

# UKÄ – The Swedish Higher Education Authority's Thematic Evaluation of Widening Participation

## Self-evaluation – widening participation

Institution of higher education: Stockholm University of the Arts

## About SKH – Stockholm University of the Arts

SKH educates students in circus, dance, dance pedagogy, film, choreography, media, opera, performing arts and acting in first-cycle and second-cycle courses and study programmes.

Within doctoral education, SKH provides education in the doctoral studies subject Performative and Mediated Practices.

The focus is on the educational programme studies, however the Departments also offers freestanding courses. Some 75 percent of the students study within the context of an established educational programme. Several of the Master's degree programmes are offered partly remotely. SKH has one educational programme that is conducted entirely remotely. In some of the fields that SKH provides education in, there are no other higher educational programmes in Sweden, which means that SKH is the only option for higher education in these areas. On the international plain, the fields SKH is active in are represented at a number of institutions of higher education.

SKH has approximately a total of 450 full-year students in its first-cycle and second-cycle study programmes.

SKH has not calculated a statistical summary of the composition of student groups other than by gender. Despite this, because the student groups are small and Heads of Departments and teachers work closely with the students the Departments have a rough idea of what background and experience the students have. How the Departments describe the composition of student groups varies. In general, in most educational programmes the composition of the student body consists of a majority of women. In its educational programmes with Swedish as the language of instruction, students from Sweden study primarily after obtaining a prior education from a *folkhögskola* (independent adult education college), aesthetic programme, or international preparatory education. These students often have cultural capital from their home country and largely belong to the white middle class. Many of the educational programmes are conducted in English as a language of instruction and there the majority of the students are from an EU/EEA country.

As a consequence, the composition of student groups may need to be broadened based on gender, other prior-education, rural areas, ethnic background, socio-economic background, HBTQ+, functional variation.

Since 2016, SKH holds degree-awarding powers for a doctoral degree in Performative and Mediated Practices.

Presently, SKH has 27 PhD candidates studying for a doctoral degree. At the present time, overall 70 percent of the PhD candidates are women and 30 percent are men. In 2020, seven new PhD candidates were admitted, 57 percent of whom were men and 43 percent women. This means an improvement in the gender balance.

In terms of employees, SKH has a total of approximately 200 faculty and staff (full-time equivalents). Approximately 60 percent of these are women. The corresponding figure for the category teachers is 85 full-time equivalents. Of these, 61 percent are women.

The working life that SKH educates its students for looks different depending upon the particular artistic field. Some professional groups are often entrepreneurs or freelancers/independently self-employed, but persons in this group also be formally employed. For individuals in other professional groups, their professional work is primarily within a formal employment relationship. For SKH's PhD candidates, it is most common to work in the professional art field or in artistic education and research after completing their dissertation and graduating. Many of the educational programmes lead to an international labour market.

## Assessment area: Governance and organisation

**Describe, analyse and evaluate** the institution of higher education's work with widening participation based on the following evaluation questions:

1. What does the institution of higher education seek to achieve with the efforts?
2. How does the institution of higher education establish a framework and the preconditions for the efforts?

SKH bases its efforts with widening participation on the following wording in the Swedish Higher Education Act: *The institutions of higher education shall also actively promote and widen recruitment to the institution of higher education* (HL, Chapter 1, § 5).

SKH's strategic plan shows that SKH's goal with widening access and participation is for both the student group and the faculty and staff group at SKH to reflect the composition of the (Swedish) society. In addition to this, there are several other objectives related to widening participation, such as that SKH should be a secure workplace and study place with equal opportunities where everyone interacts on equal terms, irrespective of background, and that international and intercultural perspectives should permeate the educational programmes.

SKH's educational and research activities planning is based on its strategic plan. The activities plans, the SKH joint and the Departments and specialised units, are based on the fields in the plan. Based on these, activities are specified for the year. In addition to the strategic plan, the plan for proactive measures (Equal Opportunities, Equal Value), the HBTQ Plan, and the gender-mainstreaming plan, as well as results from various follow-up and evaluation activities, form the basis for the planning. The educational and research activities of the Departments are followed up

by, among other means, forward-looking activities dialogues that take place each term conducted by the leadership of each individual Departments. The equal opportunities I efforts are followed up in a structured way, for example via the study environment questionnaire and survey conducted among students every other year. A corresponding employee questionnaire and survey is conducted among faculty and staff every other year.

