



**Labour Efficiency of
Tertiary Adult Education
at universities**

**Work Related Learning
in University Adult Education
in Spain**

Context and cases

Alba Molas

Karsten Krüger



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Universidad Rovira i Virgili

Karsten Krüger

Fundación Conocimiento y Desarrollo

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Alba Molas & Karsten Krüger

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1. Introduction

In this report, we will expose the results of a university-enterprise cooperation study in tertiary lifelong learning or university adult education or, using the old fashion term, continuous training at universities. We analysed three cases of university-enterprise programs for adults¹, who had left the educational system, started working and want to participate in education and training opportunities offered by universities to improve their labour market position. These case studies are complemented by desk research about the institutional context of university higher education.

Core questions to be addressed are the regulation of the TLL systems within the national qualification systems, but overall the integration of labour market actors in the design of the programs. The project asked specifically for the relevance of universities in further training for the position of the adult students in the labour market and its impact on their labour performance. For this reason, we exclude all experience of business-university cooperation in the field of initial educational programs, in which participates may come directly from school or high school.

Our strategy searching for suitable programs was to look for enterprises that are running in cooperation with universities tailor-made programs for their employers. At least, we made three case studies. In two cases, the objective is to train persons of the middle management, preparing them for post of higher responsibility. Both programmes are certificated as university master programmes. In the third case, the programme is oriented to new entrances in the knowledge-intensive service enterprise. The content of the programme is focused in the provision of specific knowledge, which hasn't been subject of the regular higher education training of these knowledge workers, but which the enterprise considered relevant to carry out properly some of their services. It is a university certified short programme.

We do not consider these programs as typical for the offers of continuous education in Spanish universities, but all three shows the potential and obstacles of the cooperation between enterprises and companies in the field of education. In the core text, we will offer abstracts of the three cases, first outlining common characteristics and later describing shortly the two long programmes following by the exposition of the short tailor-made programme. A more detailed analysis of the three cases can be consulted in the annex.

To offer a wider perspective, we will complement these cases with abstracts of three case of university continuous training s carried out in a previous project. The difference between both

¹ Adult are here defined as persons, who are older than 18 years and have still left the educational system generally to step into the labour market According to the methodology of the Adult Education Survey, adult population is that aged 25 and more, which would be outside of the formal education under normal conditions, understood as a continuing stairway of full time education that generally begins at 5-7 years and continues until the 20-25 years.

series of cases is that in the previous study, we analyzed open access programs, but in the actual study programs made for and partly by enterprises have been the objective. All these six cases are similar in extension in time and they conduce to university master programs². So they allow a direct comparison of tailor-made and open access programs and derive general conclusion about success factors of university continuous training programs.

In spite of that we didn't address specifically the question of work place learning, in the background we are also searching how coupling 'classical/theoretical' university learning with practical, work place learning. This is one of the main questions of the European learning and training strategies during the last years considering it a main road to bring vocational training and higher education nearer to the labour market requirements.

We will first describe briefly the institutional landscape of adult education in Spain. Then we will present the cases without revealing the identity of the enterprises and universities involved in the programs. And at the end, we will discuss the potential, but also the obstacles for such cooperation in education to advance in the integration of work place learning in higher education.

² Before the introduction of the Bologna scheme, many continuous training programs were called master programs and still exist some with this name. To avoid confusions with the Master cycles of the Bologna scheme, we will denominate the continuous training programs 'university own master' and the of the Bologna scheme simply master. The University Council in its report 'La Formación permanente y las universidades españolas' (2010: 60) is using the terms 'master universitario' or 'magister universitario'. In the Spanish version of this report, we use the second term to avoid confusion.

2. Institutional context

2.1. Recent trends of university adult education

Adult education and training in Spain has developed in different aspects, not very interconnected (Sanz and Lancho, 2002). First, the academic dimension, designed to assure the basic abilities according to the educational administration. In second place, the labour dimension, directed to train the population with abilities and knowledge required by the labour market. Finally, with the democracy the social dimension came up, centred on the population's training to participate actively as citizens. In this section, we will refer only to that education and training with an evident labour market orientation.

By the mid-80s under an industrial crisis, continuous training gained relevance. In 1986 the Adult Education White Paper is approved introducing a new strategy more focused on the social dimension in detriment of the educational one, more centred in the population's needs than in the available education and more concerned about learning than in teaching. However the LOGSE (Organic Law of General Organisation of the Spanish Education System), approved in 1990 and whose section III deals with adult education didn't take into consideration its recommendations. Any specific law was approved for adult education but rather the issue was included in a general law of education. The law focused more on adults from the strictly educational or academic point of view, for example, enlarging adult population's compulsory primary and secondary education. Demand for training derived from the new political, cultural and labour conditions was overlooked, and supplied outside of the traditional educational system. Some of them were provided by social organizations through programs of Vocational Training and Continuing Education, and others directly by civil organizations, often without the due social recognition. Some autonomous communities such as Andalusia, Catalonia, Galicia and Valencia approved specific laws for adult education but with the same practical difficulties of application.

Advances in vocational education and training were intense. From 1986 on the concept of professional training as an active employment policy began to be applied in a practical and specific way. The period 1986-1996 can be considered as a key period: 1986-1988 with the FIP plan for training and work placement³; 1989-1992, when there is a qualitative improvement of the programs; and from 1993 on with the national professional training program centred exclusively in training for employment. The INEM (currently the Public Service of State Employment) activities during this period were based on a strategy of continuing improvement of Vocational Training and the Professionalism Certificates were implanted. In the professional

³ FIP is the acronym for 'Formación para la Integración Profesional' [Integrated Professional Training]

training dimension the social dialogue between the administration, trade unions and employers' associations continued enabling since 1992 a series of national agreements for continuing training. Starting from these agreements it was understood that the professional training had to be a fundamental priority to give appropriate answer to the labour market needs.

In parallel, Universities began to offer continuing education and training since the approval of the Law of University Reform in 1983, that authorized universities to carry out unofficial teaching activities and therefore they were allowed to attract different student profiles. Moreover, this law granted the possibility to offer degrees with diplomas different to the officials. In practice, continuing education and training becomes widespread in the 1990s, focused on the graduate level and with a strong professional orientation. Given the proliferation of programs of continuing education and training offered by Universities and also the existence of varied programs offered by non-university entities, there was an increasing need for homologating denominations and characteristics. At the University level, the objective was to apply some homogeneous criteria and to secure the specificity and quality of its continuing education and training programs. Two agreements arise, one in 1988 for the Catalan universities, on the denominations and characteristic of the graduate degree studies and their certification; and another in 1991, for all Spanish universities, distinguishing the scope of continuing education programs among master, specialist, expert and postgraduate diploma degrees. The first one, of at least 50 credits, has as prerequisite a university degree; specialist and expert were programs of at least 20 credits directed to graduates or undergraduates but with at least a Baccalaureate certificate; the ability to grant a postgraduate diploma would be for other training initiatives.

Anyway, as the universities' continuing education and training depends on the autonomy of each institution -there are not legal guidelines-, although the objective of supply flexibility and better matching with demand was achieved, the practice created a varied and heterogeneous supply of programs obstructing recognition among universities. At the same time universities began to develop short courses to assist specific social specialisation demands, among which we find firm-tailored courses with denominations and durations even more heterogeneous, language courses or initiatives such as the university for people (focused in participants with more than 50 or 55 years). This has been the way in which university continuing education and training has responded to the three above-mentioned dimensions: professional, social and academic. Regarding this last dimension, one must also keep in mind the realization on the part of the adult population university official studies: at the moment Bachelor's, Master's and Doctorate.

2.2. Legal regulation of adult education

The Organic Law of Education⁴ (2006) in its Chapter IX, Title I is devoted to Adult Education. But according to Rodríguez (2008) and Ministry of Education (2009), this is just the continuation of what the LOGSE established, with some novel elements related with the evolution of policies directed to continuing training and distance training. This law offers a general framework for adult training, in which a series of mechanisms have been foreseen to favour adult's access and promotion in secondary education, professional training and higher education. The educational offer for Adult Education integrates different initiatives, both official and unofficial education, for those older than 18 years. It starts with Initial Education passing then to Secondary Education for Adult People (ESPA); Education for obtaining the General Upper Secondary Education certificate (Baccalaureate), to have access to the vocational upper secondary education and higher education. Besides the legislation include disposition for a wide range of informal education.

On the other side, the Royal Decree 395/2007 regulates the subsystem of professional training for employment. Its basic objective is to universalise the access of workers and unemployed and firms to education and training. Specifically, its priorities are to favour worker's lifelong training; to provide knowledge and practice adapted to the needs of firms and workers; to contribute to the improvement of productivity and competitiveness; to improve the employability of workers and to promote that the professional skills acquired by the workers are appropriately accredited. They address the workers and unemployed, and among these groups those that have more insertion and maintenance difficulties are given priority, such as long-term unemployed, women, older than 45 years, workers with low qualifications, immigrants and disabled people, and small and medium enterprises workers.

The adult education at universities is regulated by different laws and royal decrees. For instance, the Organic Law of Universities⁵ (2001) and the later modification Organic Law of Modification of the LOU⁶ (2007) point out in its preamble that the society demands lifelong continuing training. Article 1 develops the diffusion of knowledge and culture by means of the university extension and lifelong learning. Article 2 is devoted to the elaboration of study and research plans and specific lifelong education and training. Article 36 refers to the validation of the labour or professional experience. The twentieth legal requirement contemplates the Registry of Universities, Centres and Degrees (RUCT).

⁴ Ley Orgánica de Educación.

⁵ Ley Orgánica de Universidades, LOU.

⁶ LOMLOU.

But it is the Royal Decree 1393/2007 of October 29 on the Regulation of the Official University Education which deepens in the definition and expression of university autonomy asking for higher education institutions to create and propose, in accordance with the legislation, the programs and certificates that must be offered. It adopts a series of measures that, besides being compatible with the European Higher Education Area (EHEA), makes more flexible the organization of education and training, promoting curricular diversification and allowing the universities to take advantage of their innovation capacity.

In a nutshell, university continuing education and training (unofficial postgraduate certificates and unofficial complementary training) is the responsibility of the universities given their autonomy. The central administration, and the autonomous one, since the function of universities is decentralized, would be in charge of establishing the legal framework and a minimum of regulation. Moreover, they also can, in accordance with universities, act in the organisation, promotion and recognition of this type of education.

2.3. Actual policy and priorities

It is in the context of continuing education and training in which more changes are taking place lately, within the framework of the Strategy University 2015. This strategy is an initiative coordinated among the Central government, the Autonomous Communities and the universities and promoted by Ministry of Education, focused on the modernization of the Spanish university system with a time horizon of 2015. In this context, continuing education and training was included as a mission in the Education and Training chapter along with the adaptation to the ECTS system. Continuing education and training, within the Strategy 2015, is placed among the most prominent objectives. This recognition connects with the importance that university lifelong learning is receiving at the European level. Thus, the role of continuing education and training in universities has been emphasized since the origin of the Bologna Process (Bologna Declaration, 1999) leading to the European Higher Education Area, and has been reinforced in the subsequent official statements of the European Education Ministers in Prague (2001), Berlin (2003), Bergen (2005), London (2007) and Louvain (2009). As a result, continuing education and training is today considered to be one of the main functions of universities facilitating a type of academically valid training, professionally useful and enriching from the personal point of view to people in a wide age spectrum. At the same time, universities are also exhorted to lead the recognition of previous learning, independently of the way to do it, through certificates, degrees and similar.

The objectives stated with respect of continuing education and training are:

- To offer quality training and their corresponding accreditation systems.

- To fulfil social needs with respect to personal enrichment and new labour perspectives.
- To involve universities in the design strategies of continuing education and training as a basic function.
- To take advantage of ICTs to widen educational methodologies, favouring training together with the labour activity and family life.
- To promote access to training to people with different skills levels and different learning backgrounds, as well as the collaboration of the universities with associations, social agents and other partners linked to the local productive system in specific training projects.
- To elaborate official guidelines to foster this type of training facilitating interuniversity agreements.
- To elaborate a normative framework that puts up the regulation (respecting the autonomy of the universities) and that facilitates the recognition of this type of training outlining the approaches and minimum requirements that the RUCT registry should keep in mind.

According to the Strategy 2015, continuing education and training is defined as “all learning activities carried out in any moment of life, with the purpose of improving knowledge, abilities and skills from a civic, social and/or work perspective.” In a wide sense, this training would embrace the undergraduate and graduate education at universities with the necessary flexibility in its curricula to be able to adapt it to the needs of each community or individual. Unofficial master, postgraduate diploma, expert, specialist, short courses and extension courses are also considered in this category. Occupational training and recycle courses (with clear employability objectives) are also included here, as well as corporate training (tailored or in company), either of open type (proposed by the university) or not.

In this context of the Strategy 2015, a work group was created, the “Commission for Continuing Training”, with the objective of elaborating a document reflecting the nature and characteristic of continuing education and training and the role of universities, setting down proposals for planning, homogenisation, and regulation, among others. Based on this document, an agreement on universities and continuing education and training was reached in July 2010 in the plenary of the Council of Universities.

One of the starting points is the complexity of the available courses from universities with respect to their denomination, degree and recognition. This makes necessary, respecting the university autonomy regarding unofficial graduate certificates and lifelong learning, to achieve some minimum agreements that allow unifying some criteria and characteristics of the different types of courses and to facilitate their recognition among Universities is needed. This must respect already effective regulations in this area as, for instance, the new organisation of the

official university education that regulates the formative cycles (bachelor, master, doctorate) and the existence of unofficial education articulated in different ways: masters, postgraduate diplomas, expert or specialist certificates, diplomas or certificates of university extension, etc; and the possibility of registration of unofficial certificates and degrees in the RUCT that supposes the establishment of conditions and criteria, such as verification and accreditation, to consent to the registration of these titles.

