts that are relevant to the UT (scalable and responsive educational concepts);
4. Identify IT architecture requirements for flexible provision of education and recommend necessary resources;
5. Design a blueprint for cooperating with EdTech partners to make best possible use of educational technologies. This should improve the provision of lifelong learning (more time & place independent learning, better learning experience), and stimulate reciprocity between initial education and lifelong learning options;
6. Establish a policy framework to deliver micro-credentials, including processes, supporting information and a policy database where policies of UT that are relevant for micro-credential delivery are collected as they are developed;
7. Perform a cost-benefit analysis that forms the basis for a long-term investment plan in lifelong learning, including sustainable business models. This comprises an estimation of the market size for professional learning in the Netherlands and beyond.

Annexes

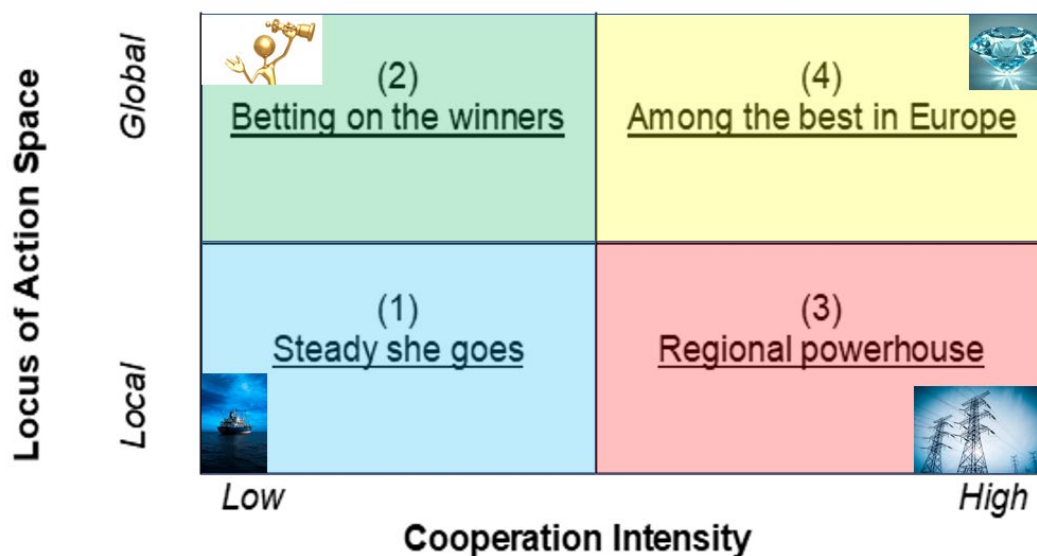
Annex A: process leading to the roadmap

The lifelong learning inception project started in April, commissioned by the Executive Board and Deans (EB-D) who expressed the need to define a university-wide ambition on lifelong learning for the UT. One of the projects key activities was designing scenarios on how the UT could implement lifelong learning in the future. A Design Team was composed that did several activities that provided building blocks for these scenarios.

Freek van der Meer, Dean of ITC, is the project's "Sponsoring Dean" and chairs the Design Team. The Design Team includes up to two member per faculty, representing both practical experience in lifelong learning as well as an evidence-based policy approach. In addition, representatives from SBD, M&C, and S&P participate in the Design Team (see overview on next page). The Design Teams was divided up in task forces that run the activities and delivered the building blocks. The activities done by the Design Team are:

1. Performing a context analysis that identified the main political, economic, social, technological and demographical factors regarding lifelong learning;
2. Developing a model with variables of lifelong learning delivery;
3. A quick scan of external good practices and getting an overview of existing UT's lifelong learning initiatives;
4. Conducting a questionnaire among UT alumni;
5. Having focus sessions with a diverse composition of external stakeholders (e.g. public and private organizations, large companies and SMEs) on how to organize lifelong learning by an university in cooperation with the environment;
6. Developing lifelong learning scenarios via writing and feedback sessions (see overview on next page for composition of feedback team and writing team).

