

European Framework for the knowledge triangle



Framework



Compendium



Guidelines



Validation Report

The content is:

The Framelog project links the key actors of the 'Knowledge Triangle' (Higher Education, Research Institutes and Companies) together for a systematic analysis and development of Logistics and Supply Chain Management area.

To develop the logistics and supply chain professionals of the future, universities need to work closely with employers to develop degree programmes based on competencies which are relevant for the business, possibly aligned to the qualification systems adopted and shared by professional logistics associations. This cooperation is meant to lead to harmonisation of shared competencies and could give the ground for unified qualifications systems.

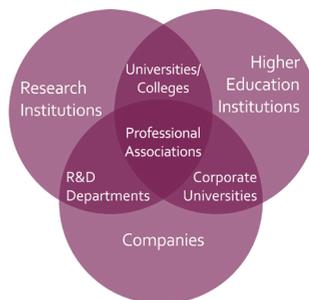
The project objectives are:

Improve the cooperation between Higher Education Institutes (HEI), business and research in the logistics domains, developing qualifications relevant for the labour market.

Support educational offer more in line with the qualifications requirements of companies and professional qualification systems.

Enhance the transparency and mutual trust mechanisms for the recognition of professional qualification.

Foster the quality and relevance of Higher Education in logistics and supply chain.



Erasmus+

This project is funded by the European Union.



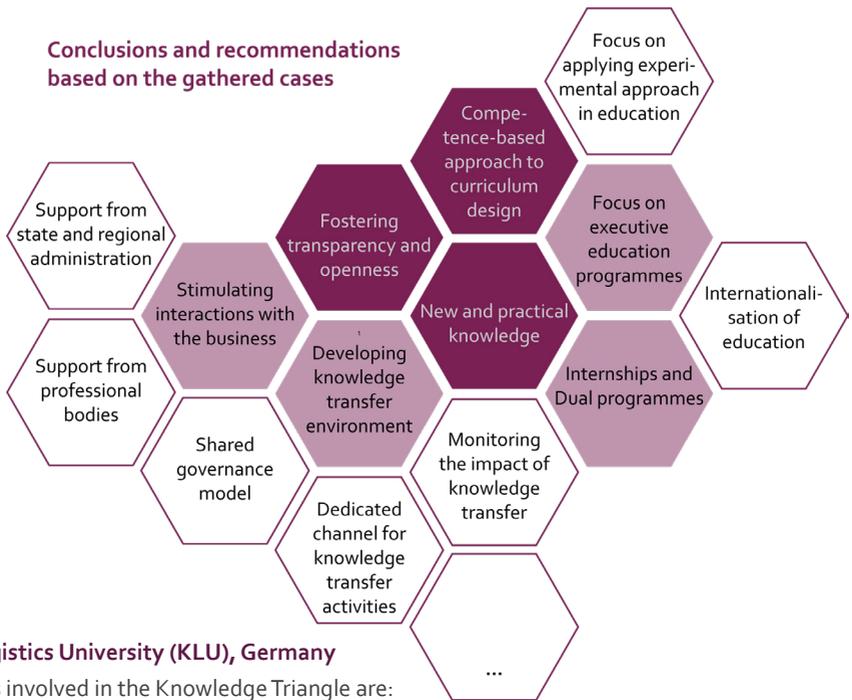
Transilvania University of Brasov



associazione italiana di logistica e di supply chain management

www.framelog.eu

2016-1-IT02-KA203-024565
CUP I52F16000270006



Kühne Logistics University (KLU), Germany

The parties involved in the Knowledge Triangle are:

- ▽ KLU
- ▽ Companies, including multinationals as well as emerging SMEs
- ▽ Industry associations
- ▽ Kühne Stiftung

An example of the



Good practices in the Knowledge Triangle include:

- ▽ Customised training programs tailored to fit the specific needs and requirements of a company by covering cutting-edge topics, current developments and industry trends.
- ▽ Practical relevance of each program – the courses are conducted with the direct involvement of practitioners or companies and are supplemented by both, case- and project-based learning, excursions, business simulations, and integrated internships.
- ▽ Running a compulsory capstone project (course) during which groups of KLU students work out solutions for practical problems offered by industry partners.
- ▽ Organising a variety of extra-curricular events connecting university, research and industry at a yearly basis: 3-day workshop combining academic and industry perspectives on certain topics and enabling students to create solutions derived from scientific knowhow for real issues.
- ▽ “Logistics Start-up Day” bringing together KLU students, professors and start-ups from the area of transportation and logistics.
- ▽ Participation of well-known company representatives in HEI’s Advisory board.
- ▽ Maintain extensive university-research-industry partnerships.