The process that must begin should develop in a gradual way with regard to the access and the duration of the programs and would require the following agreements:

1. Within continuing education and training it is necessary to differentiate the consolidated and well known programs that are at present offered as masters, expert, specialists and postgraduate diplomas. This agreement proposes that:
 - Master degrees have a length of 60 credits or more. Access needs a previous university degree, issued by the Rector and a centralised Registry. Moreover, curricula should be clearly defined, assessment in ECTS system and a final paper to obtain this degree.
 - Certificates of 30 credits or more will be named “specialisation diplomas” and they will refer to the current postgraduate diploma, expert or specialist certificates. These courses should comply with the same criteria than the masters, being advisable but not compulsory issuing a final document to obtain the certificate.
 - Moreover, the Universities will be able to offer other types of certificates or degrees. It is proposed to use unified denominations, although the length can be much more flexible. Thus, for courses that requires previous university degree, to differentiate among those with duration of up to 15 credits and those between 15 and 30 credits. For the latter, it is proposed to use the term “expert degree” and to consider “certificates” the former. For courses that don't require a previous university degree and with more than 30 credits, the denomination “diploma of university extension” will be used and for those with less than 30 credits “certificate of university extension”. For different types of continuing education and training, degrees as such should not be contemplated but certificates whose denomination can be decided by each University without using the previous labels to avoid confusion. In any case, the new denominations should contemplate a clear differentiation for the different titles, diplomas and certificates.
2. Obtaining an unofficial graduate degree will demand to overcome, through the corresponding evaluation process, the academic activities that correspond to the degree; in any case the attendance only will allow obtaining the degree. Each degree will show annexed the description of all the activities that configure the study program, with detail of the courses, credits and activities that the program includes; this annex will also indicate the previous degree or requirements.

3. The recognition of credits of unofficial graduate degrees among Universities of the different types of programs. This recognition can be at different levels:
 - Total or partial recognition of master and specialization diploma not registered in the Registry of Universities, Centres and Programmes (RUCT - Registro de Universidades, Centros y Títulos) of the Ministry of Education but that fulfil the denomination, extension, evaluation, paper, etc. criteria.
 - Recognised credits from masters and specialisation diplomas can serve to complete studies or to continue them in other universities.
 - Recognition, by means of bilateral agreements and according to the norms of each University, of the rest of credits studied in the other types of unofficial programs of each University.

Anyway all continuing education and training programs should have an internal quality assurance system that could be adjusted to some of the models of quality management that have been useful in higher education in Europe, as the EFQM (European Foundation for Quality Management) or the ISO 9000. The bodies responsible for the system of unofficial graduate degrees could be structured in three levels: a first institutional level integrated in the university's quality system; a second level that will correspond to the organizational structure (Centre of continuing education and training) responsible for unofficial graduate degrees and for continuing education and training in general; and a third level referred to each unofficial graduate degree in a specific way.

For its best visualization, the RD 1509/2008 established the possibility to register the graduate continuing education and training programs of the Universities. Therefore, those unofficial graduate degrees that fulfil the requirements and apply for will be registered in the RUCT. Before the registration, a process of verification of the program should be done. The verification is the voluntary process by means of which the Universities submit to the Council of Universities a report in which the fundamental elements of the program are included. The process of accreditation of an unofficial graduate degree is conducted once the program has been evaluated positively during, at least, two editions, or to have at least an equivalent trajectory. Accreditation is based on the execution of the commitments stated in the report. To this document relevant information about its trajectory should be incorporated, with special attention to the demand of students and professionals, performance rates, graduate monitoring and labour market insertion, etc. The accreditation will be revised periodically and the evaluation organisms will be the ANECA (National Agency of Evaluation of the Quality and Accreditation) and, when applicable, the official autonomous agencies. In some cases, the programs have to be accredited by both institutions.

2.4. Financial aspects

Non university official adult education is free and university official adult education is subsidised. The cost of the non-formal programs depends on the organising institution and of the course type. Of the total public expenditure in non-university education in 2009, 1,1% (equivalent to about 400 million Euros) corresponded to adult population education, something more than 460.000 people was registered, representing the 6,2% of the total of students of non-university education in the academic course 2008-2009.

Resources to finance the subsystem of professional training for employment come from the share for professional training that collects the Social Security System (around 85%) along with some funds coming from the European Social Fund and the contributions of the Public Service of Employment. The budget for the whole system was around 2.500 million Euros in 2010. Here, the resources of the share for professional training refer specifically to the volume of revenues resulting from applying a tax of 0.7% on the rate base for common contingencies that firms and workers contribute to the Social Security. Of that global tax, 0.6% corresponds to firms and the remaining 0.1% to the worker. Approximately 60% of the total funds is dedicated to workers' training of (1.545 million Euros in 2010) and 40% to the unemployed. The application of the funds corresponds to the Labour Ministry that decides how it is distributed among different administration bodies and training initiatives.

Firms that carry out tailored training will be able to benefit from some discounts in their contributions to the Social Security. This allowance is variable according to the size of the company. An allowance of 100% is foreseen for firms from 6 to 9 workers, of 75% for those of 10 to 49 workers, of 60% for those that have between 50 and 249 employees and of 50% for those of 250 and more. For firms with a salary earner stratum between 1 and 5 a credit of annual allowance of 420 Euros is granted. The available quantity in 2010 for these allowances was of 507.8 million Euros, the same as in 2009, year in which more than 1.8 million workers in almost 300.000 firms (a penetration rate of 18%) were enrolled in some sort of continuing education and training programs. Additionally, more than 2.000 individual permits for training were granted, most of them to follow official university studies (more than 1.000) and unofficial graduate programs (485). Since 2007 there has been a substantial increase of these figures: the number of firms that carry out training has doubled and the number of workers trained through in-company activities increased by 50% (65% in the case of those with individual training permit). By age profiles, 8.7% of participants in the in-company training actions had between 16 and 25 years, 37.8% in the age group of 26 to 35 years, 31.1% in that of 36 to 45 and 22.4% with more than 45 years. At the national level (there is no data for the regional level), the budget allocated to the 2010 call for financing training plans reached approximately 413 million Euros, while in 2009 about 700.000 workers followed some supply-oriented plan.

University continuing education and training courses tend to be much more demand-oriented than bachelor's degrees. Since these courses are unofficial (they are not considered in the official catalogue) they are not funded with public resources and therefore they are not under subsidised fees. Thus, these courses tend to be generally self-financed by means of tuition fees. Nevertheless, in practice, universities usually co-finance some of these courses by means of, for example, the use of infrastructure or financing the specific administrative units that manage this type of education. In contrast, the universities retain a percentage of the revenues of these courses (overhead). The availability of own university programs (master, experts, specialists) has shown recently an exponential growth, from 145 programs in 1987 to more than 4.500 twenty years later. In parallel, the number of students following these courses also increased, representing today almost 10% of total students of bachelor degrees. In the same way, revenues coming from these unofficial training courses, self-financed, grew steadily representing today around 15% of the revenues raised through first and second cycle education.

2.5. Educational structure of the Spanish population

The education system is clearly differentiated between general and vocational education with a low level of permeability (see Figure 1). The institutions of higher education are characterized by its institutional homogeneity. Except for some specific academic fields as sports, music and arts, the official higher education degrees as bachelor, masters and doctor are facilitated by only one type of institution: the university.

The educational structure of the Spanish population is a specific case among the EU member states. As Table 1 shows in Spain the rate of low educated people is with distance the highest followed by the rate of high educated people. The lowest rate is the one for medium educated people. On the contrary in the EU-27, in the EU15 and the 18-Eurozone, the rate of medium educated people over the whole population is the highest one, followed by the rate of low educated people. In a certain sense, higher education has become in Spain a structural equivalent to the vocational training in other countries.

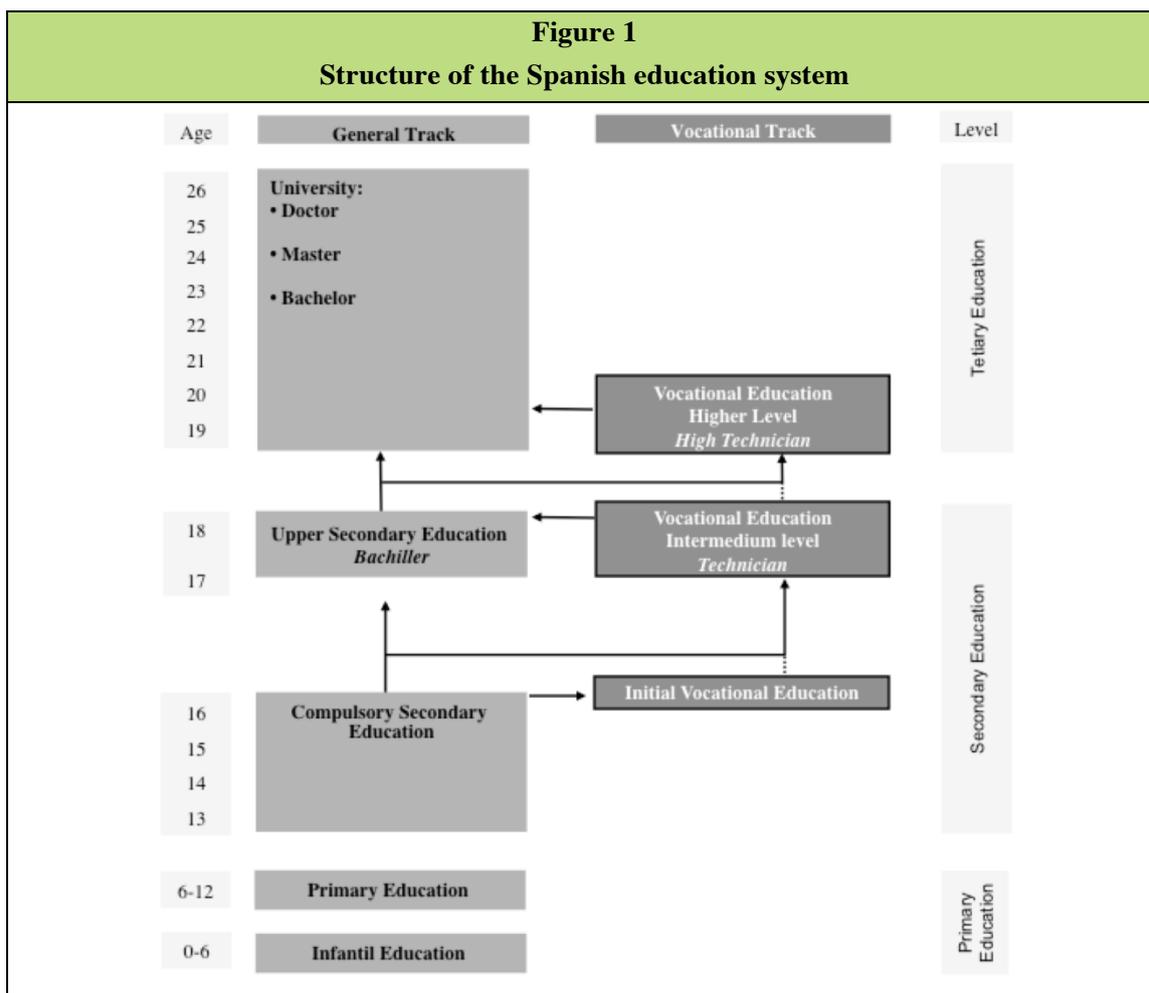
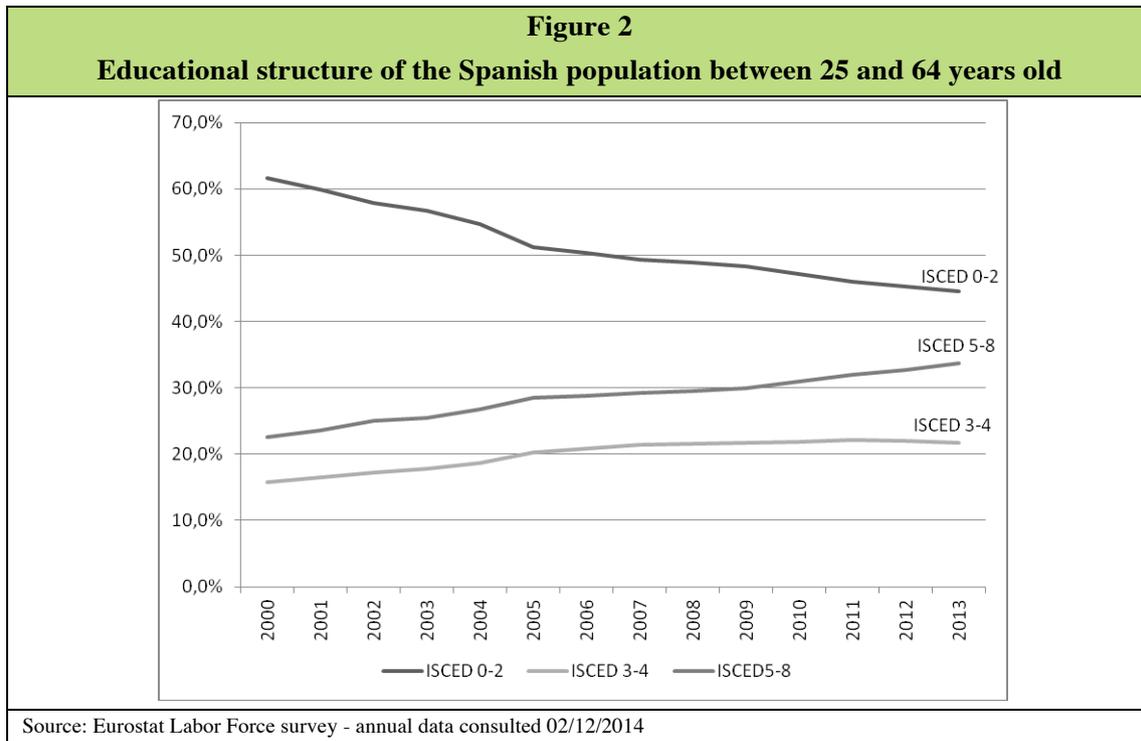


Table 1 shows that the Spanish education structure has suffered major changes in the last 13 years. The rate of low educated people over the whole Spanish population has decreased considerably. But there seems to be a higher transfer from people from the category ISCED 3-4 (medium educated) to the category ISCED 5-8 (high educated) compared to the transfer from ISCED 0-2 (low educated) to ISCED 3-4 (see figure 2).