Originally, four scenarios were described that differed regarding the locus of action space (regional vs. global) and cooperation intensity (low vs. high). By discussion these scenarios in the feedback sessions, it became clear that the scenarios should actually be used as a roadmap, where the UT, via regionals collaborations, ultimately develops towards a lifelong learning university with an international outreach. Since this requires a unified ambition and UT-wide coordination, the 'betting on the winners' scenario did not make sense and was removed.



Design Team members

Freek van der Meer (Sponsoring Dean, ITC)	Dinand Alkema (ITC)
Lisa Gommer (ET)	Tiny Luiten (ITC)
Marike Rupert (ET)	Miriam Iliohan (DesignLab)
Astrid van Os (EEMCS)	Dick Wijnveen (PLD)
Arend Rensink (EEMCS)	Desiré van den Beld (M&C)
Marije Hahnen-Florijn (TNW)	Leon Cremonini (S&P)
Linlin Pei (TNW)	IJsbrand Haagsma (SBD)
Maaïke Endedijk (BMS)	Katrin Semlianoi (M&C)
Marion Kamp (BMS)	Marc-Jan Zeeman (S&P)

Composition of scenario feedback team and writing team

Feedback team: Thomas Goudsblom (student M-IDE, Coordinator of UT Innovation Fellows), Lisa Gommer (Programme Director Mechanical Engineering), IJsbrand Haagsma (Special Envoy for Public Affairs), Hendrik Haaksema (Manager MKB Business Acceleration at Novel-T), Marion Kamp (Managing Director BMS, responsible for Professional Learning & Development Centre), Marloes Letteboer (Head of Education at the S&P), Freek van der Meer (Sponsoring Dean Shaping Expert Group Innovation of Education, Dean ITC), Arend Rensink (Vice-Dean Education EEMCS, Programme director Computer Science), Fred de Vries (Head of Internationalisation Strategy at the S&P)

Writing team: Leon Cremonini (Policy Advisor Education and Internationalization), Katrin Semlianoi (Marketing Communications Advisor), Marc-Jan Zeeman (Policy Advisor Education)

Annex B: Scenarios: possible features of a UT lifelong learning ambition

Steady She Goes

A rescue package

After Covid-19, the UT chose to set its growth targets within the framework of **existing bachelors and masters**. The UT profiles itself mainly as provider of academic master-level education and academic research. **Lifelong learning was left to the Faculties and Institutes**. Although there is some support from the EB, this **does not focus on particular domains**. Lifelong learning is seen tactically as a way to compensate for the loss in influx of “regular” students. Even if lifelong learning activities are said to be responsive to demands from business and society, they are perceived as **extension of existing degree programmes**. **Cooperation with industry remains limited** both in scope (only regional) and in scale (only some, based primarily on strengthening existing agreements). Where cooperation with industry does take place, it targets professionals considering changing jobs or aspiring at climbing the corporate ladder of their company. The underpinning rationale of this strategy is to **bind alumni to the UT and help them remain abreast of their field through strong ties with the Faculties**. The assumption is that the most entrepreneurial units will strengthen their existing networks with local employers and public agencies such as the municipality, and develop new ones. This should lead to strong lifelong learning profiles where the (reputational) benefits can **spill over to the UT**. **However, this is seldom the case**. Looking five years back, the UT’s **market share has dropped**. Lifelong learning has gone global but the UT has remained regional, focussing on existing partnerships established by units rather than by the university. Lifelong learning is reactive demand-driven to the extent that there is regional demand. Moreover, the Bachelor offer has remained virtually unchanged and has **not become more flexible**. Flexibilization plays out mainly at the Master level because there is **sufficient flexible provision of bachelors at UASs**. The UT profiles itself mainly as a provider of academic master-level education. On the one hand this benefits the academic reputation of the UT as a thorough research-based university, but it also exposed the UT to the **risk of being excluded from global collaborations**, as existing partners find more appetible networks to join.

Concrete elements of this scenario

Target Groups

The geographical scope of the market comprises of regions where the UT provides lifelong learning opportunities now: mainly the Twente region with the campus as the main base, and a few spots in the Netherlands. UT’s alumni, that are spread out all over the world, are reached online.

The main target group in this scenario is, in the first place, alumni who want to remain abreast of their field. The proposition the UT develops for its alumni, can also apply for other professionals.