Indicators and Guidelines for implementation of the Knowledge Triangle

Criteria and indicators

For the evaluation of the level of application of the Knowledge Triangle in real contexts, some leading criteria and indicators have been identified to create a common ground for the analysis of the institutions' collaboration status.

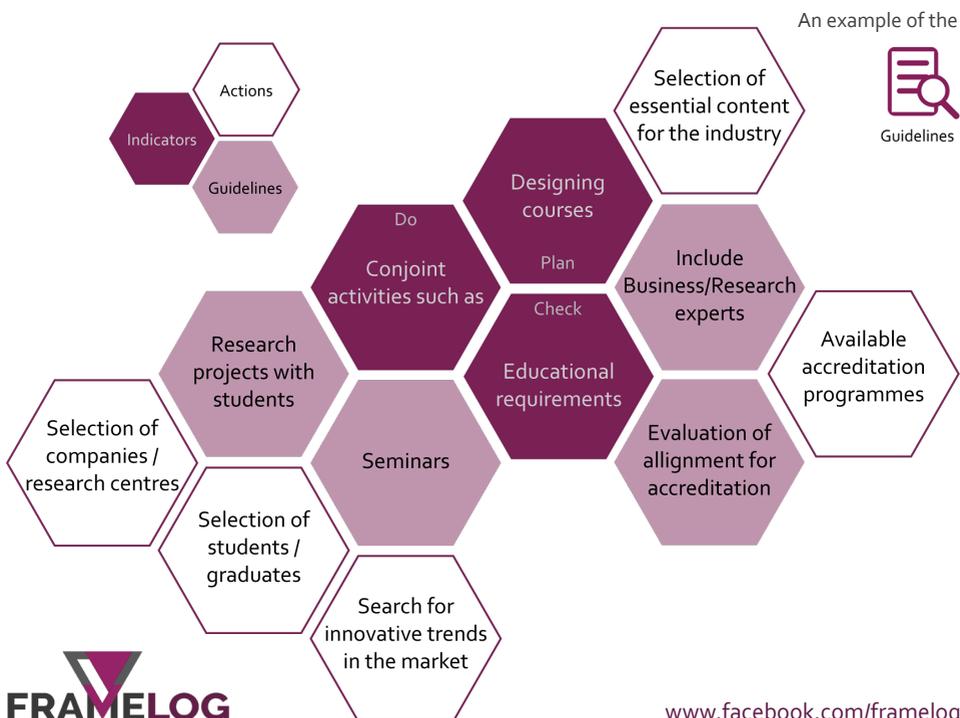
Indicators evaluate specific aspects that can reveal the orientation to collaboration of the analysed organisations

The FRAMELOG self-assessment tool

Based on the criteria and indicators, a questionnaire has been developed. This online survey offers organisations the possibility to analyse the structure of their co-operation process and to identify the most relevant building blocks in their collaboration projects. The Assessment tool is available on the official Framelog website, at the following link: <https://bit.ly/2UmdOG9>

Guidelines for implementing an efficient framework for "Knowledge Triangle"

Some specific guidelines have been developed to help organisations improve the level of collaboration. To provide inspiration for organisations on possible effective applications of the guidelines, some specific case-studies have been collected.





An example of the

Guidelines

Challenges and Guidelines for Quality Assurance



Conclusions

Quality-related activities directly linked with the teaching and learning process are oriented in particular to train and motivate teachers and in-company trainers, and providing esteem for their strong engagement. They play a vital role in the production of quality, in particular when it comes to the customisation of services and elaboration of individual learning plans for the students. Quite frequently, the dynamics for quality are pushed by the enthusiasm of teachers and their commitment to improve their performance. Quality development is inconceivable without the personal engagement of staff.

In addition, within the context of **Framelog**, quality activities also include a various number of actions conducted in close collaboration with key stakeholders, in particular with companies and research institutions: set-up sustainable cooperation agreements, collaborate for definition, delivery and assessment of educational programmes, cooperate for further improvement of staff professional capacity and of the educational programme itself in terms of contents and methodology.

For the **Framelog** Partnership, the European QA Framework has proven its capacity to serve as a common language that gave the opportunity to understand the peculiar approaches that need to be considered for successful implementation of **Framelog**. www.framelog.eu