Table 1								
Educational structure in 2000 and 2013 in Spain, EU-27, EU-15 and EA-18								
	SPAIN		EU27		EU15		EA18	
	2000	2013	2000	2013	2000	2013	2000	2013
ISCED 0-2	61,7%	44,5%	34,6%	24,8%	37,5%	27,6%	38,7%	28,6%
ISCED 3-4	15,8%	21,7%	43,5%	46,4%	38,2%	42,0%	40,0%	43,3%
ISCED5-8	22,5%	33,7%	18,9%	28,5%	20,4%	29,9%	19,2%	27,9%

Source: Eurostat Labor Force survey - annual data consulted 02/12/2014

One objective that the UE manifested in the Lisbon Strategy, regarding education and the training, was advancing in the adult population's active participation in activities related with lifelong learning. Specifically, the objective was to reach by 2010 at least the 12.5% of the EU population aged 25 to 64 participating regularly in lifelong learning activities through official and unofficial programs.



According to Eurostat's Labour Force Survey (LFS)⁷, Spain showed in 2013 an annual average of 11,1% of population aged 25 to 64 years that followed some sort of education. This rate is only slightly lower than the EU average and of the Euro area-countries, but significantly far from the objective and very far from the leading Scandinavian countries, Denmark (31,4%), Finland (24,9%) and Sweden (28,1%). It is also lower than some other countries as the United Kingdom (16,1%) and France (17,7%), but higher than in Germany (7,8%).

⁷ The Labour Force survey includes one question asking if the individual surveyed has been following some courses in the four weeks before the interview took place.

Table 2				
Participation rate in education and training (last 4 weeks) of the population between 25 and 64 years old				
	EU28	EU27	EA18	Spain
2000	:	7,1	5,4	4,5
2001	:	7,1	5,3	4,4
2002	7,1	7,2	5,4	4,5
2003	8,4	8,5	6,4	4,8
2004	9,1	9,2	7,1	4,8
2005	9,6	9,6	7,9	10,8
2006	9,5	9,5	8,0	10,6
2007	9,3	9,3	8,1	10,6
2008	9,3	9,4	8,2	10,6
2009	9,3	9,3	8,0	10,6
2010	9,1	9,2	8,0	11,0
2011	8,9	8,9	8,2	11,0
2012	9,0	9,1	8,4	11,0
2013	10,5	10,5	10,5	11,1
Source: Eurostat Labour Force Survey consulted 02/12/2014				

The results of other surveys of European dimension, as the Adult Education Survey taking 2007 as a base year and that analyses more in depth (and during the whole year) training activities (including informal), also shows that Spain is below the EU average and far from the leading countries. Concretely, 37,7% of adults aged 25 to 64 followed some sort of continuing education and training. Spain shortens the distance to the average of EU28 and Euro area.

Table 3			
Participation rate in education and training by age groups			
	EU 28	Euro area 18	Spain
2007	34,8	35,1	30,9
2011	40,3	44,7	37,7
Source: Eurostat Adult Education Survey consulted 02/12/2014			

Universities (as a participant of formal education institutions) participate modestly in providing informal educational activities. Only around 10% of those aged 25 to 64 that had followed informal activities have done so in universities (9% for those aged 45 to 64; but, on the other hand, 13.3% for graduates). The employers and the informal educational and training

institutions (academies, study centres, professional colleges and others) are be the most usual place for training (with some age group differences).

Table 4			
Distribution of non-formal education and training activities provide by formal education institutions including universities			
	EU 28	Euro area 18	Spain
2007	10,4	10,8	9,7
2011	9,8	10,6	9,5
Source: Eurostat Adult Education Survey consulted 02/12/2014			

2.6. Typology of University Adult Education programmes at Spanish Universities

In the subsection 2.1 we mentioned that the Spanish universities began to offer continuous education and training in 1983, when the university reform allows them to develop unofficial education and training activities. We also mentioned that these activities are not regulated by law and depends on the autonomy of each university. However, there are two reference documents to classify the heterogeneous offer of university adult education in Spain. These are taken as reference to adapt a typology elaborated by Eurydice classifying roughly the different adult education programmes offered by Spanish universities at three levels⁸:

- a) Postgraduate programme, that means the access is limited to person with a university degree (at least bachelor or equivalent). Following programme types can be distinguished:
 - Official higher education degree programmes included in the Bologna scheme as master and PhD programmes..
 - Programmes which conduced to university own certification, which are not included in the Bologna scheme. In so far, these degrees do not have any value within the education system and they are not considered official professional qualifications..
- b) Non-postgraduate programmes, that means the access is not limited to people with a university degree, but it is generally limited to persons, who at least have an education certificate allowing access to higher education.

The typology that appears in Table 5 is only indicative. The specific denomination of the programmes and its design (for instance the duration in credits) depends on each university,

⁸ We exclude here and the table 5 the Bachelor programmes, which are generally conceived as initial higher education programme. We include in the table master and PhD programmes because they are generally more open for people with working experience.

which has full autonomy regarding their lifelong learning activities except the postgraduate programmes of the Bologna scheme (Master and PhD), which are regulated by the state.

Table 5				
Adult education programmes at Spanish universities				
Postgraduate programmes included in the Bologna scheme				
Degree or certificate	Duration in en credits	Access restriction	Evaluation	Requires final examination
Master	60 credits (equivalent to one a academic year). Some have 90 or 120 credits	Minimum Bachelor or equivalent	ECTS	yes
Doctor		Minimum master or equivalent (60 ECTS of postgraduate degree)		yes
Postgraduate programmes outside the Bologna scheme				
Own Master	Minimum 60 credits (one academic year)	Minimum Bachelor or equivalent	ECTS	Yes
Specialist diploma	30 but less than 60 credits	Minimum Bachelor or equivalent	Credits ¹	Optional
University Expert	15-30 credits	Minimum Bachelor or equivalent	Credits ¹	No
Certificate	Less than 15 credits	Minimum Bachelor or equivalent	Credits ¹	No
Non-postgraduate adult education programmes				
University Extension Diploma	More than 30 credits	Education certificate allowing access to higher education	Credits ¹	No
University Extension Certificate ”	Less then 30 credits	Education certificate allowing access to higher education	Credits ¹	No
¹ These credits were the ones used for university programmes before the implementation of the ECTS credits. Source: own elaboration based on Acuerdo del pleno de Consejo de Universidades (2010) and Eurydice [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Spain:Higher_Education] y				

3. Three case of university – enterprise cooperation

In this section, we will present briefly three cases of companies’ leadership in university education programs (for a detailed information see annex). The first two cases are very specific programmes in the Spanish landscape of university training programs. Generally tailor made programmes specifically developed for a given enterprise have, generally, a short duration and aren’t university certified Master or Specialist programs with a duration between 1 and 2 years. On the other side, university master programs generally haven’t a restricted access of employers of one or several enterprise. In spite of the specific characteristics of the programs, we have selected two long programmes as they seem to be a promising way of university–enterprise cooperation and work place learning in university programs. Both conduce to university own master certifications. The third case is a short programme, which conduced to a minor university own certification. In none of the cases, the successful participation conduced to an official education certificate as for instance the bachelor, master or PhD or a full qualification.

These three cases will be complemented by the description of other three long programmes (university own master programmes), which are not based on a formal university-business cooperation (see section 4). This more complete picture of different kind of programmes shows the relevance and potential of integration of learning in labour environment in higher education programmes and of university-business cooperation in tertiary adult education.

Table 6			
Persons interviewed by case			
	Programme responsible	lecturers	Students
1 st case 8 interviews	Head of HHRR-department Representative of business unit University representative	One in house lecturer One university lecturer (= university representative)	3 learners
2 nd case 8 interviews	Representative of business unit University representative	One in-house lecturer One university lecturer	4 learners
3 rd case 9 interviews	Responsible from the enterprise Responsible from the University	One university lecturer	6 lecturers

The three case studies of the LETAE project are based on series of interviews made with persons responsible for the programme from both, the university and the enterprise, and lecturers and students of different programme cohorts (see table 6). The interviews were made using protocols, which have been elaborated by the European partners of the LETAE project to assure a common standard of information. However, we are talking about semi-structured

interviews, given place to ask specific question about issues emerging in the course of the interviews. All interviews has been taped with the permission of the interviewed persons and transcribed for later analysis. The interviews have been complemented by the analysis of documents available about the programme.

The study is not representative, but exploratory (rather than purely descriptive or fully interpretative) in nature, answering the following leading research questions:

- a) Which are the conditions to foster university-enterprise cooperation in the field of university adult education so that it becomes one viable instrument for social effective university adult education?
- b) Are the cases examples to foster university-enterprise cooperation in university adult education, but also in the formal higher education and if so, under which conditions?

First, we will describe common characteristics of the three programmes analysed en the LETAE project. Then we will analyse more in depth the two long programmes based on enterprise-university cooperation, which are very similar regarding their target groups, design and integration in the human resource strategy of the enterprise. Then we will expose briefly the third case, a short technical oriented programme.

3.1. Common characteristics of the programmes

All three programmes are leaded by the enterprises but certified by the university (see table 7). That implies that the enterprise have started the programmes looking for a suitable training provider.

All three enterprises are knowledge intensive and have developed broad internal training programmes. They have large experience in cooperation with universities in research and education. The programmes are integrated in an intense strategy of personal development within the enterprise. All three enterprises consider training as an essential competitive factor in a global market. Cooperation with university isn't sporadic but part of the enterprise strategy. They are cooperating not only in tailor-made training, but also in other related aspects: funding professorships, internships, or as university lecturers.

For the enterprises, the university is one of several training providers. They are evaluating regularly the quality of cooperation and of the particular programmes. For instance, they make evaluation of the quality of the learning processes based on students' survey, which implies the right to asks for a lecturer change in the case of bad evaluation results.

Table 7			
Analysed programmes by target group, access and modality			
Programme	Target group	Access	Modality
Global Management	- Middle Management: preparing for new management tasks	Restricted for people selected by the enterprise	blended
Higher Management	- Middle Management: preparing for new management tasks	Restricted for people selected by the enterprise	blended
Evaluation and Accountability of Enterprises	- Mainly new entrance: transmitting new knowledge preparing for consultancy tasks	Restricted for people selected by the enterprise	Face-to-face + video session

The programmes are designed for people who have a higher education degree. The access is restricted to persons selected by the enterprises. The costs are covered by the enterprises. All programmes have online elements, but the mayor part of the programme is based in face-to-face sessions. They are developed during working hours, but they do not count as such as in all three enterprises as the work is organised through objective and oriented to the (internal or external) clients.

The successful students obtained at the end of the programme a university certificate, which goes beyond the confirmation of assistance, but which isn't a full qualification or an officially recognised education certificate. Its value depends on the recognition within the proper professional field and its relation to other factor as for instance work experience in the professional field. In other words, for experienced employees, the value of the certificate is limited. Anyhow, in all three cases the participation in the programme is focused in the professional career within the enterprise.

3.2. Common characteristics of the two long programs

The first two cases described have many common characteristics: (a) both programs are leaded by technological based enterprises; (b) their competitive factor is their innovation capacity and the high qualified staff; and (c) the university training program is integrated in the general human resource strategy selecting internally the staff with '*high potential*' to achieve high management positions. This is the reason we refer to these issues as highly selective programs.

Box 1: First Spanish Case - Global Management

Postgraduate programme – tailor made – long duration

Short Description:

The tailor made programme has the objective to improve the technical and social competences of staff from the middle management, the acquisition of social capital bringing together people from different operational areas, obtaining a vision of the different management processes in the enterprise and to serve as an incubator of new business ideas. The programme forms part of the internal human resource strategy to select and train persons for high management positions

Type

Blended learning; project based learning; modulised

Duration

600 hours = 30 ECTS = 14 month

Target Group

Own staff, middle management; people with higher education degree

Participation: around 20 persons

Teaching Staff

In-house personal (selected by the company)

Academic staff (selected by the university)

Certificate

Own university master; final examination

University-Business Cooperation

Leaded by the enterprise

University as Training provider

Fee

Programme paid by the enterprise

Evaluation Process:

Managed by the enterprise; Focused on the student satisfaction; at the end of the programme

In both cases, the cooperation is between the human resource department, a specific business unit of the enterprises, which provides internally and externally consultancy including in the area of human resource development, and a university.

In both case, the leading partner is the enterprise referring to all programme stages starting from the design, to the selection of lecturers and the evaluation. But this doesn't mean that the university doesn't play an active role, it participates in the program design validating the academic orientation and the fulfilment of the standards to be recognised as a university master program, it selected the academic lecturers, participate in the examination of students and in the program evaluation.

Box 2: Second Spanish Case - Master in Management

Postgraduate programme – tailor made – long duration

Short Description:

Tailor made training programme for middle management. The master aims to prepare company's staff for the management of the water and environmental business in a global and dynamic environment. The program gives an overview of the integral management of the productions and service cycles, and the tools to direct and assess projects with criteria of quality, time and cost optimization. It is focused on the acquisition of technical and social competences and the acquisition of social capital bringing together people from different operational areas. It facilitates a vision of the different management processes in the enterprise and serves as an incubator of business ideas. The programme forms part of the internal human resource strategy to select and train persons for high management positions

Type

Blended learning; project based learning; modulised

Duration

700 hours

Target Group

Own staff, middle management; people with higher education degree

Participation: around 20 persons

Teaching Staff

In-house personal and external experts (selected by the company)

Academic staff (selected by the university)

Certificate

Own university master; final examination

University-Business Cooperation

Leaded by the enterprise

University as Training provider

Fee

Programme paid by the enterprise

Evaluation Process:

Managed by the enterprise; Focused on the student satisfaction; At the end of the programme.

Both programs have a lecturer mix of academic and internal staff. Also other external experts are hired to cover specific issues. There are no specific requirements to be lecturer. But their performance is evaluated by the students. If they do not achieve an established threshold, they will be substituted.

Both programs combine technical training with management training. In other words, the programs are transmitting technical competences, management competence, networking competence and reinforce the capacity to work in team. It allows the students to obtain a general

vision of the enterprises regarding to the business strategy, but also management and working processes. It permits the students also to build up a network of contacts within the enterprise beyond their department or business unit.

Both programs are blended learning combining face-to-face session done by internal and academic lecturers, with online learning. The face-to-face sessions are in general magisterial lessons. Besides, the learning is project based. The students form small teams of around 5 persons, which will develop a business idea. This business plan will be the centre of the final examination to obtain the university own master certificate. This project learning is work place learning.

