



Business Modell of University Adult Education

Fundación **C Y**
D

ECER Conference
Dublin; 26/08/2016

539382-LLP-1-2013-1-ES-ERASMUS-EQR



Lifelong
Learning
Programme

Basics of the program (1)

*Multinational enterprise - Leading partner:
University – Training provider*

*Type of program:
2 Non-Bologna Master program certified by the university*

Basics of the program (2)

Program as part of the internal human resource strategy

University own Master Programmes

- integrated in the strategy of internal selection of managers*
- part of the business strategy of the enterprise*
- Managed by a specific consultancy units of the enterprise (internal service provider)*

In both cases: option to develop a commercialisation strategy

Role of lead partner

- *Searching for suitable partner*
- *Design of Program*
- *Evaluation of program*

Role of university

- *Training provider*
- *Certification of the program*
- *Assuring the academic orientation of the programme*

Own master programmes

- *Designing academic modules*
- *Providing academic lecturers*
- *Participating in the evaluation*

Focus

- *Technical competence (human capital)*
- *Management competence (cultural capital)*
- *Competence to work in group (cultural capital)*
- *Vision of the enterprise - work process knowledge*
- *networking competence (cultural capital)*
- *internal networks (social capital)*

Lecturers' competence

Master programmes:

- mixture of academic staff, in house experts and other non-academic experts

Method of selection of lecturers:

Trial and error (hire and fire)

Programme evaluation

led by the enterprises

- *based on the learners satisfaction*
- *evaluation contents*
- *evaluation lecturers' performance*

SWOT of university business cooperation: Strength

General

- Labour market orientation / oriented to the need of the enterprise;
- linked to the strategy of personal development in the enterprise;
- provides the learners technical, **and** social competences **and** a internal network;
- Integrated work related learning

For the University

- Additional incomes
- reinforcement of the link to work environment
- opportunity to innovate traditional programmes
- offering new business opportunities

-For the enterprise

- price
- certification + university prestige

SWOT of university business cooperation: Weakness

General

- *to closer focus on a specific work environment;*
- *no specific academic added value*

For the University

- Minor role of the university in the whole process
- competition factor is overall the capacity of certification
- without teaching competence for adult education

-For the enterprise

- in the master programme: questioning if the university is the adequate training provider

SWOT of university business cooperation: Opportunity

General

- *reinforcement of the professionalization of higher education*
- *diversification of the training & education offers of the university*

For the University

- Reinforce the teaching competence of the academic staff
- impulse to innovate education offers in formal and informal education & training
- stronger integration of work related learning

-For the enterprise

- *fostering the professional preparation of the new entrance*
- *expand knowledge networks*

SWOT of university business cooperation: Threats

General

- *to closer focus on labour market neglecting a broader academic education*
- *do not fit well with the actual structure of the Spanish University System*

For the University

- Losing independency (?)
- Question if this could be applied for all knowledge fields
- Risks that social sciences and humanities will be losers

What can be learned

- *Non-Bologna programs offered more flexibility in terms of contents and prices;*
- *University – Enterprise cooperation has a future in this field under the leadership of enterprise*
- *Competence factor of university: capacity of certification + prestige of university*
- *Adult education lecturing staff requires a combination of academic and professional competence*



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