Products & services

State-of-the art academic insights are available for alumni and professionals via **online courses at EQF level 7**. Each master programme developed a limited number of these courses, which are delivered via UT’s regular learning management platform (e.g. Canvas). UT’s alumni can participate for a reduced fee and other professionals on a regular PPU basis. For each completed course the UT provides certificates of completion and will recognize these certificates as valuable. The valuation of these certificates by external companies is not guaranteed. However, the courses are of academic level and need to pass all internal (UT) quality assurance processes. This is clearly indicated in the supplement accompanying the certificates of completion.

The other target group in this scenario consists of adults considering changing jobs or aspiring at climbing the corporate ladder of their company. In other words, professionals who want to re- or upskill by obtaining an academic master's degree.

Professionals or first-time bachelor and master students who want to re-or upskill and "learn while you earn". These learners want to qualify for a profession that is in high demand from the labour market. Drop in salary is often a hurdle for adults who want switch to another job.

A **number of master programmes are delivered on part-time basis** for learners who want to combine working & learning. Blended and hybrid learning is applied as much as possible by providing micro lectures and other content at the learning management platform. On average, participants of these programmes are expected to visit the campus one day a week. Modules of these part-time master programmes can be spread out over five years, enabling learners to pause the study for some months.

70% of the **revenue** from LLL consist of single product purchases and 30% comes from subscriptions of UT alumni.

Gains	Pains
<ul style="list-style-type: none"> • UT is always there for alumni • The UT maintains a few strong alliances in the region (including cross-border) on the initiative of faculties. These alliances enable the UT to meet market demand to a certain extent 	<ul style="list-style-type: none"> • UT is not prepared for unbundling and stacking because we rely on traditional BA-MA. This means that the UT misses many opportunities for funding and cooperation, for example: <ul style="list-style-type: none"> ○ The personal learning budget ○ All opportunities if the government expects universities to play a role in lifelong learning. ○ The UT will lose market share due to not matching the developments (e.g. aging region and the increase in independent learners) and will not be able to enter the lifelong learning market as a serious player • Limited definition of flexibilization which is supply-driven, namely degree programme as a starting point • The UT is not prepared for funding opportunities that require cooperation beyond the region with various stakeholders • The UT cannot profile itself as a lifelong provider because of the loss of market share. The UT is not seen as a lifelong learning player. This means that: • The UT cannot counterbalance the power of the big tech • The UT does not participate in international online alliances for lifelong learning (in addition the UT is not asked to be part of such alliances)

Regional Powerhouse

The first step towards the world

The UT took at heart its regional role. The EB decides to support **specific collaborations for professional continuous learning with companies, organisations and institutions in the Twente region, including cross border** (e.g. Muenster). But the UT also works cooperatively with partners across the Netherlands, where complementarities exist, e.g. with the VU. Central support is strongly selective to regional labour market. Strong communities are formed between the UT and businesses in the region. Cooperation with local municipalities and the Regional Economic Boards intensifies to identify specific socio-economic challenges for our region. This allows the **UT also to steer the regional agenda**. By unbundling

programmes and sharing and crediting elements of these programmes with industry, attractive competency portfolios in specific domains are offered both on-campus and fully online and are recognized by businesses for professional in-company progression. Lifelong learning programmes **connect with the UT's regular educational provision but also with non-formal learning that may occur on the job**. In some cases, the UT makes **agreements with companies for the RPEL. Joint professional masters with UASs** from the region, particularly Saxion, are established. The UT profiles itself strongly in specific domains, known for their relevance for the regional labour market, and their contribution to sustainable employment and the environment. This has a positive **effect on the UT's international reputation too**. By 2025, the UT is globally known as an example of a "regional empowerment maker". In turn, this boosts **cooperation on a global scale with other regionally focused providers**. The UT becomes a **founding father of a new networks of regional universities**. Looking five years back, the UT has weathered the initial drop in market share through evolution and a persistent belief in its regional role in the face of pressures to fully go global. Lifelong learning has gone global, but the UT decided to focus on addressing regional demand, strengthening its ties with local businesses and building new partnerships in a considered guided way. Strong collaboration and credit recognition from partners business has paid off. This approach led to the UT obtaining significant mission-based funding to reach out to citizens at risk of economic and employment disenfranchisement.