The students are coming from different departments and working centres. The project teams are never constituted by people coming from the same department, the same business area or working centre. That facilitates the acquisition of knowledge about management and working processes in other departments and business areas. Also the magisterial lessons of the internal staff, often high managers, allow obtaining a general vision of the strategy, management and working processes of the enterprise.

The impact of the program from the learners' side is more related to social and communicative competence and the obtaining of the general vision, than to technical competences. For the enterprises, one essential to measure the impact is the number of business project, which has been proposed and later implemented. In the case that the teams are working of business ideas proposed by the enterprise, an impact indicator is if the developed projects contributed to take informed decision about these ideas (including abandoning the idea).

The university isn't the exclusive training provider for any of the companies. Both enterprises have a portfolio of training providers including several universities. In this case a competitive advantage of the public universities is: (a) the certification as a university master program; (b) the prestige of the universities; and probably (c) the cost compared to business schools.

At least, the option for non-Bologna Master programmes is due to the higher flexibility in the program design compared to Bologna master programmes⁹, which must be approved by the Spanish Quality Agency (ANECA) and the regional quality agency and evaluated after five years. This implies also a higher freedom to modify the program design.

3.3. Short tailor made programme

The short tailor made programme: analysed in the course of the project, is also a programme leaded by the enterprise. In this case a knowledge intensive consultancy enterprise, which

⁹ The universities, generally, apply internally the same quality standard to the own master programmes as to the official master programmes, but the last must be presented also to the National Agency of Quality.

consider that the human resource development is the key factor of being competitive in this sector. As other consultancy enterprise, also this one has a specific work structure. Form the around 950 consulters, 200 are partners and other 700 are associated or junior. Each consulter is a kind of business unit and each customer is considered a project by its own, for which, if it is considered necessary, an internal team is set up leaded by the principal contact person.

The training programme is integrated in the general human resource strategy of the enterprise oriented to transmit a specific knowledge, which new entrances haven't acquired in the classical higher education study as it doesn't form part of the respective curricula. The main target group are new entrances, but it is also open for experienced consulters, who feel a need to acquire or refresh this knowledge.

The leading partner is the enterprise referring to all stage of the program development starting from the design, to the selection of lecturers and the evaluation. From the side of the university, a university owned foundation created to manage the continuous training programmes, is responsible for the programme playing a highly relevant role in the design of the programmes as they dispose of experts in this very concrete economic field. The university foundation is also the responsible for the examination of the students. But the enterprise carried out the programme evaluation based on student survey asking for their satisfaction, which allows a constant up-dating of the programme design.

The university foundation is selecting the lecturing staff. It is academic staff, with working experience outside the university within the respective economic sector. Their performance is evaluated by the students. If they would not achieve an established threshold, they would be substituted.

The programme is focused on a very specific technical issue, which the enterprise considered highly relevant for their service in the respective consultancy area. However, the objective of the programme is not focused on the acquisition of technical competence to realise a valorisation of enterprises. This will be done, if necessary, by experts in this field. The programme is focused to acquire the needed knowledge to realize an informed consultancy and to have informed dialogues with the customers and competitors. In so far, we are talking more about the transmission of social-technical competences.

The programme is based on face-to-face sessions, with one online introduction session. In general these are magisterial lessons combined with short session of small group learning.

The students are coming from different departments and working centres, but mainly from the dependency, where the sessions are hold. The specific organisation of the consultancy enterprise - each consulter is a business unit strongly oriented to the costumer – produced specific learning dynamics, as students are leaving the session, when they must attend the costumers, and coming back later.

Box 3: Third Spanish Case - Valorisation and Accountability of enterprises

Postgraduate programme – tailor made – short duration

Short Description:

The short tailor-made post-graduate programme aims promoting specific technical knowledge considered as relevant for excellent performance of the legal services and which are not included in the higher education for the consultants (Bologna cycles). The objective is that the participants obtain a consolidated vision of this field in theoretical and practical aspects. For new entrance in this area, the participation in the programme is obliged. The programme is framed in the firm's strategy to develop professional development, which is strongly based on internal knowledge transfer.

Type

Face-to-face learning with one online introduction sessions; 3 modules

Duration

48 hours

Target Group

Own staff, new entrances; people with higher education degree

Participation: around 20 persons

Teaching Staff

Academic staff with professional experience outside the university
(selected by the university)

Certificate

University certificate, previous evaluation process

University-Business Cooperation

Leaded by the enterprise

University as training provider

Fee

Programme paid by the enterprise

Evaluation Process:

Managed by the enterprise; Focused on the student satisfaction; at the end of the programme

For the learners, the programme's impact is strongly related to its immediate relevance for the day-to-day work. But the enterprise doesn't make a systematic impact evaluation. However, also some partners participated in the first editions of the programmes and evaluated it as useful. The training programme of the enterprise is essentially based on structured internal knowledge transfer between consultants giving a main rule the experienced partners. However the enterprise maintains an intense network with other knowledge organisation including universities. They are providing knowledge, for instance as university lecturers, but also asking for knowledge as, for instance, in this specific programme, when it doesn't dispose the in-house expertise.

4. Cases of university adult education without enterprise cooperation

In a previous project, five cases of non-tailor made university programs for adult were analysed (see Krüger & Molas & García & Jiménez 2013). Within these cases, we have had two long-term non-Bologna master programs both focused in management tasks. One of them was a face-to-face program; meanwhile the other was blended learning with learners from all over the world, but especially from Latin-America (due to language). There was a third long-term non-Bologna master program, but in this case in the sector of design. The other programs were shorter. For reasons of comparison, we will concentrate in the master programs.

For a first classification of the programs, we introduce the distinction between institution and academic owned programs. This distinction makes reference to several essential criteria as intellectual property rights, economic responsibility and responsibility for the different management tasks. In the case of adult learning programmes owned by academics, it is the academic who runs the economic risks putting in action the programme investing time and money to set-up the program with a high uncertainty to recover their investment. They also assume the responsibility for many management tasks (except the emission of the certificates and collecting the fees) and have the exclusive rights of intellectual property. Secondly, there are the programs owned by the institution (university or enterprise) in which the institution assumes the economic risk and carries out the main management tasks including the selection of staff. In this case the intellectual property rights are fully in the hand of the involved institutions.

The programmes promoted by academic are mainly non-tailor made programmes in all three universities. The process to create and implement this type of programme is decentralised. It starts on the initiative of one (or several) academics, and then the approval of the respective Department and/or Faculty is required. The academic assumes the responsibility of developing the contents of the programme, the selection of teaching staff, etc.. The university units responsible for the administration of these programs play several roles such as administration, commercialisation, emission of degrees, and quality control of programmes. The degree of control from the institution on the academic-owned programmes varies across cases.

Regarding institutional programmes, it is a centralised way to create programmes. The institution develops, creates and implements the programme, including the selection of training staff. It implies a significant change in the relation between academic staff and institution. In the case of academic owned programmes, the institution is at the service of the academics. In this logic, the academic is the first client of the administration unit. While in the second case, the academics are at the service of the university (or the enterprise).

For university owned programs, an essential part is the network with the socio-economic environment, for instance with chambers of commerce, entrepreneur associations, enterprises, public institutions, etc.. The creation of informed environments lays the ground for program developments.

Table 8			
Analysed programmes by target group, access and modality			
Programme	Target group	Access	Modality
HRRR management	- Employers: preparing for new tasks - Unemployed: preparing for new jobs	Open	Face-to-face
Design	- Diverse: preparing for new work opportunities	Open, but selective	Face-to-face
Management	- Employers: preparing for new tasks - Unemployed: preparing for new jobs	Open, but selective	Blended

Networking is also important for the creation of academic owned programmes. But in this case, we are talking about personal networking of the academics (*i.e.*, through his contact to other academics, enterprises, entrepreneur associations, etc...). They perceive training needs and decide to create a programme. This type of programmes has a low potential to be linked to coherent labour market policies. In other words, academics generate their programmes based on both their individual perceptions on training needs and knowledge field and/or economic sector. These principles of decentralised organisation hinder the systemic linkage between TLL programmes and labour market policies. The target groups are defined based on the perception of training needs without a respective study if this really is a demand of the labour market. Success is measured according to the number of students that follow the program.

The three analysed programs are all academic owned programs. They started from the initiative of an academic or a group of academics. The curriculum design is responsibility of the academic programme team. One common feature is that curricula are built on modules, which adds flexibility to the programmes. Another common aspect of these programs is the high degree of cooperation between the teaching staff when they update the contents. The participation of practitioners as lecturers seems to assure the practical orientation of the contents as well as its continuous updates. As the own-degree programs are not regulated by the official legislation, their curriculum development is very flexible. In other words, the curriculum development is

independent to the curricula of the official bachelor and master programmes and can be modified easily.

The three case studies show that the adult education programmes are based on interactive teaching and learning methods that stimulate the knowledge exchange between the students and the teaching staff, on the one hand, and students, on the other. Group work and project development are important components even in the blended learning program. We would like to call attention to several aspects:

1. All programmes used a mixture of academic staff and practitioners experts in the area. This mixture is generally well evaluated by the students and also by the programme directors. It seems to be a pre-condition to have a constantly updated programme and its close orientation to the praxis in the professional field.
2. Regarding teaching competences of the staff, the practitioners involved have not been formed to act as lecturers, monitor or tutor in any of the three programs. The same can be stated with the academic staff. Moreover, none of the academics has been trained to be lecturer in an adult education program. Indeed, critical statements of the students indicate that this could be a key aspect of the success of a program. Nonetheless, the high flexibility to recruit (and fire) lecturers is the main mechanism to improve the performance of the training team. The other mechanism seems to be the discussion processes among the lecturers, which in some programmes is well structured.
3. One of the three programs is blended learning combining online with face-to-face activities. The face-to-face session (organised in three blocks at the beginning in the middle and at the end of the program) are considered essential to create an appropriate learning relation between the students on the one side and students and lecturers on the other. Face to face contacts are basics to a good tutorship and mentoring.
4. Blended learning programs could be more intensive than face-to-face programmes to both lecturers and students. They require paying more attention to the tutorship and mentoring. And it needs also a higher degree of coordination since students as well as teachers could come from all over the world.
5. Some programmes offer internships to reinforce their practical orientation. However, this is a very critical element in the case of students, which are not working at a workplace linked to the program contents. These students missed opportunities to put in practice, what they have learned. Internships could be a solution always if the enterprises take their compromise seriously. At least in one program, the students mentioned their low quality and the low added learning value.

The impact of the learning activity on both the learners and the company in which they work is not assessed in a systematic way in any of the programs analysed. In general, there are some procedures to evaluate the quality of the programmes in terms of students' satisfaction at the end of the courses. However, the directors of the programs evaluate the impact through the informal networks with both *alumni* and companies.

The three cases are successful programs promoted by academics. The fact that the studied programs have been run for a long time (20 years in one of the cases) indicates clearly that they respond to training and labour market demands. The design and realisation are in hands of the academics including in many cases the economic responsibility. Such decentralised model is highly flexible regarding the elaboration of programmes, the adaptation of the contents to the training demands, and the composition of the teaching staff. The program directors are the responsible for the selection of the teaching staff, which allows a high flexibility in hiring academics and practitioners, the permanent adaptation to the learners needs and to achieve high teaching competences. These programmes are based on the networking of academic staff with enterprises.

However, this decentralised approach makes more difficult a systematic analysis of the cost-benefit relation of the programmes, since the institution does not know how much time the academic has invested in shaping the programme. Moreover, there is no information about the number of programmes proposed that have not reached sufficient demand. It hinders also a systematic linkage between the university offer and the labour market policies. Under the perspective of social risk management, learners run the full risk of investment without guidance or assessment of the appropriateness of the selected programme for their own learning and professional trajectory.

5. Potential of university-business cooperation in the field of higher education

In this section we will discuss the potential of the university-business cooperation in the field of education to improve the quality of the university adult education and the traditional adult education based on the examples of the three studied cases in the LETAE project and 3 cases of a previous study. We have still mentioned in the introduction, that the analysed cases of enterprise-university cooperation are not typical for the Spanish university adult education. First at all, the university offers, generally, adult education as non-Bologna master and specialist programs with a long duration for students, which have still a higher education degree and which are willing to pay the fees. The universities are offering overall post-graduate programmes. But we considered that they offer, together with the other presented case, values insight to appreciate the potential of the university-business cooperation in the field of higher education.

At Spanish universities, we can find beside tailor made programs, other programs with a strong cooperation between university and enterprise. An example is our third case: a short programme based on the strong business-university cooperation led by the enterprise. This type of programmes is more relevant for a quick adaptation to labour market requirements fulfilling specific gaps in the regular higher education or answering to new qualification requirements. But also this short programme indicates that the success of learning depends highly on the linkage to daily work. The question, which we will treat later, is if this kind of programmes, but with open access could be adequate instruments to improve the employability of the graduate in short time to improve their labour market opportunities and under which conditions.

We will pay more attention to the long programmes, which we have described before. The reason is that these long programmes are historically pillars of the universities' offers in adult education in Spain. This type of programmes offer to the graduates the possibility to complement their knowledge, skills and competences acquired in the course of the traditional university education (*i.e.*, bachelor and master). From our perspective, one explanation is the specific educational structure of the Spanish population, which is different to other EU-countries as it has a high rate of people with high qualifications equivalent to higher education, a minor rate of people with a qualification equivalent to vocational training, and a high rate of people with low qualifications. This has its expression in the high rate of over-qualification in Spain compared to other EU-countries, which could be one of the reasons for the demand of long postgraduate programme: the improvement of labour market opportunities through the obtainment of additional education certificates.

Three of the cases studied are programmes restricted to staff of the enterprise. Two of them have a long duration and the third was a short programme. We complemented these cases, with

the description of three other long programmes of university adult education but with open access, which we have analysed in a previous project. These three programmes are promoted by academic staff without a formal cooperation with enterprises in their design, implementation and evaluation. We have selected these three additional examples as they offer another procedure, but they are also linked (in some extent) to learning in labour environments.

An important issue what we can learn from the studied cases is that an important success factor seems to be the qualification of the lecturers. As in the long programmes, also short programmes require a mix of academic and practical orientation. In the studied long programmes, this was achieved by having lecturers coming from academia and from enterprise (in-house staff or external experts with practical experience). In the analysed short programme this objective was achieved as all lecturers have a mixed background as academics and working in the private sector.

