

A holistic management framework for the university continuing education – the university-business cooperation as a base for the success

Lauri Tuomi, Professional Publishing Finland Ltd (FI)

Ritva Laakso-Manninen, Professional Publishing Finland Ltd (FI)

Management of university continuing education faces challenges especially because of the accelerated changes in the operational environment. Simultaneously, the whole university is operating in the same rapidly changing society. Thus, it is essential to develop the management of continuing education as a part of the development of the management of the entire university.

Continuous learning is not a detached activity that is conducted in isolation, but continuous learning is getting closer to normal learning - or perhaps we can say that normal learning (learning for the university degrees) is getting closer to continuous learning. A major change that has taken place in higher education is its closer connections to working life and the changes that are taking place there. Higher education produces competences for the needs of working life and cannot operate in isolation.

In this abstract, we will provide a model of modern university management. Thereafter, we analyse and discuss separately the factors that make the development of continuous learning special and highlight the factors that, according to our research in the field of Finnish professional higher education, are particularly important and require special attention from management.

In the paper the management of continuing education will be discussed from the five perspectives which support the business co-operation and students' success. These perspectives are (1) the DNA of the university, (2) the dynamic operational environment, (3) the core elements of management, (4) the enablers for the transformation and (5) the success measures of the operations. In the paper we will concentrate on the modes for the business collaboration as the most important base for

Topic: Designing flexible learning for adults: Dialogue between University Lifelong Learning and professional contexts