In the Stockholm University of the Arts' equal opportunities efforts it states *SKH's vision is to be a non-discriminatory workplace and place of study, where people meet on equal terms in an environment that promotes diversity as a prerequisite for future development and greater quality within the University. SKH will also be a university that values a diversity of participants and perspectives. By actively and consciously working to achieve equality, we are establishing the preconditions for the future development of knowledge and society.* This vision is important as a starting point for both the efforts with widening access as well as widening participation.

After the work with studying Aktiv och Medveten Inkludering (AMI) [Proactive and Conscious Inclusion] at SKH, the Vice-Chancellor made decisions concerning activities and areas of responsibility for AMI in 2016. Even though the term "AMI" is not presently used today, it is the basis for much of the work with widening access and participation. For example, one activity has been to have all admissions groups take a norm-critical course. This has previously been successfully implemented at the Stockholm Academy of Dramatic Arts (StDH) before the merger to Stockholm University of the Arts. Another assignment was to work on clarifying and making the communications about SKH's admission process more accessible, and to use a more inclusive language in the texts inviting submission of applications. This is a continuous development work that is done prior to each admissions round.

## **Division of responsibilities within SKH**

The division of responsibilities at SKH is based on the University's Rules of Procedure, which have been established by the University Board at Stockholm University of the Arts, and the delegation of authority and powers as decided and adopted by the Vice-Chancellor.

Bearing in mind the work with widening access and participation of students, the Vice-Chancellor has delegated responsibility and decision-making rights as follows.

Each Head of Department has overall responsibility for the working and study environment including a sense of security within the Department faculty/staff (including PhD candidates) as well as for undergraduate students. Each Head of Department decides on measures in ongoing matters within the Department regarding the work environment and study environment, including equal opportunity and equal access efforts, gender equality efforts, quality assurance efforts, student matters and internationalisation.

In addition, each Head of Department shall

- prepare a decision concerning the invitations to submit an application for the educational programmes in first-cycle and second-cycle courses and study programmes,

- prepare decisions on the admission of students in first-cycle and second-cycle study programmes,
- decide on the invitation to submit an application for attending a freestanding course and places for incoming students in the first-cycle and second-cycle study programmes,
- decide on eligibility for educational programmes and freestanding first-cycle and second-cycle courses,
- decide on admissions applications and the admission of students to freestanding courses and international exchanges in first-cycle study programmes.

The Vice-Rector for Research makes decisions on measures in ongoing matters within the field of activities related to the work environment and study environment, including equal opportunity and equal access efforts, gender equality effort, quality assurance effort, student matters and internationalisation.

In addition, the Vice-Rector for Research shall:

- decide on eligibility for educational programmes and freestanding courses at the doctoral level,
- decide on the invitation to submit an application for admission to doctoral studies courses,
- decide on admissions matters and admission of students to freestanding courses at the doctoral level (i.e. in third-cycle courses).

SKH's Director of Administration has delegated decisions on the allocation of funds for support measures to students with disabilities to the Head of the Education Administration Department (UA).

## **Distribution of responsibilities within joint support activities**

SKH is not affiliated with the national admissions system NyA, but rather has what is referred to as local admissions. The lists of courses available are posted on SKH's website and the applicants apply via a web-based application system. The Departments are supported by the University's Joint Administration in this work. Regarding the division of responsibilities within the joint support activities, the Educational Administration Department has particular responsibility for ensuring that the admissions process is clear and transparent to the applicant, and that the information provided is factual. In addition, the Educational Administration Department is responsible for the education of admissions groups. The Communications Department is responsible for reviewing the texts for invitations to submit an application, from an accessibility perspective.

Regarding special pedagogical support, the Educational Administration Department provides support to Heads of Departments/teachers/students from recruitment to admissions and during studies. The library is responsible for making teaching materials accessible.

## **Analysis of governance and organisation**

At SKH there is a deep commitment to widen access and participation. A large number of educational and research activities are underway in many different parts of the activities.

SKH's various plans for proactive measures, for example, are monitored and updated regularly. There are many activities underway to widen access and participation. The efforts with widening access permeates the admissions process at all degree programmes (levels of education) and is a recurring discussion in SKH's Leadership team. Conversations with Heads of Departments, the Vice-Rector for Research and in the SWOT analysis have shown that they have agreed to work for coordination on widening participation to a greater extent than is currently being done. This is likely to increase the effectiveness of efforts in this area and allow the Departments/research centres to share experiences and be supported by each other.

What would also be beneficial is to make a deeper analysis of the composition of first-cycle/second-cycle student groups and doctoral student groups via statistics from Statistics Sweden. The analysis can then form the basis for a common strategy for widening participation and targeted initiatives.