Focussing now on learning in a work environment, we observe that the three cases studied underline the relevance of work place learning for a successful learning process. The linkage between learning and applicability in the work place is crucial. This is confirmed by the additional three long open access programmes, which are linked to some extent to the learning in work processes. The possibility to apply what has been learning in the programme in the daily work is considered crucial. Critical statements of learners in the non-tailor made programs, who aren't working in work place related to the program contents, are strong indicators for this interrelation (see Krüger et al 2013).

Internships are obviously an alternative in these cases, where the intention of the learners is to be prepared for a new step in their professional trajectory. But this requires a strong commitment from the enterprises assuring high quality internships. Another condition is the linkage of the contents to the tasks, which can be realised in the internship. So a stronger cooperation between enterprises and universities is a precondition for successful internship. The advantage for the enterprises would be that the programs offer a pool of qualified people, which can be easily incorporated in the working processes of the enterprise.

Three of the six cases have selected '*blended learning*' which offers a higher flexibility in time. Students, teachers and responsible agree, however, that face-to-face sessions are crucial to create an adequate learning environment for cooperative learning among the students. In all three cases, the development of team projects is an important part of the learning process.¹⁰

¹⁰ It is important to underpin that '*blended learning*' is not *per se* cheaper than face-to-face learning. The investment in time preparing the online sessions, the tutorship and monitoring the cooperative learning sessions is considerable.

Five of the six programmes are not only transmitting technical professional competences, but also social competences. Also new social contacts are considered an important result of the participation.

The practical experience (through work place learning or internships) and the new contacts with professional working in the same sector or enterprise reinforce the acquisition of such competences and allow a better evaluation, which of the competences and skills will have a real relevance in the different labour market segment.

At the first view, the short programme seems to be an exception. It is focused on a very specific technical issue complementing the knowledge and competences, which the participants have not acquired in their traditional higher education. However, also this programme isn't oriented to transmit technical competences in the strict sense, which can later be applied in practice. It is more focused on the comprehension of the processes of valorisation and accountability of enterprises, in the sense of social-technical competences

In a nutshell, the university-business cooperation seems to be a crucial element to develop and implement university adult education programmes with a high degree of learning effectiveness. The flexibility of the university post-graduate programmes, that means programmes which are not included in the Bologna scheme, makes them more suitable to progress in this cooperation and to bring the adult education closer to the labour market requirements.

A previous study (see Krüger 2014 at themp.eu) on university strategies in the field of adult education confirmed that: (i) that this isn't a priority in the agenda of Spanish universities; and (ii) that the initiative to develop such programmes comes generally from the academics, not from the institution. We concluded that in such context it seems quite difficult to apply a systematic approach to develop a university offer for adult education with a strong labour market orientation. But the three example of university-business cooperation studied in this project show its potential to bring university education nearer to the labour market.

In the aforementioned study, we also concluded that universities and especially Spanish universities must accomplish a function to promote the professionalization so that the skills, competences and knowledge could be constantly adapted to the quickly changing requirements of the labour market. From the perspective of the students, their participation in such programmes is an investment of time and money, which must offer the possibility of a return of investment improving their position in the labour market. The cooperation between university and business and other actors active in the labour market to detect training needs and job opportunities and to improve the learning processes is one pre-condition to improve the chances of return of investment.

Naturally not all university adult education programmes requires such business-university cooperation. The increasing number of MOOC's indicates that they find a demand from side of

the learners. Another question is, if the participation in such programmes is also highly evaluated by the enterprises. Anyhow, it seems evident that university adult education programmes, offering the possibility to learn in labour environments, increase the learning effects.

Another challenge is to increase the vocational orientation of ‘traditional’ higher education. Such a strategy is conditioned by the structure of the higher education system. Excluding the higher vocational training and specific education fields as music, sports and arts, there is only one type of higher education institutions in Spain; the university. Other countries have a more diversified higher education landscape. This must be considered discussing the question: ¿If the experience of the analysed programs can be used for the programs of the Bologna scheme (Bachelor or Master)?

Generally, this issue is discussed under the header of employability. Following a recent Eurydice report (2014: 61ff) , there are two main strands to conceive this concept. The first one focuses more on employment and seems to be the mainstream in the European policy. For instance, in the Council conclusions of 11 May 2012 on the employability of graduates from education and training, it is defined as “*a combination of factors which enable individuals to progress towards or enter employment, to stay in employment and to progress during their career*”(ibid page 4) This perspective is shared by the Bologna working group on employability (2009, page 5) defining it as “*the ability [of graduates] to gain initial meaningful employment, or to become self-employed, to maintain employment, and to be able to move around within the labour market*”.

However, a more promising focus is on ‘skills’ and ‘competences’ considering employability as “*a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations*’. Such skills and competences are usually understood as needed (and demanded) by employers. In essence, the ‘*student exhibits employability in respect of a job if he or she can demonstrate a set of achievements relevant to that job*’ (Yorke 2006, p. 8). This strand of thinking advocates for a more specific role of higher education, for instance, in the provision of vocational oriented skills and competences. Under this perspective, the participation of employers in the developing and evaluating higher education study programmes seems relevant.

The three case studies undertaken in this study are examples for training programs driven by the enterprises with the university in the role of a training provider and certificatory. But it hasn’t conduced to cooperation in the area of Bologna programs at the level of Bachelor and Graduates. The reason is that Bachelor and Master programs: (a) offer less flexibility to adapt them to the requirements of enterprises; and (b) the state regulation of fees doesn’t cover the costs of the enterprise. However, one of the analyzed cases were adapted recently to the

standards of a Bologna master program as this was a requirement of the University imposed also to the continuous training programs which are certificated as own Master programs.

In this context, however, emerges the question why an enterprise should participate in the development, implementation and evaluation of a bachelor or master programme? This is not the place to discuss this question in detail. But the fact that the number of dual studies (which is in some extend a transposition of the dual vocational studies to higher education) and the number of students involved in such programmes has increased in the last years in Germany, is an indicator that German enterprise perceived that such programmes and the respective investment provides benefits¹¹. The same can be said about the recent governmental initiative to promote in England the “degree apprenticeships”, which similarly to the German studies previews that the students receives payments for participating in these programmes. Both examples, to which we can add the French experience of higher Education in alternance, indicate that the enterprise expect benefits participating in these type of programmes.

¹¹ The majority of the German dual study programmes are not organized by universities, but by universities of applied science or other higher education institutes. The distinction between both is, following the German legislation, that the first ones have the right to emit education certificates of doctor. In other words, not all universities or higher education institutes have the same interest on dual study programmes, but he institutional diversity of the higher education systems allows that some institutes opt for the dual study programmes to develop their own profile.

5. Annex 1: Description of the LETAE case studies

Table 10			
Description of the LETAE case studies			
	Case Study I	Case Study II	Case Study III
Institutional setting	Enterprise centred	Enterprise centred	Enterprise centred
Partnership and collaboration type or form	Enterprise leadership	Enterprise leadership	Enterprise leadership
Target	Employees of the enterprise	Employees of the enterprise	Employees of the enterprise
Access to the program	Selected by the enterprise	Selected by the enterprise	Selected by the enterprise
Construction of the program	Tailor-made, integrated in the HHRR strategy of the enterprise	Tailor-made, integrated in the HHRR strategy of the enterprise	Tailor-made, integrated in the HHRR strategy of the enterprise
Outcome: Award/certificate/degree type or professional recognition	Own university certificate (postgraduate)	Own university certificate (postgraduate)	Own university certificate (postgraduate)
Expected impact:	Career development, Improved practice	Career development, Improved practice	Career development, Improved practice
Evaluation (measured in what ways)	Final examination	Final examination	Examination by module (test)
Impact (measured in what ways)	Internal professional trajectory	Internal professional trajectory	Internal professional trajectory
Social inclusion:	all	all	all
Quality of life?	No data	No data	n.d.
Future prospects	Provision for other enterprises	Expansion to open programme	Provision for other enterprises

6. Annex 2: Detailed case studies

6.1. First case

This case study of the cooperation between university and enterprise in the field of tertiary adult education takes as point of departure a program elaborated jointly between a university and an company, but which strong leadership from the enterprise. The program is a non-Bologna University program, which was designed by the company in cooperation with the university. It is a post-graduate program for professionals from the management team of the company with the aim of promoting excellence in the performance of their functions and improving their training to address the present and future challenges of the company with particular emphasis on strategic innovation and the internationalization aspects.

The program includes two offers both with 600 lecturing hours, 30 ECTS credits and a duration of 14 month. In each edition of the program, around 35 persons participate in both offers. It is an own post-graduate certificate of the university. The access is restricted to previously selected staff of enterprise within its human resource strategy.

The partnership

The partnership is an initiative of the company looking for an adequate training provider in the field of global management. Within the enterprise, it is the human resource department which takes the final decisions. Also the unit for business consulting, which assess other companies in a wide range of fields and which is also an internal solution provider for the human resource department, is strongly involved in the design and management of the program. In so far, we are talking about three units working together: Human Resource department, business consulting and university, more concretely one department.

The enterprise, especially the business consulting unit and the university cooperate in several projects in the field of research and education and training. For instance the company and the aforementioned university department worked together in the design and development of a training program for two other enterprises which has been the starting point for the development of the analyzed program.

In the past, the enterprise has worked also with other training providers as business schools and is still working with them, but for this particular program the enterprise looked for a provider, with a less orientation on a wide commercialisation of training products (economics of scale). In this sense, the cooperation with the university department allows strengthening the adaptation of the programme to the specific need of the enterprise with minor costs compared for instance

with some business schools. Another important factor is the certification of the programme by a well-known public university, which is appreciated by the students and which have showed interest to participate in such kind of program.

As it is an eminent tailor made program under a strong enterprise leadership, the program has a strong work orientation. For the university department, this isn't the only teaching experience with such strong orientation as the other programs in cooperation with the business unit of the enterprise have also a strong work orientation. In general teaching at this department has an orientation to the employability, but the classical programmes (Bachelor, Master and own master) cannot be classified as work-based programs.

In the enterprise, continuous training and education is an essential part of the human resource development. The education level of the enterprise's staff is high having the majority a higher education certificate. The quality of the human resources is one key competition factor of the enterprise. Its human resource strategy is based on a constant evaluation of the performance and possibilities of its staff. Specific attention is paid on persons who are considered with a "high potential" for the enterprise. The programme is focused on this collective which are still in leading positions in the enterprise. This programme forms part of mid and long term strategy of human and personal development of the enterprise.

The case study programme/course¹²

General programme information

The programme is formed by two courses, both certificated as own university master degrees. It is blended learning combining face-to-face learning (40%) with online learning (60%). Blended learning with a high ratio of online learning is the most adequate form for participants, who are dispersed between different locations and who have a dense working agenda. The online part is managed through a learning and knowledge management platform owned by the enterprise through which the learners are sharing resources and are developing collaborative learning. In spite that the online platform permits a flexible learning arrangement combining work and learning, the participation in the programme implies an increment of time devoted to the enterprise. The learning time doesn't count as working time.

¹² The case study is based on 7 interviews made with:

- Head of the human resource department
- A representative of the internal solution providers involved in the program and design management
- One in-company teacher
- One responsible form the university, who at the same time teaches in the programme
- 3 learners

The objective of the programme is to improve the technical and social competences of people from the middle and high management, the acquisition of social capital bringing together people from different operational areas, obtaining a vision of the different management processes in the enterprise and to serve as an incubator of new business ideas.

Both courses are organised in modules. One course focused on persons, who are or will probably be manager at a high level, is organised in four modules based on master classes and discussions of 2,5 hours. The other course is more structured with face to face classes of 6-8 hours.

The lecturers are university staff, in-house and external experts. The university staff focus on the theoretical part, meanwhile the in-house and external experts are doing lessons about a diversity of management issues, which are considered relevant for the company. These specific sessions, which include also discussion with the participants, have 2-3 hours.

A considerable part of the programme is based on project learning, forming working teams of 4 or 5 persons. In the first program, these groups are formed by people coming from different operational areas of the company, which aren't working together usually. The objective of the teams was to develop a business project for the company in the course of the programme and to present it at the end to a tribunal. In these sense, the learning process are coupled to the daily work of the managers contributing to their professional and personal development with the enterprise. Form the enterprise perspective, these programmes seems to be also a process of "*continuous improvement*" creating new business ideas.

Decision making process

Three units are involved in the decision making process about the programme design: the human resource department, the business consultancy unit and the persons responsible from the university. As the programme is promoted by the enterprise, the leading unit is its human resource department. However, the design is a joint work between the three mentioned units. Also other units of the enterprise are previously consulted to adequate the programme contents to their needs.

The lecturing staff is a mix of university and non-university staff. The university lecturers are selected exclusively by the university. The non-university lecturers – in-house professionals and external experts, including customers - are selected by the enterprise. All lecturers are constantly evaluated through student surveys. A lecturer with poor evaluation results will be rejected and substituted. A lecturer is responsible for the development of the course module, which is assigned to him/her. They do not participate directly in the programme design, but they are asked for their opinion in the elaboration of the content through meeting with the lecturer

responsible for the respective module and the consultancy unit of the company. There are no meeting of all lecturers for coordinating their lecture activities. Only the university lecturers have joint meetings with the university responsible for the programme.

The participants of the programme are selected by the enterprise framed in the procedures of the constant evaluation of the potential of the staff. The profile of the participants is a person classified as one with high potential within the enterprise, generally with a high education level and with some years of professional experience. The average age is between 35 and 40 years in both courses.

Programme evaluation

The programme is constantly evaluated, including the performance of the lecturers through student surveys. In the case that they do not achieve 7 points on an evaluation scale of 10 points, a change of the lecturer is proposed. In a nutshell, depending on the evaluation, contents and lecturing staff is changed.

Two editions of the university master programme have finalized until now. The evaluation of the first edition was positive, but with some critical points in some modules for questions of teaching methods and some in satisfaction with university lecturers, which are too theoretically somehow distant to the enterprise's reality.

“In some modules of project management, we weren't pleased with the lecturers coming from the university. The directors have a high level, and the academic lecturers have addressed from a theoretical perspective ... this parts has been weak”

This is also the evaluation of the participants, who appreciate more the lectures of the in-house lectures, who transmit useful experience for the own professional development:

“You learn a lot about how to act in meetings, to which you assist in other parts of the world, to pay attention to patterns of behaviour to which you wouldn't have paid attention before”

The participant are more critical with the university staff, which a bringing in a theoretical perspective and models, which doesn't fulfil always with the expectations of the learners.