Concrete elements of this scenario

Target Groups

The geographical scope of the market comprises the Netherlands (especially regions where UT is present) and cross-border.

The main target group in this scenario are employees of partner organizations. Companies and public agencies want to remain innovative and bind their employees by supporting continuous learning options. The need for continuous learning can be distinguished into:

- a. Keeping knowledge and skills up-to-date and staying informed about the latest developments in their field (e.g. 'what's new tech for industry')
- b. Enabling employees to deal with major transformation (e.g. digital transformation) that will affect the way-of-working in the organization and the structure of an organization, which, in fact, concerns change management.

Products and Services

The UT profiles itself in **specific domains that align with the characteristics of regional ecosystems and reflect our strengths in research and education**. This means that UT's lifelong learning portfolio is focused on about four themes and makes use of content developed in Bachelor and Master education and vice versa. Strong communities are formed between the UT, businesses, public institutions, sector organisations and other Education Institutions in the broader region (including cross boarder). Within these **lifelong learning alliances**, a range of professional development options and (technical) qualifications will be developed, approved, reviewed and revised.

Easy access to state-of-the art academic knowledge and expertise is provided via an **online learning platform**, enabling an education-as-a-service model. To provide high-end online learning experiences, the UT has a white label partnership with an EdTech company. UT learning portal contains offer that vary in length and study intensity. Besides studying online, **learners are also expected to visit the campus**. Hereby, the UT combines the best of both world: the advantage of physical contact and the time & place independency of online learning. The lifelong learning options provided at the platform are coherent and structured in the sense that it consists of accessible start-up courses and successive in-depth programmes. **Most of the offer (around 80%) on the platform consists of mini-courses and masterclasses**, ranging from 2-5 EC, for which most of the study materials (micro-lectures, assignments) are available on the platform and learners will visit the campus (or another location) a couple of

- c. Supporting and stimulating employees to re- or upskill in order to qualify for another task or job. Regarding targeting individual adults considering changing jobs or aspiring at climbing the corporate ladder of their company, it is important to be aware that they often cannot afford a drop in salary.

Professionals, living at travel distance from the UT, who do not work at a partner organization but have similar interest are also able to profit from the UT lifelong learning options. Employees of SME's or self-employed professionals living in the proximity of the UT are a specific target group of the UT and accessibility of UT lifelong learning options is guaranteed. These professionals are mainly mid-careers and have a busy life (e.g. balance work & family). Therefore, they want to spend their learning times well and, preferably, when it suits them. Also important, the offer needs to be affordable.

This scenario also caters for bachelor graduates who want to start working but also obtain a master's degree. Underling motives of these graduates are that want to "earn while they learn" and/or they are looking for real and practical learning experiences.

times for project work. Weather appropriate, professionals will collaborate with (selected) master students in these projects. This implies that most of the learning is place independent. The timing can be constrained by the annual schedule of a Master's programme. When sufficient demand exists for a specific course, it is also an option to offer a mini course dedicated for professionals. The nature of this offer is private and small-scale. As proof, learners can obtain in a certificate of proof for participating in mini-courses, stating what knowledge & skills the learner obtained. For masterclasses, learners obtain a credential for accredited education that counts towards a formal degree. In both cases, UT partners will recognize the lifelong learning portfolios for professional in-company progression as they are involved in the design of these programmes (and in some cases the delivery as well).

Full-degree dual programmes are provided as well (20%), leading to a qualification (EQF level 6 & 7). These programmes are designed with employer (groups) to fill (regional) labour market gaps. Learners involved in these programmes combine work (80% of time) and study and visit the UT for about one day a week. The content & services provided by the online platform are used to support place independent learning. Participants of these programmes get salary from the partner organisations they work for.

Learning communities are established in which both professionals from partner organizations participate as well as faculty of the UT. These learning communities work on shared challenges. Peer-to-peer learning is a distinguishing feature of these communities. UT's role is moderate these communities to facilitate the right discussion, to provide academic reflection and to bring in the latest insights from research (not IP).

60% of the **revenue** comes from partner organizations that subscribe for UT's lifelong learning services. The other 40 % consists of single product purchases.