## Assessment area: Design, implementation and results

**Describe, analyse and evaluate** the institution of higher education's work with widening participation based on the following evaluation questions:

3. What does the institution of higher education do in its work with widening participation?
4. How does the institution of higher education monitor and follow up the results of widening participation?

## Widening participation

There are several concrete examples of how SKH works to widen access and participation. When recruiting students, measures are implemented with a focus on attracting potential students from target groups who apply to SKH to a low extent. However, as mentioned earlier, there is no systematic follow-up of the composition of the student groups at SKH.

Here is a selection of the measures carried out on a regular basis:

- Texts on the educational programmes to be are adapted to make them more accessible and clear.
- Plain language is to be used in all communications.
- SKH participates in the Educational & Professional Training Institutes Industry trade fair, "Saco Student Fair." and organises an Open House in order for broaden target groups.
- SKH directs invitations to its students' public events to schools in socially vulnerable areas, such as the Unga SKH, Departure, Sthlm New Opera events and other presentations that are deemed to be particularly accessible and attractive to consumers unfamiliar with or infrequently attending cultural events.
- SKH consciously works with using inclusive images in its communications i.a. on uniarts.se
- Contacts are established with parties deemed appropriate to disseminate information about SKH's educational programmes in order to widen participation, such as Subtopia, Fryshuset and the Unga Klara theatre and others. These contacts have a special category in the address directory.
- SKH consciously raises and draws attention to students and alumni who are important for identification – "If they can do it, so can I" (for example, the Alumni event Caliphate in 2020).

The recruitment process for admission to doctoral studies also places great emphasis on widening recruitment by making all information available in English and by internationally publicising invitations to submit an application to the educational programme. The application itself is submitted digitally. During the coronavirus pandemic, interviews have also been conducted digitally. Normally, i.e. prior to the coronavirus pandemic, SKH has covered the expenses for travel

for applicants who have been invited to an interview, in order to make the admissions process more equal and accessible. At the informational meeting in connection with admission to the autumn term 2021, sign language interpreters were hired, as one of the applicants had a functional variation (disability).

In recent years, the policy documents for doctoral studies, such as the general curriculum and study programme, have also been revised. The objective has been i.a. to clarify the language used and thereby reach out to potential applicants. The same applies to the texts for the invitation to submit an application.

## **Recruitment efforts and attitudinal influences**

Some areas are more socio-structural. In order to break patterns in the long term and widen access to SKH's courses, SKH is working to reach a wider target group. This is done in a number of areas described below.

### **Activities to break gender-based choices of field of study**

One of the focus areas in SKH's gender equality mainstreaming plan is the gender-based study choices. Statistics show that those applying for admission to the educational programmes at SKH largely make gender-based choices. Women are in the majority in most of SKH's educational programmes. The reasons for these choices are complex and also differ depending upon which particular educational programmes it concerns. Effectively dealing with gender-based study choices requires both long-term measures and targeted activities. Among other efforts, SKH is working to break the gender-based study choices in the long term and widen access via collaborations with primary schools, upper secondary schools, institutions providing an access programme, independent adult education colleges, and schools of the arts.

One example of the work with gender-based study choices is at the Department of Film and Media, which for many years has consciously worked to create incentives to reduce the gender-based study choices, without lowering the requirements. The Department has worked primarily with attitudes and prevailing norms regarding quality in film and with what kind of storytelling should be present at SKH so as to attract both women and men to its educational programmes. As a result of the work, there is currently only one major that does not attract both women and men to the desired extent, as looked at over a ten-year period.

### **Collaborations with external partners**

With the objective in mind to widen access and broaden the recruitment of students, a number of projects and collaborations are underway. One example is the continued support for the Dance on the Red Line (*Dans på röda linjen*) network. The primary focus of this network is to support young people's dancing by sharing knowledge and resources and connecting the organisations along the tunnelbana's Red Line. Partners in the network include Riksteatern/Hallunda, Botkyrka Kommun, Idrottsförvaltningen Skärholmen, Dansbana! Vårby gård, Kulturskolan – Stockholm School of the

Arts, Danscentrum Östermalmstorg, among others. In dance, there is also a collaboration with the Cullberg Ballet on whiteness norms and support for the Battle of Botkyrka.

In discussions with the Heads of Departments, the Vice-Rector for Research, it has emerged that there is also a need to participate in the public debate so as to underline the importance of, for instance, aesthetic subjects in primary schools and the Kulturskolan – Stockholm School of the Arts, in order to introduce culture early on to children who do not have a strong cultural capital from their home.