“...from the university, it was clear that they have their models, their vision, theoretical approaches, some more than others. Sometimes it does not accomplish your expectations.”

But the problem of the transmission of theoretical perspectives is also related to the fact that theoretical knowledge is more difficult to assimilate and to transmit.

“They are theoretical oriented, it was clear that they are customized to teach and it was well done. Sometimes theoretical approaches are more difficult to explain.”

One problem of the lectures of the university staff has been that some of them haven't adapted their methods to the 'new types' of learners.

“Some haven't internalised to which kind of student they are teaching.”

For this reason, for the second edition some modifications were introduced in the contents and the teaching methods, as for instance incrementing the number of in-house experts as lecturers. However, the cooperation with the university is well evaluated by the learners.

“It has given volume to the programme. The cooperation with the university was a motivation. There are many people interested in certificates, which gave prestige.”

And also the persons responsible for the programme from part of the enterprise are well considering this cooperation, which allows having a programme with the *stamp* of the enterprise and the prestige of a well-known university, which is a reference in the engineering research.

“We want something with a university certificate allowing us to make it according to our needs and according with our budget”.

And the university brings its scientific knowledge, which other providers, as for instance business schools, cannot provide.

“Regarding to the contents of the postgraduate programme, the university brings in a scientific focus which others as business schools or our own experts do not have. These contents are complementary to the others parts.”

The university certificate has an added value for the programme as the knowledge and competences of the university staff complement de in-house staff.

“In this occasion, the decision was taken that the programme integrates knowledge coming from a university, which is a reference in some aspects as

for instance research, and also for the university certificate, which is an incentive for the participants providing recognition. However, the lecturers have been complementary.”

The university department also evaluate positively the cooperation in this programme, but

“In this moment, such master programme with enterprises is an exception. But it is a promising model. The department has no time and resources to contact enterprises: from the beginning on they observed that is running well and that it is of interest.”

The university coordinator appreciates the cooperation university- enterprise as an innovation and a distinctive feature to the programmes offered by business schools.

“... the combination university-enterprise is something really new. The title is different to a certificate of a business school and its component of research as experience is very useful for the enterprise”

But it seems difficult to expand this experience to other fields at the university. First of all, because the departments are the units offering programmes, but not the university.

“The units offering training are the departments. The university by itself does not help or support. The university has some interest as is provides some benefits, but there is no strategy from the university side to promote the own certificates.”

Impact

The learner perspective

Students expressed that some of the mayor benefits have been the establishment of personal contact with people from other business units¹³ creating social networks within the enterprise, which helps resolving problems and doubts in the daily work, and to appreciate innovation potential. The fact that the participants come from different business areas allows knowing better how other units are working. The participants acquire a wider vision of the enterprise and of the work processes in other areas.

¹³ That means the acquisition of internal social capital is considered one of the main benefits of the program.

“... signifies a increase of knowledge, general vision of the enterprise and possibilities of innovation

So far, the programme has impact in the social capital of the students, the vision of the enterprise; the management processes in different units and have impact in their work performance.

The enterprise's perspective

The enterprise evaluates in a similar way the impact of the programme. It provides the students with a wider vision of the enterprise and the innovation processes. It shows them to work with other units and stimulates their creativity. It provides them personal development.

From the enterprise's perspective the programme contribute to create/strengthen synergic effects among different units of the enterprise. Linking the programme to the development of projects generated new business ideas, which probably haven't emerged outside of the learning programme. The mixture of people from different units and the participation on in-house high-level experts has been fundamental to achieve these positive results. The work dynamic promoted by the programme have duration over time making reference to: (a) the generated projects; and (b) the work behaviour.

The experience of this programme is now transferred to other countries, where the enterprise has working centres. But it is not only an internal product. As the cooperation in previous programme showed, it can also used as a product for other enterprises of their sector, for which the company is providing consultancy and assessment.

There are also possibilities to transfer this experience to other university programmes, but this depends more on the university. At least, the university staff is learning form this direct contact with the business reality and can integrate it in their programmes.

University representative

The fact that cooperation between university and enterprise is in its third edition shows, in the opinion of the university programme responsible, that the enterprise opinion is positive. It seems that the enterprise also is interested in the certification of the program as a university own title. And the strong point of the university is that is provides scientific based knowledge, which other providers cannot deliver.

Also the university staff is learning in the programme. For instance, the direct contact with the enterprise praxis is useful for other master programmes, where the students generally have no entrepreneur motivation and any working experience.

But the transfer of the course design to official university curricula is more difficult as they are more oriented to the offer than to the demand (of the labour markets). This programme is exceptional within the university panorama, including the own master programmes. Generally, the own master programmes are generated at the level of the departments, but not at the level of universities. The university has no clear strategy to promote this type of programmes.

Summary

The statements of the representatives of the enterprise and the university, as well as these of the learners indicate a high satisfaction with the programme in terms of institutional cooperation and contribution to the development of internal social capital, knowledge about management processes and vision of the enterprise.

The programme is an example of the application of a clear business vision on university programmes of adult education contributing to the organisational development of the enterprise, to personal development in accordance with internal human resource strategies and to the development of business ideas.

The transferability of this experience is related to the capacity of other enterprises to organise such cooperation. But, the experience of the aforementioned cooperation between this enterprise and the university in two other training programmes designed for and implemented in other enterprise, shows a potential to expand the experience to commercialize this type of tailor-made training services. In other words, the business vision is one of the drivers of this collaboration.

Another question is if the experience of this programme can be transferred to design and manage other non-Bologna master programmes with an open access. This depends on: (a) the initiative of the university department or the university to go in this direction; or (b) the business perspective of the company.

However, there are reasonable doubts if this experience can be used in cooperation leaded by the university in Bologna graduate and master programmes. This strong tailor made programme centred on selected managing personal is incrustated in the strategies of personal development and company development strategy. However, there are elements of the programme, which can be used in official curricula as the cooperation between enterprise and university to design programmes, the participation of experts from the enterprises in the programmes, project development under the supervision of people coming from business, etc... But taking up elements of this programme for other type of higher education programmes depends on the willingness of the enterprise (societal responsibility) but also on the lack of flexibility and bureaucracy associated to design official Bologna curricula.

From the perspective of the LETAE project, the programme indicates clearly the relevance to improve the social capital with the enterprise and the non-technical competences, which we have called cultural capital in difference to human capital, which has been restricted to the technical professional competences.

SWOP analysis

This analysis must consider the different perspectives of the enterprise, the university and the learners.

The enterprise perspective:

Strong points:

- The programme is tailor-made, clearly oriented to the needs of the enterprise.
- It is linked to internal processes: personal selection, creation and analysis of new business ideas, creation of internal management knowledge (work process knowledge) going beyond the department or unit boundaries.
- Good balance of return of investment perceived.
- Multidisciplinary approach combining the transfer of technical and social competences.
- Cooperation with university allows a personalised treaty without the disadvantage that the provider will commercialise the product elsewhere.

Weak points:

- Increasing orientation to non-technical skills, competences and aptitudes questioned the role of the university as training provider as they focus on the theoretical and technical issues.

University perspective

Strong points:

- The lecturers obtained insights of the work in enterprises.
- It allows to up-date official higher education programmes (bachelor, master and PhD).
- Additional source of incomes.
- Cooperation with enterprises opens new business opportunities in the field of adult education, joint research projects and/or new partners for projects.

Weak points:

- Minor role of the university staff in the design, implementation and evaluation of the programme.
- It isn't connected to a broad strategy of the department or university in the field of adult education.
- It doesn't exist a coherent interrelation to other types of education programmes.

Learners' perspective

Strong points:

- Participation opens the possibility of professional development within the enterprise.
- It is linked to the actual work (work place learning).
- It allows expanding horizontally and vertically the personal networks within the enterprise.
- Expands the work process knowledge in the area of management.
- Provides an university postgraduate certificate.

Weak points:

- Low work-learning balance (conciliation of work and learning).
- Learning contents linked to the enterprise, which low transferability to other enterprises and/or sectors.

6.2. Second case

This case study of the cooperation between university and enterprise in the field of tertiary adult education takes also as point of departure a program elaborated jointly between university and enterprise with strong leadership of the enterprise.

The selected program is a Master program in its 8th edition. It is university training program especially aimed at professionals of the company. The master aims to prepare company's staff for the management of the sector within a global and dynamic context. The program gives an overview of the management of the production and service cycle and provides the tools to direct and assess projects with criteria of quality, time and cost optimization. The master requires a dedication of 700 hours. In 2013, 29 students participated. The first edition of the program was launched in 2005.

The enterprise designed the programme in cooperation with the university. It is a post-graduate programme for professionals from the management team of the company with the aim of promoting excellence in the performance of their functions and improving their preparation to address the present and future challenges of the company with particular emphasis on strategic innovation. It is an own post-graduate certificate managed by the university.

The programme does not form part of the Bologna cycles, but its design follows the requirements of a Bologna master program. The access is restricted to previously selected staff of the enterprise. But in the last years, the university and enterprise are also running a very similar program oriented to people working in the sector.

The enterprise is a multinational enterprise leader in its sector. It is integrated in a European multinational holding. The enterprise is the result of merging different enterprises. Its competition factor is advanced technology and knowledge compared to their competitors and the high qualified staff.

Its consultancy unit provides solutions and training also for the enterprise. It manages more than 150 R+D projects, and providing more than 200.000 training hours. The training program includes master and postgraduate degree programs and specialised technical training programs. It includes higher education and vocational training using different types of methodologies (blended learning, classroom-based and online sessions). It provides training not only for people working in the company, but also for other enterprises and professional working in the sector.

The unit provides training valued around 2.000.000 Euro; 50% for in-house activities and 50% for the open training activities. However the total budget of training activities of the enterprise is around 8.000.000 Euro. It also has set up an *Alumni* network offering to share knowledge

among professionals. They are working with a wide range of universities not only in Spain but world-wide.

The partnership

The partnership is framed in the enterprise's strategy to promote training and education within the enterprise and in the sector. Within the holding, it is the consulting unit which is managing these training activities offering in cooperation with universities master and postgraduate programs, but also vocational training, online courses, workshops and in-house training for other companies, as for the own company.

In cooperation with the same university, they are offering an open access university master degree, which is very similar to the in-house program, and a specialist program for the same sector. In comparison to the studied program, which is exclusively for the enterprise's staff, these programs are of open access, if candidates fulfill the access requirements. But the consulting unit isn't working exclusively with this university, but with a wider range of universities. The criteria to establish cooperation are related to the content of the program, the geographical location and the competence and prestige of the university.

In the studied program, the enterprise is the leading partner. In 2005 they search for a suitable partner for the program and contacted a department of the university. The department proposed a professor to cooperate and lead the program in behalf of the university.

The department is an active partner in the development and design of the program, which must fulfil the standards of an Bologna master program following the norms of the university in spite of that these program does not form part of the Bologna cycle. The option for non-Bologna cycles is linked to the higher flexibility to modify its content, but also – in relation to the official programs - to the flexibility to fix the fees. University master programs aren't submitted to the legal regulation of fees as the Bologna cycles at Spanish public universities.

In the enterprise, continuous training and education is an essential part of its human resource development. The in-house programs forms part of its programmes of personal development and the open programs are means to find and select new staff. Both types of programs are part of the human resource strategy of the enterprise, but also of the overall strategy.

The studied in house-program has a strong orientation to work or business processes in the enterprise linking it to innovation projects. So far, the program contributes to the strategy of personal development with the company, but also to its business strategy.

The case study programme/course¹⁴

General programme information

The in-house programme is a university master program, and therefore it doesn't form part of the Bologna cycle. But as aforementioned, the program fulfils the requirements of a Bologna master program. It is an adult education program for the own staff, but since 2010 it admits also students coming from other enterprises, which are clients of the enterprise.

It is of 1.500 hours of blended learning in 18 months, which includes one week of face-to-face sessions each two months, which means around 370 and 380 lecturing hours. The program starts around 2005 still with a high component of e-learning through CD. But it has evolved to online learning.

The face-to-face session are in its majority master classes with discussions, but includes also visits of plants of the sector. For the online learning, the platform developed by the consultancy unit is used, allowing also shared learning and project working online developing collaborative learning.

The learners are coming from different areas of the company and different locations. In spite that the online platform permits a flexible learning arrangement combining work and learning, the participation in the programme implies an increment of time devoted to the enterprise. The learning time doesn't count as working time.

The objective of the programme is to improve the technical and social competences of people from the middle management, the acquisition of social capital bringing together people from different operational areas, obtaining a vision of the different management processes in the enterprise and to serve as an evaluation mean of new business ideas.

The lecturers are university staff, in-house and external experts. The university staffs focus on the more theoretical part, meanwhile the in-house and external experts are doing lessons about a diversity of issues, which are considered relevant for the company. The program is based on project learning forming small groups of persons coming from different areas and different professional background.

The objective of the teams was to develop an idea of a business project, which is developed by the learners and presented at the end to a tribunal.

“The project aren't academic oriented, they are ‘business plans’. In other words, we propose to solve a business problem, not a technical, but a business problem ...

¹⁴ The case study is based on 8 interviews made with

- Head of the development of training programs
- Program responsible in behalf of the university
- One in-company teacher
- One university teacher
- 4 students

which must finalize in a business plan elaborated maintaining academic standards monitored by the university tutor. But we, the program responsible in behalf of the enterprise, are proposing the business problem. The tribunal is formed by persons coming from university and the enterprise.”

The learning process in project is coupled to the daily work of the managers contributing to their professional and personal development. From the enterprise perspective, this program is also a process of “continuous improvement” revising the validity of business ideas and improving them.

The content of the programme is a combination of technical, social and communication issues. During the time, the social and communication aspect related to management have become more important, and therefore the technical aspects signify now around 55% of the program. It is now:

A kind of MBA for the students coming from engineering and a kind of engineering program for the other students”

Decision process

Two units are involved in the decision making process about the programme design: the training department of the consultancy unit, and the persons responsible from the university. As the programme is promoted by the enterprise, the leading unit is the consultancy unit. However, the design is a joint work between the enterprise and university. In the adaptation of the university program to the Bologna cycle, the actual program responsible in behalf of the university have proposed redesigning the program structure so that it fulfils the criteria of a Bologna master program. This is a requirement for the admission as an education program for adults in this university.