Gains

- The UT engages in more innovative research because it cooperates tightly with a businesses, educational institutions and public bodies in the region (including cross-border). This enables an exchange of knowledge and staying abreast of the needs of the region.

Pains

- Global online platforms are becoming stronger but the UT's over-emphasis on the region means many opportunities (including funding) are missed
- Entrepreneurialism is at the heart of what the UT wants to be. However, the neglect towards global networks and partnerships for lifelong learning,

- The UT attracts more funding thanks to its focus on regional development (e.g. top sectors). It also proactively identifies funding opportunities to address regional needs, which itself often identifies.
 - The UT is known for a best place to re- and up-skill, particularly in shortage sectors (“tekortsectoren”). This is possible because of the close networks with industry and effectively broadens access to lifelong learning. The UT can market itself as a forerunner in enabling access to lifelong learning for anybody in the region who needs re- or up-skilling
 - The UT's optimal combination of a Campus community and its use of digital technology made possible by the global trend towards digitalization allows it to re-envision the meaning of human scale (geographical proximity) and be known as a university of lifelong learning where geographical proximity goes hand in hand with the benefits of technology, including flexibilization of educational offers.
 - The Regional mission of UT becomes stronger because of lifelong learning. Engagement in lifelong learning allows strong cooperation with regional partners that otherwise would not be on the UT's radar.
- and the over-emphasis on the region means that the UT's entrepreneurialism is not optimal. In the Region the UT might be well known, but beyond the borders of Twente nobody knows anymore that the UT was once known as “the entrepreneurial university”
- The UT is unable to keep up with the speed of research developments because these are affected by global discoveries. In this respect, the UT is considered an “old” university, unable to adapt to change and to take stock of the most advanced research. It is considered an institution that can address localized problems, with standard solutions.

Among the best in Europe

Cooperating globally for a leading position in lifelong learning

By 2023 The EB has set a central agenda and plan for **positioning the UT in European and global networks for lifelong learning**, where we can showcase our distinct UT flavour (e.g. human scale and a common didactical approach. The UT initiates new coalitions of lifelong learning stakeholder organizations (universities, private providers, companies – with or without an in-house academy –, etc.) known as Federations of Lifelong Learning Organizations of the World (FeLLOWs). These alliances are based on labour market demand and their members' thematic complementarity and reputation. Together, members are able to **identify the most relevant societal challenges** of the day and divvy knowledge amongst themselves thanks to **joint access to data**. The UT works with companies and public institutions from all over the world, often **co-designing and co-delivering** lifelong learning programmes. By **unbundling** programmes and sharing elements of these programmes amongst network members, attractive competency portfolios in specific domains are offered to learners from all over the world through online platforms (often managed by the UT). The platforms are truly global, they offer local students a whole world of knowledge thanks to the extensive global network. In turn, this means that the regional ecosystem is strengthened and catered for thanks to a global network, where the UT is a key node. Demand from local lifelong learners who might not (yet) be prepared for full-English or full-online global programmes is catered for through “**project-based**” initiatives, developed and run by UT Institutes or Faculties, which receive support from the EB for a specific timeframe and focus. Looking back a lustrum, it is clear that the UT has been highly adaptive. As lifelong learning went global, the UT swiftly built, participated, and led, new alliances. The UT selected **four grand challenges as its key profiling features** that guide these new alliances. **Micro-credentials** are mutually recognized by all parties in the alliances and the alliances as a whole partner with **EdTech** companies, with each member capitalizing on the extensive platforms this entails for delivering their courses. The UT **lobbies** in the Netherlands and the EU to promote frameworks that support regulatory reform for flexibilization, public-private partnerships recognition of competence-based qualifications. Global rankings place significant weight on institutional strategies for lifelong learning and by 2025 the UT has become known as **one of the top-10 European providers of lifelong learning**.

Concrete elements of this scenario

Target Groups

Learners from all walks in life can gain access to education on a platform of lifelong learning alliance for their betterment, both in employment, socially, or for personal empowerment. Potentially, the pool of learners is very big. In the international market, **the UT focusses on learners with interests in a particular domain**. The amount of time that learners want to invest in learning varies.