### **Preparatory education within SKH**

Due to that there are few study places at SKH, admittance to an educational programme is very competitive. The applicants often have been engaged academic studies for an extensive period of time and/or have professional experience in the particular subject area. In order to widen access, SKH provides a number of first-cycle and second-cycle introductory courses that grant academic credits, for example in the performing arts and acting. The introductory foundation courses are aimed at applicants who do not have as much experience but who are however interested in a more introductory education in an artistic field. Several Departments have started work to review the possibilities of starting introductory courses in more subjects. The freestanding course *Orientation in Performing Arts* consists of 30 higher education credits (<https://www.uniarts.se/utbildningar/fristaende-kurser/orientering-i-scenkonst-fristaende-kurs>) and is targeted at individuals who want to learn about what performing arts is and how a performing arts work comes into being. A number of the students who have taken *Orientation in Performing Arts* have applied for the Bachelor's degree Programme in Performing Arts or the Bachelor's degree Programme in Acting.

### **Kulturskoleklivet**

As part of the efforts with widening access and participation, SKH reported its interest to the Ministry of Education and Research to participate in the Kulturskoleklivet. Among the students at SKH, it can be seen that a majority bring with them a cultural capital from their home. SKH believes that it is important that children and young people of early age have access to and the opportunity to try different art forms regardless of background and is therefore strategically working to reach out to new target groups with the different art forms in different ways. Kulturskolan – Stockholm School of the Arts plays an important role in this. By participating in the initiative at Kulturskolan – Stockholm School of the Arts, SKH's hope is that more children and young people will have access to more artistic subjects early on, so that they have an interest in and eligibility to apply for admission to an SKH educational programme.

The course activities at Kulturskoleklivet have been initiated in collaboration with Stockholm University and the Stockholm University College of Music Education. Institutions of higher education have developed a model where students within the chosen specialisation/major, 90 higher education credits, can choose courses with great flexibility that fit their own particular profile. The forms of cooperation between institutions of higher education mean that teachers from one institution of higher education teaches a course at another institution of higher education or that



students meet, interact, and work together. This provides the students the possibility to benefit from a broader range of skills and gain experience from more types of arts and disciplines. This is expected to promote subject collaboration within the individual schools of the arts, which was highlighted in the schools of the arts investigatory study as a factor in promoting broader participation and a higher relevance in the schools of the arts.

## **Admission to an educational programme at SKH**

All selections for admittance to an SKH' educational programme take place via special selection tests. The tests consist of different types of work samples, which are sometimes combined with interviews. In addition to selection tests, tests are also used to assess whether applicants meet the specific entry requirements/prerequisites for some of the educational programme. For several educational programmes, only general entry requirements are required.

### **Digital admissions tests**

As part of an effort to broaden the recruitment of students and widen access, and make the admissions process more accessible to more target groups, a number of Departments have implemented parts of the admissions process digitally, such as the Bachelor's degree Programme in Acting and the Bachelor's degree Programme in Circus. Due to the ongoing coronavirus pandemic, all admissions tests are taking place ahead of admissions 2021 digitally, which has proven to work well. More courses are therefore planned to continue to make parts of the admissions process digital. This is expected to lead to a possibility for increased geographical spread among applicants for admission and increased socio-economic and physical accessibility for applicants who do not then have to travel to Stockholm to take the admissions test on site.

### **Validation of prior learning**

SKH makes many assessments based on prior learning when being considered for admission to an educational programme at the University. The University regards the validation of the applicants' prior learning and the skills they hold as an important part of the work on equal treatment, lifelong learning and for widening participation.

For applicants for the University's educational programmes, SKH has developed specific guidelines for validation of prior learning for general entry requirements. Applicants need to provide evidence of having the generic knowledge, skills, expertise, and abilities set out in the objectives of upper secondary general in first-cycle and second-cycle courses and study programmes education and in the national objectives for an artistic Bachelor's degree in a second-cycle study programme.

The purpose of SKH's model is to give all applicants who do not have formal qualifications the same possibility to provide evidence of having whether they have sufficient knowledge, skills, expertise, and abilities in the relevant subject area to be able to benefit from the educational programme they are applying for admittance into.

The University also offers applicants for admission to its educational programmes the possibility of examination in English language proficiency (free of charge) if they cannot otherwise provide evidence that they have the required knowledge. This is done in joint collaboration with the London School of English. Unlike international English tests generally, this test can be adapted for applicants with dyslexia. SKH's local English test is adapted to the subject area of each educational programme, which means that applicants for admission need only provide evidence of having sufficient capability in using English<sup>1</sup> within their subject area so that they can benefit from the educational programme they have applied for.