The teaching staff is a mix of university and non-university staff. It is formed by full-time university lecturers, associated lecturers at the university, external experts and in-house experts. The university lecturers (full-time and associated) are selected by the university, but they are evaluated constantly by the enterprise, which reject lecturers with poor evaluation results. The university staff includes full-time professors, but also associated lectures working also outside the university.

There isn't any formal requisite to form part of the lecturing staff. It is supposed that the staff with academic background has experience in teaching. The quality of teaching is evaluated through a student survey, with a numerical evaluation on a scale with a maximum of 5. The average evaluation is around 4.

“... only very few ones are under the level of acceptance. They are changed without any problem if they are coming from the university or from the enterprise.”

The programme is organised in modules. Each of them has a responsible. The structure of the programme is decided in meetings of the responsible persons from the side of the enterprise and the university but within a framework given by the enterprise. The responsible from the university must validate its academic orientation and that the program accomplishes the standards of master programs established by the university. The lecturing staff does not participate directly in the overall program design, but they have a broad margin in organizing their classes within the frame established by the responsible persons of the program.

The participants of the programme are selected by the enterprise framed in the procedures of the constant evaluation of the potential of the staff. The profile of the participants is a person classified as one with potential of professional development within the enterprise, generally with a high education level – engineers but also physics, biologists, lawyers or economist - with professional experience. The average age of the participants is between 32 and 36 years. They came from different locations, where the enterprise has plants.

Programme evaluation

The programme is constantly evaluated, including the performance of the lecturers. In the case that they do not achieve a good performance, the coordinator group analyzes first the reasons proposing changes or the lecturer is substituted. Based on the evaluation results, the program evolved since 2005 from a highly technical oriented program to one more oriented to management, leadership, social and communicative competences.

All parts -enterprise, students and lectures– share the opinion that the participation in the program signifies a considerable ‘workload’ as the participants must combine their regular work with the learning tasks

“It is not very recommendable if you have children for the coordination problems implied. It has been a difficult and tough year, for the effort made.”

Also the enterprise recognized the high workload combining the master and daily work:

“... it is not easy to participate, ... but the people who participate in the course is very motivated as it is a support for their professional development: The participation is not obligatory, but it is a platform for their development ... They are accustomed, they know it ... They make this sacrifice one year, one and a half year, and then they will have their benefits”

The cooperation between enterprise and university is circumscribed in the special context of certified programs. From the point of view of the enterprise, the university is competing with other training providers as for instance business schools. And generally the enterprise isn't cooperating with the university in programs of short duration. But in certified programs with a longer duration, the cooperation with a university is necessary. But the impression is that other training providers are probably more innovative in methodological aspects of teaching and learning:

“At the university, any university, - the only requirement, which a third party cannot provide is the accreditation. Well, private entities are probably more innovative in methodology of training for professionals.”

There is no regular cooperation between the enterprise and the university in programs of the Bologna cycle (Bachelor or Master) except punctual collaborations. The enterprise has the impression that universities are not actively searching for the cooperation with enterprises. The initiative is coming generally from the enterprise:

“Really the universities, especially the Spanish ones, aren't very proactive. It is generally our initiatives as we know the market and as we perceive the needs. ... Which is the key element or requirement provided by the university, and what we cannot do without them is accreditation. This doesn't rest that they are providing many good elements. But right now private initiatives are progressing giving more results in terms of employability to graduates. The university accreditation seems to become more dilute.”

Also some participants appreciated very much the cooperation of the university as they provide theoretical knowledge and the certification:

“From my point of view, the university provides more guarantees regarding to the master certificate and quality in teaching.”

Another participant is more critical with the role of the university comparing it with business school:

“The university is more advanced in the field of research, which is its function, and could provide higher technical education, but perhaps it has less knowledge about the reality of the markets and in this aspect a business school provides more. ...

The knowledge of the university is more advanced but their vision of enterprise is somehow away from reality.”

However, the cooperation between the enterprise and university in this program is satisfactory for both sides. The enterprise perceives that the participants in the master program appreciate the certification in spite of its low value for their professional carrier inside the company.

“For the enterprise’s staff the value of the certificate isn’t high, but they linked to other interests and as the program is certificated, they want to obtain it.”

“... also for the students it is very positive, that the university awards them an official title”

And the certification as a Master program and its technical orientation makes more suitable the cooperation with the university, as the program responsible from the university expressed:

“First, for the certification as a Master, a university must be involved.”

Regarding to the lecturing, there seems to be a clear distinction between academic and the more business oriented parts, which is an added value of this kind of programs:

“In my opinion this program is a kind of hybrid between a doctorate program and an MBA. I say this because the modules done by the university lectures are similar to lecture session in doctorate programs – a prorogation of the academic life. On the other side the modules done by lectures of the enterprise are more focused on learning how to manage an enterprise.”

Also the staff of the enterprise evaluates positive, which has its reflection in the fact that there is an internal demand to participate in the program:

“The results are observable in the perception of the participants. There is a considerable demand from internal staff to participate in the master. The majority of the participants considered it as an award”.

At least, some of the students underpins that the program is a blended learning program combining face-to-face learning with online learning:

“The intensity to learn with a series of persons during 10 hours, to go for lunch together, which is an occasion to solve problems at work makes that you have

better vision of the problems in other working centres. This makes a team. ... I believe that personal contact is basic.”

This opinion is shared by one of the lecturer:

“...it enriches more when the student shares space with other students. It is not the same enriching learning by yourself through the net. I would put more face-to-face session ... so that the people can explain their vision to the others”

Impact

The learner perspective

In spite of the high workload, the participants evaluate positively their participation and what they have learned:

“ ... there are highly educated people explaining the orientation of the company, hear it first-hand gives you security in this regard”.

For the participants with an engineering background, the technical contents seem to be less relevant as the statement of one student indicates.

“The technical part or knowledge does not help you to develop the technical part of the work.”

And which is confirmed by another:

“The weight of the technical part, the engineering of this sector, in relation to the other parts was too high ...”

More important are the acquisition of knowledge and competence in managing and treaty with persons:

“I would underpin other parts ... the issue of competences, negotiation skills, and leadership. Probably young participants believe that these aspects are not important, but it is important to manage a meeting and to lead a team.”

Especially the acquisition of a general vision of the enterprise, the entrepreneur vision is appreciated as it expressed by participants:

“Another strong point was the economic analysis to go beyond to what we are doing in our own working centre providing a global understanding of the enterprise, which we can apply in all work places ...”

and confirmed by another student:

Regarding to management, yes, it is a form of strategic work which you can use in the area where you are working as in any other area. It was very useful for me because in the field of business development I have now another vision and other way of thinking ...”

But probably the most important aspect is the establishment of relation with people working in other areas (project learning) and team work is well evaluated.

“... important is the relationship with other colleagues, you have people from all over the world, this is a big value. See from your limited area, the overall strategy of the company, that is information that normally do not arrive to you, generally you do not have access to this information”.

The participation in the program increased also the self-confidence of the participants:

“After acquiring more knowledge about the enterprise I feel more confident...”

The expectation is that the participation in the program will create new professional opportunities in the enterprise, as the following statement of a student expressed:

“I want to be prepared for new positions in the enterprise, for new tasks, looking for an enriched professional project. For this reason, the master was very interesting as it has generalist perspective and it wasn't centred in one specific area.”

In the many cases such expectation has been accomplished in mid-term, but it seems difficult to establish a direct link between the participation in the program and the professional development within the enterprise. For one student, it seems more like one more brick in the professional trajectory.

“... my expectation of change has been fulfilled, but I cannot say that this has been a direct consequence of my participation in the master as I have been some more time in the same work place.”

Another student considered that the continuous training sustained the professional trajectory:

“Yes, it sustained the professional development within the enterprise, it helps me, now I led a group of several engineers.”

On the other side, some students appreciate the fact that they obtained at the end of the program a university master certificate, in spite of that they consider that the certificate will not have much impact on their professional trajectory.

“If I would have obtained recently my graduation, the certificate provides more advantages, but after my professional experience the program is more a knowledge recycling. I appreciate the certificate, but it is only one more. In this moment it would make a difference in the labour market, where probably the professional experience has a higher value than the master.”

Some of the students appreciate an improvement of their performance:

“The capacity to have good work performance increments ...”

In the opinion of the students, the programs allows the enterprise to prepare a considerable number of people for management position assuring the organizational cultures as one learner expressed:

“Each year you will have at the end a pack of 25 professionals, which the enterprise can send to other business areas in which they require innovation. This guarantees the organizational culture and the ways of doing.”

This opinion is shared by another learner:

“ ... preparing professionals to face new and more complex challenges, promote cohesion and implication in the enterprises ...”

The program is also considered a good procedure for the selection of personal to take the decision if a person is prepared to work well in another position. They can see how the people work and which is their potential.

“... as we are under observation in the program, it is a strong mean to decide in which work place you will better perform. It is a very interesting media ... to detect how the people are working and to detect their potential.”

The enterprise's perspective

The enterprise evaluates in a similar way the impact of the program. It provides the students with a wider vision of the enterprise and the innovation processes, shows them to work with other units and stimulates their creativity. It also provides them personal development. From the enterprise's perspective the programme contribute to strengthen synergies between different units of the enterprise. Linking the programme to the development of projects generates business ideas. The mixture of people from different units and the participation on in-house high-level experts has been fundamental to achieve these positive results.

One important aspect is that the students could obtain a general vision of the enterprise and connect with managers.

“The master facilitates a holistic vision of the enterprise and transmits knowledge about management, which the university cannot transmit. It also facilitates abilities linked to the enterprises and offers the opportunity to network with the lecturers who are managers of the enterprise ... For the students this circumstance that senior managers are participating in the program is highly important”

This is overall important for student coming from other working centres, which are not located in the central offices.

“The people obtain a global vision and also of other areas, in which they are not specialized. ... Besides as they are in direct contact with peers, this gave them the opportunity of ‘networking’, but they have overall the opportunity to ‘networking’ with the lecturers, which are at the end directors of the enterprise. This is useful overall for these are working far away from the centre of decision, as for instance, the plant of XXXXX. The people from this plant have few opportunities to talk and discuss about a project with a director of the enterprise or that a project is directed by a manager of the enterprise.”

The enterprise observes also a positive impact in the work performance of the participants as one of the in-house lecturers observed:

“... we have observed that the participants have more knowledge about management issues and that they fell more sure in their work places than before.”

As one lecturer pointed out, the university master degree is more useful for the students than an internal certificate:

“In spite of that the program isn’t homologized at the international level, a university master is regarding to your CV better than a corporative certificate. Internal training has the stigma that all participants must pass...”

University representative

From the external point of view that means the lectures and responsible of the program there is a clear relation between professional development and participation in the program.

“Looking on the previous editions of the program, you can observe a clear distinction between those who have participate in the program and those who not. These students are selected by the enterprise observing that they have potential. Then they invite them to participate in the program. However, this doesn’t mean that you will be promoted internally just because you were enrolled in the program. The participation implies that you have a high potential and it will help you to promote. If you will take a sample of people, who have participate in the program, and people, who haven’t – which is a number considerably higher– you could observe the differences in their trajectories.

... for instance, if management positions are vacant, the first group of persons which comes in the focus are the ex-alumni of the master program. In this sense, the program is a mean of personal development and evaluation...”

Summary

The statements of the representatives of the enterprise and the university, as well as these of the learners indicate a high satisfaction with the programme in terms of institutional cooperation and contribution to the development of internal social capital, knowledge about management processes and vision of the enterprise.

The programme is an example of the application of a clear business vision on university programmes of adult education contributing to the organisational development of the enterprise, to personal development in accordance with internal human resource strategies and to the development of business ideas. It forms part of an enterprise strategy to provide training in the sector not only to their own staff, but also to other enterprises and professional. Examples are open access master and specialist programs promoted in cooperation with universities, but also with business school and other training providers.

The business orientation of this strategy implies for countries like Spain, where the initial higher education programmes are strongly regulated including the fees, that the training programmes are focused on university certificates outside of the Bologna cycles (own master programs,

MBA, etc...). In this field the cooperation with public research universities seems to be fruitful as they provide the prestige which includes the high-added value of the certificates.

The experience of this programme showed also that the program design can be transferred to other non-Bologna master programmes with an open access. It is supposed that the university gains leadership in such programs but still with a strong management of the company.

But there are reasonable doubts if this experience can be used in cooperation led by the university in Bologna graduate and master programmes. The high regulation of graduate programmes seems to be an obstacle. On the other side, the fact that the analysed program fulfils the standards for master programs of the university and those of the quality agencies, which must approve the Bologna programs, opens the possibility to transfer the experience to official Master programs. However, such a program, whose fees are state regulated, do not cover the costs of the enterprise to cooperate in such a programme.

The programme indicates clearly the relevance to improve the social capital with the enterprise and the non-technical competences, which we have called cultural capital to differentiate from the human capital, which has been restricted to the technical professional competences.

SWOP analysis

The enterprise perspective:

Strong points:

- The programme is tailor made oriented to the needs of the enterprise.
- It is linked to internal processes: personal selection, analysis of new business ideas, creation of internal management knowledge (work process knowledge) going beyond the department or unit boundaries.
- Good balance of return of investment perceived.
- Multidisciplinary approach combining the transfer of technical and social competences.
- Cooperation with university allows a personalised treaty without the disadvantage that the provider will commercialise the product elsewhere.

Weak points:

- Increasing orientation to non-technical skills, competences and aptitudes questioned the role of the university as training provider as it is focus on theoretical and technical issues.

University perspective

Strong points:

- The lecturers obtained insights of the work (management) processes in enterprises.

- It allows to update official higher education programmes (bachelor, master and PhD).
- Additional source of incomes.
- Cooperation with enterprises opens new business opportunities in the field of adult education.

Weak points:

- Minor role of the university staff in the design, implementation and evaluation of the programme.
- It isn't connected to a broad strategy of the department or university in the field of adult education.
- There is any coherent interrelation to other types of education programmes.

Learners' perspective

Strong points

- Participation opens the possibility of professional development within the enterprise.
- It is linked to the actual work (work place learning).
- It allows expanding horizontal and vertically the personal networks within the enterprise.
- Expands the work process knowledge in the area of management.
- Providing a university postgraduate certificate.