Products & services

Learners' need for flexibilization is met by alliances. Within these alliances micro-credentials are mutually recognized by all parties. The UT is **very selective in what it supplies and participates in platforms with its highly unique offer**. The strong segmentation and highly unique offer profiles the university efficiently and effectively, ensuring the continuous oversight of market opportunities.

To ensure profitability, **platforms have both open access and for fee parts**. The open access sections are used as “teasers”. They are easy to consume and provide limited information. But the real money rests in the enticement towards fuller lifelong learning

A large group consists of learners who simply want to have an **overarching knowledge in specific field** (e.g. project evaluators). They want easily accessible and small chunks of information that are for free.

A subset of learners wants to **improve themselves by acquiring new skills and knowledge** (among which UT alumni), which can be either general in nature or more focussed on a specific field or discipline. They are looking for relatively learning experiences that are provided place independent and relatively time independent, that require a manageable time investment (e.g. 4 hours a week during 12 weeks), and are completed with a certificate of proof.

An even smaller group of learners consider obtaining a Master's degree but find the commitment too big to enrol in a specific master programme. These **independent learners prefer the flexibility of stacking modules** that, in potential, count towards a degree.

courses that also hold credentialism. Because the UT values the bond with its alumni, the UT has favourable arrangements for them.

The main mode of delivery of lifelong learning in this scenario is online, though the degree of openness will vary. As the UT values human interactions, the UT mainly applies concepts like Small Private Online Courses (SPOCs) and Collaborative Online International Learning (COIL). In a number of cases, learning is organised in a hybrid way where lifelong learners abroad share a virtual class with students on campus (e.g. in project work). Next to this, the UT has several Massive Open Online Courses (MOOCs).

Credits earned via the online platforms have value in the context of a bachelor and master programmes. Doing the graduation phase at the campus of the UT remains obligatory in order to complete a programme. This way, the online platforms function as a pathway provider to studying in Twente.

Though most lifelong learning options have a strong online component, the campus remains a core of the UT's identity. The UT is recognized as a **hub of lifelong learning** where the campus is used as field lab for professionals during blended programmes.

Gains

- The UT is a frontrunner in the global trend towards the portability and stackability of learning units, including micro-credentials. The UT's strong place in international (university) alliances empowers us to deliver highly flexible lifelong learning experiences, with a wide range of unbundled and stackable learning units.
- The UT is more attractive for independent learners; the group of learners who go to the UT for LLL opportunity is great because of the diversity of options available. This is possible because the UT makes the most existing funding opportunities and is also able to access new ones (both nationally and internationally) thanks to its flexibility in designing new offers and its extensive network (e.g. the focus on unbundled offer means personal learning budgets can be used extensively by UT lifelong learners)
- The UT education is acknowledged as being of very high quality and consistently relevant to the latest needs of society and the labour market. Lifelong learning collaborations enable the UT to continually stay abreast of research developments, which feed into education.

Pains

- The UT loses its position as *the* "to-go" partner for the region. The UT is seen as a global player with limited interest in the region. Regional players choose other partners for their immediate lifelong learning needs
- The UT's current regional network does not broaden. The UT misses opportunities, including e.g. funding opportunities for regional economic development through

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| <ul style="list-style-type: none"> • Reskilling and upskilling are very accessible to a wide pool of professionals in different fields of work. This is possible because of the complementarity of themes, knowledge and expertise inherent in the UT's constellation of international alliances • The UT's entrepreneurialism, its openness, its focus on societal impact, coupled with distinctive thematic profiles makes it the driving force behind a several of its alliances. The fact that the UT is already renowned for co-creating programmes with organizations in its surrounding region is seen as a seal of trust for international partners • The UT's entrepreneurialism also means that the UT can "steer" commercialization towards societal benefit. This means that the UT keeps and reinforces a legitimate claim to fulfilling its University Social Responsibility and averts the risk of becoming known as a "lifelong learning certificate mill" or revenue-generating machine | <p>lifelong learning because regional players approach other institutions (more focused on Twente)</p> <ul style="list-style-type: none"> • The UT's regional mission doesn't get attention. In the region, the UT is said to relinquish its University Social Responsibility. |
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