SKH makes individual adaptations for applicants for admission who have a non-normative functional variation. For example, applicants with dyslexia will be provided with additional time for writing. They may also take part or all of the test orally if necessary.

In 2020 and 2021, the tests will be conducted digitally (due to the coronavirus pandemic restrictions). One positive effect of digital tests is that the applicant for admission does not need to incur the expense of travelling to Stockholm in order to take their test. The digital procedure has worked out well and SKH will continue to offer applicants for admission the possibility to take these tests digitally.

### **Education for admissions groups**

In order to create a non-discriminatory and actively conscious inclusive admissions process, SKH has been conducting education on norm criticism and grounds for discrimination for all members of the admissions groups for some years. Over the past two years, as a result SKH's HBTQ certification, the educational programmes have placed a special focus on HBTQ+. All Departments are also continuously reviewing eligibility and selection criteria so that they are perceived as clear by the applicants for admission. This is also stated in SKH's plan for proactive measures based on the Swedish Discrimination Act.

### **Examples of activities to widen access**

As part of widening participation to the Bachelor's degree programmes and broadening representation among the students, work is underway within the Department of Film and Media to call into question the type of narrative that has traditionally been valued and thus challenge the normative view of what is considered good storytelling. In order to increase accessibility, clarity and transparency, the Departments are invited to set out in clear criteria the skills and expertise they desire applicants to provide evidence of having.

Even the admissions process for admission to doctoral studies for 2021 had included a consciously norm-critical look at the applicants' applications. In addition, at all interviews one PhD candidate representative participated. As a result, the PhD candidates who were admitted have a more varied

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<sup>1</sup> Corresponding the upper secondary school courses English 5 or English 6, depending upon the entry requirements to the educational programme that apply.

background and other experiences, which is important for developing the artistic fields in which SKH is active in and for contributing to skills development throughout SKH.

Several projects are also underway to widen participation of students with various functional variations. Within the acting programmes, a collaboration is underway with the Uniarts Helsinki (The University of the Arts Helsinki) in Finland, Culture for All/kultur för alla, within which the development of norm-critical leadership and education for the future for people with functional variations is being discussed. Development work is also underway in the field of dance education, and representatives from the Department of Dance participate annually in DansFunk's Industry Day for a more equally accessible dance scene. The Department has been offering freestanding courses for several years aimed at individuals with different functional sets and with an interest in choreography.

Broadened recruitment includes not only newly beginning students but also artists from other countries who have not established themselves in the Swedish industry. Preparatory work is underway within the Department of Film and Media on the type of courses that would be appropriate, for example courses in languages other than Swedish and English.

More and more of SKH's educational programmes and freestanding courses are provided with English as the language of instruction; this is done so as to provide more international applicants for admission the possibility to apply for and participate in SKH's educational programmes. The instruction in most of SKH's Master's degree programmes are conducted in English and partly remotely, in order to make it possible for internationally active artists to participate. All educational activities within SKH's doctoral degree programme are provided in English.

## **Widening participation**

SKH believes that widening access and participation must work together in order for SKH to recruit students from under-represented groups in such a manner that is sustainable and lasting over time.

In order to widen participation, in recent years SKH has had a focus on increasing support for teachers in order to increase their expertise and abilities in understanding what the special pedagogical support means and to be able to respond to students in need of special pedagogical support. Read more about SKH's pedagogical support here: <https://www.uniarts.se/studera-vid-skh/lika-villkor/studera-med-funktionsvariation>.

## **Special pedagogical support**

The special pedagogical support for students is in a development phase to make it more accessible to all students at the University and to increase the knowledge of the faculty and staff.

Development work has also been carried out regarding information to our students about special pedagogical support. Students are already informed of this when they receive their admissions notice. Further information is then provided at the start of the term, on SKH's website and on the intranet.

The library provides the possibility to use speech synthesis to read text with the ears instead of the eyes. This service can be used by both students and faculty/ staff. In addition, the library can assist with “OCR scanning” of texts for students, including doctoral students who need to use speech synthesis to be able to absorb course literature. OCR scanning makes texts accessible for this function. The library also has contact with the Swedish Agency for Accessible Media (MTM), which uploads course literature (required reading) and helps students set up an account in Legemus to access these texts.

SKH’s library conducts regular short courses for students in information searching and in searching in scientific/scholarly texts.

### **Wider participation for PhD candidates**

In order to support internationally recruited PhD candidates, SKH continuously develops structures to facilitate networking not only for those in the immediate environment, but also nationally and internationally. This is also done to find external academic supervisors with specific expertise to complement the internally appointed academic supervisor.