Weak points:

- Low work-learning balance.
- Learning contents linked to the enterprise, which low transferability to other sectors.

6.3. Third case

The third case study takes also as point of departure a program elaborated jointly between university and enterprise with strong leadership of the second.

The selected program is a postgraduate program for consultants. The first edition was launched in 2012. It is a short university in-house training program especially exclusively for professionals of the company. The programme aims to prepare company's staff for the provision of consultancy services, for which the employees need knowledge about the valorisation and accountability of enterprises. The program gives an intensive introduction in these issues. The programme requires a dedication of 48 hours, organised in three modules with an additional introductory module. It is a blended learning programme, with 6 hours online learning and three face-to-face sessions in working hours.

The enterprise designed the programme in cooperation with a university centre of continuous training in business. It is a post-graduate programme for new entrance in the company with the aim of promoting specific technical knowledge considered relevant for excellent performance of the consultancy services. It is a programme designed to fulfil a detected knowledge gap in the regular higher education except among those who have a double qualification which include business.

It is an own post-graduate certificate managed by the university, but does not form part of the Bologna cycles. The access is restricted to previously selected staff of the enterprise.

The enterprise is acting at international level, with dependencies in Spain, Europe, Latin American and North-America as well as in Asia and Africa. As consultancy service provider, the enterprise has a particular organisational structure, which makes it distinctive from companies operating in other service and industrial sectors. It has roughly three categories of employees:

- Juniors, who are recent entrances;
- Associated, which is the next step after having passed the selection procedure;
- Some associated members are offered to become partners of the company after having passed a strong selection process.

In the enterprise, more than 900 consultants are working. 200 of them are partners and other 700 are associated or junior. Each partner is a kind of business unit and each customer is considered a project by its own, for which, if it is considered necessary, an internal team is set up led by the principal contact person.

The enterprise considers continuous human resource development as an essential for the success in this high competitive sector. This doesn't make reference only to the core tasks of the

enterprise (advisement), but also to knowledge about innovations, which affect their clients. For this reason, the enterprise has developed a large in-house training programme, but also external cooperation in form of an international institute focused on human resource development in the sector and training programmes with external providers (for example, universities). It has established a broad cooperation with universities offering internships for students in the respective field, but also for students from other knowledge fields, which are relevant for its consultancy services. It also cooperates and funds a programme of the internationalisation of Master programmes in its field of expertise.

The partnership

The cooperation is framed in the enterprise's strategy to promote training and education within the enterprise and the sector. In a knowledge intensive sector, as national and international consultancy, the continuous updating of knowledge, skills and competences is a crucial competitive factor. On the one hand, the enterprise has an intensive in-house training, in which the partners specialised in some area are giving lectures to other partners or associates. On the other hand, the enterprise contracts also external providers to cover specific field.

The enterprise has detected that especially regarding to issues of business there is a knowledge gap among new entrance.

“Only 50% of the entrances have double higher education degree including business. And also the consultants, who have studied following the former system, haven't obtained a double degree. But recently more of our consultants have a double degree.”

To cover this gap, the enterprise looked for a suitable university or business school. As the cooperation with this university unit went back to the year 2000, where it was selected as one training provider. This university unit is a legal organisation by its own. In its governance boards, private enterprises are represented. Also a representative of the enterprise is member of board of trustees of the management school.

The case study programme/course¹⁵

General programme information

The in-house programme is a short post-graduate program that means it doesn't form part of the Bologna cycle. It is an adult education program for the own staff, for a specific area related to business. The objective is that the participants obtain a consolidated vision of this field in theoretical and practical aspects. For new persons recruited in this area, the participation in the programme is compulsory. Others, for instance more experience associates or partners, participate in a voluntary basis.

The programme has a length of 48 hours organised in three modules. Each module is done in two-day face to face sessions, to which 6 hours online learning are added. The face-to-face sessions are hold also in one Spanish dependency, but open for people coming from other offices in Spain. The face-to-face sessions are done in working hours trying to organise then in periods with low workload intensity in the respective areas. However, the work in the enterprise is organised based on objectives, so that training can be considered an additional tasks.

“The programme is done in working hours, but the workload doesn't diminish. It is a question of self-organisation.”

Each module has one academic lecturer, who is responsible for its contents and realisation. All lecturers are coming from the same institution and all develop besides their academic staff other professional activities.

Decision process

Two parts were involved in the decision making process about the programme design: a responsible of the enterprise and the university team. The representative of the firm developed a preliminary programme based on the analysis of the knowledge gap in the enterprise in consultancy, which includes economic and financial issues. In the next step, this proposal was discussed with the experts from the university, who complemented it developing jointly the training programme.

The elaboration of this programme was necessarily cooperative due to its specific orientation. It was not one of these academic programmes called 'open

¹⁵ The case study is based on 9 interviews made with:

- Head of the development of training programs
- Program responsible in behalf of the university
- One university teacher
- 6 students

customised’, but a ‘tailor-made’ programme. We have detected a specific need, which we want to cover.”

The lecturers are academic staff selected by the own university. The performance of the lecturers is evaluated constantly by the enterprise through learners’ survey. This survey included also evaluation of the contents allowing a constant adaptation to the needs of the learners and the enterprise.

The quality of teaching is evaluated through a student survey, with a numerical evaluation on a scale with a maximum of 10. The average evaluation is higher than 7.

The programme is organised in modules. Each of them has one responsible. The structure of the programme has been decided in meetings of the responsible persons from the side of the enterprise and the university. The programme content has been modified in each edition to adapt it to the requirements of the enterprise, and to catch better the attention of the students.

“We have introduced change during the years. We have modified the content. ... We adapt it to the interest of the students to maintain their concentration in classes.”

In each module, the students must pass by an examination in form of tests, in which the students must answer 60% correctly. The students must approve the examinations of each module to obtain the programme certificate.

The participants of the programme are selected by the enterprise framed in the general programme of human resource development. When the programme starts, many partners participate in the programme to update their knowledge. But in the last edition, the participation of partners is more reduced as the training needs of this group of persons are practically covered. For some professional groups, overall juniors and associated, who are working in the respective area participation is compulsory except that they are still specialised in the issue or having a double degree including economy or business. For other consultants, there is no obligation to participate. The profile of participant tends to be a new entrance in their first three professional years in the enterprise, but also experience consultants are participating overall in the first editions.

Programme evaluation

The programme is constantly evaluated, including the performance of the lecturers. Until now, the lecturers have achieved always high evaluation scores. Based on the evaluation results, the program has been slightly modified since its beginning, but not in the essential parts.

The enterprise scheduled the face-to-face modules in less intensive work periods. However, some of the participants must attend their customers also during the two days of each face-to-face session. This means that not always the same persons are participating at the face-to-face session. This creates difficult learning dynamics, which the lecturer must handle.

“People are coming in and leaving the classroom, this generates a dynamic, which isn’t optimal. ... They announced 25 students, but we begin with 14, who are changing during the programme. Only in some moments, there are 25 students ... The students are people, whose work impedes them to be all the time in the classroom ... for this reason it is very difficult to teach. It generated complex paradoxes.”

The cooperation between this enterprise and the university is framed in a broader context. First the university unit, which provide the programmes, is cooperating with the enterprise in other programmes. The enterprise is also represented in the board of trustees, the Governing Council and the Council of Studies of the university as well as in the Board of Trustees, Governing Council, Council of Studies and Board of Directors of the university owned organisation, which managed this adult education programme. Also some of the partners and associates of the enterprise are acting as lecturers at some university’s faculties. The enterprise cooperates with the university also in some non-Bologna postgraduate programmes.

The enterprise has a large in-house training programme based in considerable part-time training provide by the own staff, but in this specific area there isn’t sufficient in-house expertise.

“Then partners and associated juniors are considering the need to reinforce the knowledge and abilities in financial economy. In other areas, we provide the training internally. As we have the expertise, we organize the training with the partners ... But in certain issues, we have not sufficient expertise in the enterprise and we need external support.”

The cooperation in this programme is well-evaluated by the enterprise, the training provider and the students. Especially the lecturers know that their audience does not have a strong background in economics:

“It was obvious that they know that they are teaching people, who are not economics. They lowered the level and later they raise it again ... They are able to go slower, when they noticed that we do not completely understood. They adapt the classes to our needs and doubts.”

And the student appreciated that the lecturers have also practical experience:

“The issue was clearly accountability, but from a legal perspective, The teachers are experts working also as consultants for other enterprises, They are not closed in the university, they are working as consultants knowing the real world about the day-to-day work.”

The problem of the organisation of training programmes with several one-to-two-days face-to-face module in a knowledge intensive enterprise with a high client orientation is to fit in the participation in the training programme and attending the work duties. It has been mentioned before that there was a fluctuation of participants in the programme which generated specific learning dynamic difficult to handle. The students also observed this problem

“... but two working days is sometime impossible. I was lucky and could combine it. But if you are in a period with a heavy work load, being absence for two day is very complex.”

But the face-to-face session are well evaluated by the students as they are a temporary fix point for the learning activities.

Impact

The learner perspective

The students evaluate positively their participation in the training programme. It provides knowledge, which has been available as such in the enterprise, in the sense that it could not been training in the usual in-house training done by other associates or partners:

“The positive of the postgraduate programme on valorisation of enterprises is that we all want to do it, but no senior partner could provide. It is complementary. And honestly, this enterprise is very demanding, demanding the maximum level. So it also demands high teaching quality ...”

But the impact in the work depends on the possibility to use it really in the daily practice:

“The classes are very intense but somehow elusive. It is difficult to assimilate and consolidate its contents. This depends to your possibilities to put it into practice in the day-to-day. I could do it only in few occasions. I refreshed the knowledge which I have learned before, but other issues that were new are quickly forgotten.”

But for people working day to day on this field, the usefulness is very high:

“In my field – I’m assessing enterprise in crisis –I only see economic data. So the programme has enriched me considerably.”

The certificate is not the factor, for which the people decide to participate:

“Few people participate in the programme for the certificate. They participate to learn to be up-dated. To do it by yourself is very difficult. Outside of the enterprise, with the few offers, training is very complex. You must do additional efforts.”

The usefulness of the certificate depends on the stage of the professional career of the student. For new entrance, the value of the certificate is high as it proves some additional knowledge in the case that he or she could not progress within the enterprise.

“For me, the certificate wasn’t relevant. It depends on the moment of your professional career. If you participate in the programme when you are young or if you are working still some time in the firm ... if you change the firm, the criteria of valorisation would be my experience. In the case of a person, who is working in the profession two or three years it is still important where you have studied, but for somebody still working 15 years, where he or she has studied is not so relevant. It permits you to be hire in a good buffet.”

The enterprise’s perspective

The enterprise doesn’t make an evaluation about the impact of the training on the work performance beyond the survey on students’ satisfaction. But they appreciate that the programme allows acquiring knowledge in the field of accountability of enterprises complementing the higher education of lawyers with a single degree, which haven’t consolidated knowledge in the field. The programme allows also the update of the knowledge of the lawyers with a double degree in law and business.

University perspective

The university lecturers of the programme perceived that the impact of the work performance depends on its relation to the daily work. As the students already mention the programme has less impact in the work performance of the people, which are not working continuously on this issue. But even in this case, it allows a better understanding of business processes, which were analysed probably by a business expert.

“Some have the opinion that the contents are not of direct application and that this depends on the workplace, on the department ... but our aim is to provide them with the contents so that they could defend their cases and so that they understand what the other part or their own customer is talking about. The objective is that they obtain the personal security to argue their cases. At least, they will contract a financial proficient to elaborate a report. But they want to understand the expert and know about what they are talking about.”

Summary

The statements of the representatives of the enterprise and the university, as well as these of the learners indicate a high satisfaction with the programme in terms of institutional cooperation and contribution to the development of human capital, knowledge about valorisation and accountability of enterprises.

It is an example of training in a very knowledge intensive enterprise, which required specific technical competences and knowledge beyond its core competences (*i.e.*, consultancy). This cooperation is based on previous experience, in which the university delivered other training programmes. However, the cooperation with the university owned organisation is only one element of the training network spanned by the enterprise.

The case showed the problems to design and implement training programmes in a knowledge-intensive and client-oriented enterprise. Combining participation in continuous training and attending clients is a complex task, which produce unintended learning dynamics, which the lecturers must handle properly.

The case indicates also that the combination of academic and practical orientation is an important success factor. Despite that the university owned organisation selects all lecturers; all of them combine academic and practical experience in the field of business.

From the perspective of the LETAE project, the programme is oriented to the acquisition of human and cultural capital. In the sense it is important to acquire technical competence to analyse accountability of enterprises, but probably it is more important to acquire cultural competences, which are relevant to make legal advisement in the field and negotiate favourable agreements for their clients.

SWOP analysis

The enterprise perspective:

Strong points:

- The programme is tailor-made oriented to the needs of the enterprise.
- It is linked to internal processes: personal selection.
- It covers a field of skills, competences and knowledge, which could be transferred internally from knowledge workers, with experience in the specific field, to less experienced knowledge workers.
- Good balance of return of investment perceived.
- Cooperation with university allows a personalised treaty without the disadvantage that the provider will commercialise the product elsewhere.

Weak points:

- Knowledge intensive and client oriented work organisation difficult the coordination between training and work for the students.
- Fluctuation of students difficult a creation of suitable learning dynamics.
- Usefulness of the contents depends on its use in the day-to day practice.

University perspective

Strong points:

- Additional source of incomes.
- Cooperation with enterprises opens new business opportunities in the field of adult education.
- It is connected to the broad strategy of the School of Management and the university owned foundation in the field of adult education.

Weak points:

- Minor role of the university staff in the design, implementation and evaluation of the programme.
- There is any coherent interrelation to other types of education programmes.

Learners' perspective

Strong points

- Participation opens the possibility of professional development within the enterprise.
- It is linked often to the actual work (work place learning).
- It allows complementing the skills, competences and knowledge acquired in higher education.
- Providing a university postgraduate certificate, which increments the chance to find new jobs outside of the enterprise [this is relevant just for the juniors and associated which are not selected for the next stage of professional development in the enterprise].

Weak points:

- Problems to combine adequately the participation in the programme and the requirements to attend clients.
- Learning contents are sometimes not directly linked to the daily work.

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