SKH’s PhD candidates are also offered a project budget of SEK 400,000. From the project budget, academic supervisors and PhD candidates can allocate funds for special needs for support in the form of, for example, special equipment, writing aids or similar things. This is in addition to the special pedagogical support that all SKH undergraduate students and PhD candidates are entitled to.

### **Stockholm Student Health Services – Studenthälsan**

For several years, SKH has an associated agreement with the Student Health Services at Stockholm University. The Stockholm Student Health Services organises courses and workshops in areas such as stress management, sleep and study techniques to increase the well-being and health of undergraduate students and doctoral students.

In order to further increase opportunities to influence the development of the Stockholm Student Health Services’ work, SKH’s student representative participates in the Stockholm Student Health Services’ Reference Group. Information about the Stockholm Student Health Services is provided in connection with the start of the term and as information on SKH’s website and on its intranet.

### **Increased inclusion**

During the term introduction, newly beginning students receive information about SKH’s equal opportunities efforts and overall information about the contents of the Swedish Discrimination Act. SKH’s Student Representative also provides information about their student support role. During the introductory week, PhD candidates will receive information about the above in a corresponding manner.

In order to question prevailing norms and raise awareness of structural racism, during the 2019/20 academic year SKH has started a seminar series on racism and resistance, called Lectures and Discussion on Racism and Resistance. The seminar series has continued in autumn 2020 and will

continue in 2021. The seminars consist of lectures and discussions on topics that focus on racism and resistance, and have been scheduled for all students and teachers at SKH. Knowledge gained from i.a. the seminar series is used as a basis for discussions within most of the in first-cycle courses and study programmes. In addition to this, two freestanding courses have been given directly related to structural racism: *Decolonisation in Performing Arts and Activism*, and *Disorienting Whiteness and Heterosexuality*. Within the doctoral programme, the course *Introduction to De-colonizing Artistic Research* is given. This course is also seen as part of efforts to increase inclusion and actively engage with anti-racism efforts.

SKH has been HBTQ certified since 2020, and has developed a specific action plan in this area with activities to increase inclusion and increase the skills of faculty and staff and students. The certification log can be found on SKH's external website in connection with webpages for recruitment and admission.

## **Career guidance and preparation for entering the labour market**

The role of the study adviser/career guidance counsellor at SKH is part of the teaching role and in many of the Department's programme coordinators and teachers have regular planning and follow-up meetings with the students, both on a formal and informal basis. The objective is both to support the student's personal development and to find out if the student needs support in their studies. One advantage of the role of teachers is that teachers often have a good knowledge of the artistic field and working life after completing one's formal studies at SKH and thus have the possibility to guide the students. By means of teachers dividing their working hours between teaching at SKH and working in their profession, there is a continuous transfer of knowledge between working life and higher education.

In connection with public performances, students are exposed to the future labour market at the same time as the future audience gains an insight into SKH's various activities under its educational programmes. It will be a way to both disseminate knowledge and build up knowledge. The artistic educational programmes that are not stage based, such as the educational programmes in fictional film (narrative film), allows the students to meet their audience in a similar way via, among other means, screenings on the public service television company Sveriges Television (SVT), various festivals, and via our internal streaming service SKHplay (Uniarts Play). In courses, our students may also have the opportunity to meet representatives from the professional world. Students also have the possibility to participate in various festivals in their fields, such as the performing arts biennale. These are venues where stakeholders in the professional fields meet.

## **Analysis of design, implementation and results**

As previously described, there is a strong commitment and interest in expanding student groups based on various factors such as gender, background and experience. Since 2015, SKH has worked actively and consciously for widening participation and increased inclusion, including education in norm criticism for admissions groups, HBTQ certification, and other skills enhancement efforts. It takes a lot of time and resources to change and widen participation, and it is a challenge to reallocate

resources to larger strategic initiatives, considering that SKH's resources are fully planned within regular commitments and programmes.

SKH works for increased internal collaboration in several areas of the widening participation work. This includes how we communicate our educational programmes and what channels we use. Already today, for example, digital media such as SKH's website, Instagram and Facebook are used to attract new students and provide information about our educational programmes. In order to further disseminate and make SKH's educational and research activities accessible, students, and faculty and staff themselves could easily be encouraged to record videos that show what it is like to study and work at SKH. In such a case, there is a need for coordination and planning for this.

A broader mix of students from different backgrounds can lead to an increased focus on widening access and participation, and that working methods need to be changed and developed within the educational programmes. There may then be a need for skills development/in-service training for teachers. In connection with this, a discussion is required about what lies on the individual teacher and what is a SKH joint responsibility, along with what coordination is required in this case. Students who come from, for example, homes with a non-academic background may also be in need of support in academic and artistic text writing. This is regarded by SKH as a development area.

SKH has an existing alumni network and often many of the former students at SKH are both active and successful in their respective art fields. SKH sees a possibility to work together with alumni via ambassadorships to a greater extent and in a more systematic way than is presently the case.

A number of teachers employed at SKH work at the school part-time and, in addition to their teaching role, they are active in their professional life as performers and artists plus participate in a variety of networks. SKH uses existing organisations and networks to reach out to a wide variety of groups and has the desire to develop this further. The external collaborations that are already underway are valuable to SKH, and there is a value in increasing the number and deepening of collaborations with external parties for the purpose of disseminating information about SKH's educational and research activities. To expanding and strengthening the collaborations requires time, resources, and increased coordination.

Regarding the admissions process to SKH's educational programmes, work is ongoing to continuously clarify the different stages of the admissions process along with the assessment and selection criteria used. One area of development is to further promote the possibility of having the applicants' prior learning assessed.

Several Departments currently offer introductory foundation courses in their subject areas with the aim of arousing curiosity and attracting new applicants for admission who would not otherwise have applied for admission to a Master's degree programme. Today, each Department develops and implements its own introductory foundation courses/introduction to university studies education. In the future, there is a need for increased joint efforts internally at SKH regarding these courses.

In order to attract applicants for admission to the doctoral degree programme, there are plans to increase the visibility of the doctoral students' research projects and how these further develop the

professional field of art. This could lead to more individuals seeing the possibilities with their own artistic research projects to develop and influence the research field and the art field in general.

The Research Centre has reviewed the possibilities to offer postdoc positions after the public defence of one's dissertation as it is expected to have a positive impact on widening participation. Such employment can provide a longer time horizon and more job opportunities for those interested in working in the field of artistic research. SKH has applied for funding from the Swedish Research Council for one postdoc position.

Prior to admission to the doctoral degree programme, information is given, both verbally and in writing, about practical advice when moving to Sweden from abroad. This is an area that it might be useful to see if it can be further developed, as it has emerged that there is still a great deal of practical information missing concerning issues such as housing, Swedish civil registration numbers, the Swedish healthcare system and opening a bank account in Sweden. Information about the doctoral degree programme and the application process can also be found in the form of films/videos; see the link to information about the doctoral degree educational programme <https://www.uniarts.se/forskning/doktorandutlysning-2020/informationsfilmer-for-sokande>. The reason this was done was, among other reasons, to make the admissions process more understandable, accessible and fair for those who were not physically able to participate in informational evenings.

Since SKH has a large number of non-Swedish-speaking students, PhD candidates and faculty and staff, attention has already been drawn to the need to be more flexible between Swedish and English, and have the most important information and documents translated into English. A Language Policy is presently being developed within SKH.

## SWOT Analysis

Identify strengths and weaknesses of the efforts with widening participation. Identify challenges and the primary obstacles that the institution of higher education considers important to work with. Describe the gains that the institution of higher education sees.

Explain and reflect on the SWOT analysis and how it was developed.

The SWOT analysis was carried out with SKH's leadership team on 10 March 2021. The meeting was attended by the Pro-Vice-Chancellor, the Vice-Rector for Research, Heads of Departments, acting Director of Administration, Director of Human Resources, Director of Communications, Head Librarian, Head of the Educational Administration Department and two student representatives. What emerged from the SWOT analysis was largely the same as what emerged from discussions with the Heads of Departments and the Vice-Rector for Research prior to the SWOT analysis being carried out.

Based on a SWOT analysis and conclusions from discussions with the Heads of Departments and the Vice-Rector for Research, it can be concluded that this is an area that is very much involved. Extended representation is seen as a quality aspect in the development of the art forms within which SKH is active in. Much work is already underway within SKH to broaden the student groups based on different backgrounds and experiences, but the need for development is seen as necessary and urgent. Below are a number of areas that have been identified as urgent to develop or initiate efforts to widen access and participation.

Strengths S	Weaknesses W
<p>There is a great deal of interest and commitment to this area at SKH, and a great deal of energy is being put into discussing the issues and developing ourselves within the area.</p> <p>Artists (both teachers and students) at SKH have an awareness and a broader and more "sensitive" perspective on life, which is an asset and leads to our personal development and growth. There is a critical perspective in the discussions that are taking place.</p> <p>A lot of involvement on the part of the students; difficulties to engage in discussions in this area have not arisen.</p>	<p>There is a need for coordination across Departmental boundaries and SKH joint efforts.</p> <p>Develop the Kulturskoleklivet and also collaborate with the prior-education in collaboration with the other higher education institutions of fine arts/performing arts.</p> <p>In order to reach young people better nationally and be able to provide evidence of having opportunities both in terms of SKH's educational programmes and access programmes, SKH needs to develop "lobbying activities" in primary schools and other parts of the society.</p>



<p>Despite the challenging situation and all the obstacles, we have managed to turn the situation into cooperation on these issues.</p> <p>There is a strong will to identify what we can do even better.</p> <p>SKH has educational programmes and freestanding courses in several artistic fields, which can be beneficial for widening participation.</p> <p>Educational programmes are well known, have a good reputation</p> <p>The courses and educational programmes are both theoretical and practical</p>	<p>The labour market for our educational courses may be uncertain (especially in the context of the coronavirus pandemic). We need to become even more visible in the debate and in the debate in the society in order to strengthen our attractiveness</p> <p>Better support in admitting applicants particularly for individuals who are not included in the existing norm; to be able to provide support in how to apply for our education programme, guidance. For example, individuals from other countries or applicants from a non-academic background. How clear are we with validation of prior learning and how can an applicant for admission to take advantage of this?</p> <p>The lack of study advisers for recruitment purposes.</p> <p>Socio-economic class, language and also physical conditions need to be included to a greater extent in SKH's recruitment efforts.</p> <p>Common terminology so that we strive for the same thing.</p> <p>A certain amount of a lack of background information on the students' background and composition, and what needs to be improved.</p> <p>Knowledge that the faculty and staff have in order to be able to respond to various different student groups with different needs.</p> <p>Insufficient accessibility to the premises to the extent that the physical environment needs to be developed/improved, for example in the case of changing rooms/washrooms.</p> <p>The website is insufficiently accessible and needs improvement.</p>
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	<p>Further develop the clarity of certain educational and research activities in order to reach under-represented target groups.</p> <p>Support “for real” prior to the submission of the application for admission, in the form of an interview beforehand about previous experience, motivation, etc. (a kind of study counsellor guidance unit), focusing on the application for admission process. The reason for this is so that potential applicants for admission will be able to understand what is expected!</p>
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Opportunities O	Threats T
<p>SKH’s courses and educational programmes support lifelong learning at various stages of life. Parts of the courses can be used in different areas such as skills development.</p> <p>The international labour market is a possibility within the fields we are active in.</p> <p>SKH’s education is provided without charge, and thus democratic, compared to education outside the Swedish educational system.</p> <p>Widening participation is a question of democracy and quality in order to develop art in line with the society and the times.</p> <p>Widened recruitment participation provides a richer educational environment with broader participation and broader networks in later working life.</p> <p>If there is a stronger and broader accessibility, and a discussion internally at the University, it will also be visible externally, outside of the University. The image of the University is reflected in the diversity that exists here.</p>	<p>The activities of schools of the arts are threatened.</p> <p>Fear of doing or saying wrong in the treatment of different student groups. Fear of going beyond our own experience and sense of security.</p> <p>COVID-19 and social distancing – how it affects our possibilities and our ability to communicate with each other digitally. There are parts of the communication that we miss when we’re not physically in the same room.</p> <p>The labour market for our industries based on the situation with the coronavirus pandemic and the competition other professional/vocational institutions of higher education</p> <p>The policy requires us to widen participation but provides too little support to culture, interventions/support during the coronavirus pandemic).</p>

Technology can be used to move us forward, such as digital admissions and digital meetings.

The fields of art can be developed by means of greater representation.

The foundation of our educational and research activities deals with communication, what we offer says something about our community and the society-at-large, reaching an audience (e.g. film and theatre were created to communicate).

High number of applicants per available place at SKH, despite the coronavirus pandemic

Competitive admissions tests is a potential possibility. We are looking for something other than what is assessed merely in grades and university examinations. Clear criteria are needed for this!

Inclusion also provides faculty and other staff: a broader perspective which provides new ways of working.

Use the new location to be more visible.

To become a better client to Statistics Sweden, in order to obtain information about our student groups in order to increase knowledge of what targeted efforts can be made.

Promote what an individual can work with after the courses.

Create development together with our students. That our students are involved in that process and have a voice in the development.

Improve the website via, for example, simple films to convey experiences from within the University to those outside in a good and accessible way.