

Fostering partnerships for continuing training:
Cooperation between higher education institutions and enterprises



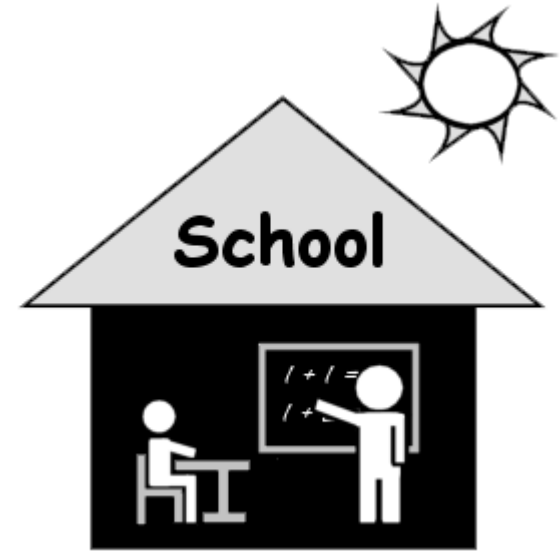
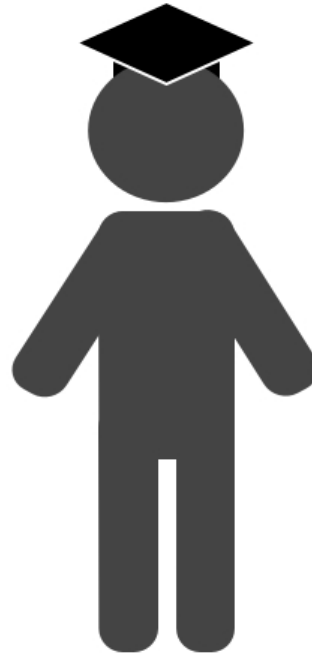
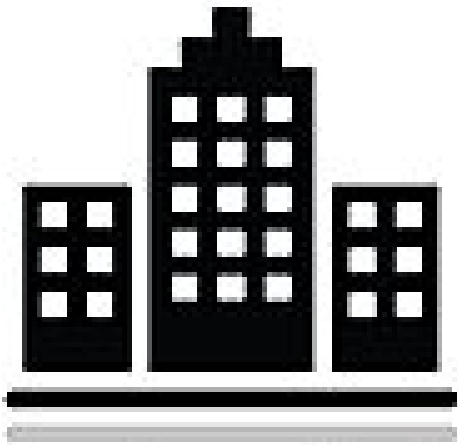
Drivers and examples of successful cooperation (II)

Crowd-foster partnerships in CVET

Raphael Moraglia

(Intelligent Online Apprenticeship Platform)

How it works today?



Crowd-foster partnerships

- Launch VUWE (Vocational Unified Working Environment)
- A Digital Workspace integrating a set of digital services, selected, organized and made available both to the educational community and business world
- Developing and implementing new learning and teaching methods



Underlying magic

Offering a Digital Space that contribute to the modernisation of Europe's higher education systems as outlined in the 2011 EU Communication on the Modernisation Agenda for Higher Education with blended (University-Business cooperation, both on-site and online), scalable content, customized to every student.

Benefits:

- Adaptation of content to the student's level
- Optimization of educational working time
- Customizing Course curriculum
- Overall improvement of the level of acquisition



ESCO Classification in an Intelligent Training System

Dashboard


IT


ESCO


Sébastien Duplessy

Raphaël Moraglia

Information for Raphaël Moraglia

 **8**
Average Grade
[Details](#)

 **18**
Training Hours this week
[Details](#)

 **1**
Absence days
[Details](#)

Contact information

Email

Téléphone
0609937456

ESCO Classification

- Information and communication technologies
- ICT development
- ICT analysis
- Data analyst

Occupation Title

Data analyst ✓ Berkeley University

Description

Data analysts import, inspect, clean, transform, validate, model, or interpret collections of data with regard to the business goals of the company. They ensure that the data sources and repositories provide consistent and reliable data. Data analysts use different algorithms and IT tools as demanded by the situation and the current data. They might prepare reports in the form of visualisations such as graphs, charts, and dashboards.

Essential Skills

Apply statistical analysis techniques	Business intelligence	Collect ICT data	Data mining	Data models	Data quality assessment
Define data quality criteria	Documentation types	Establish data processes	Execute analytical mathematical calculations		

Alerts

Struggling students 2 days ago

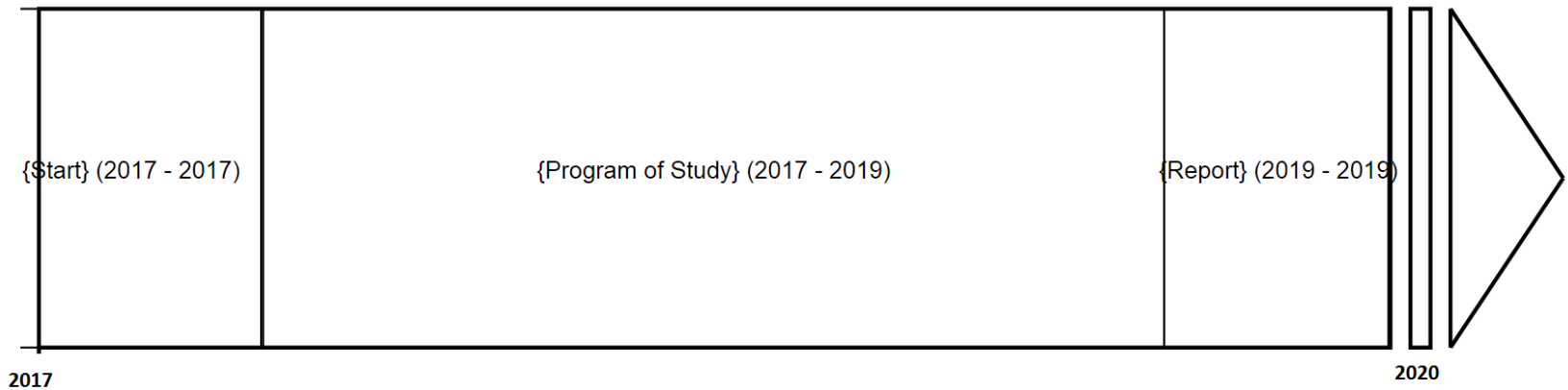


Knowledge alliances

Knowledge Alliances aim at strengthening Europe's innovation capacity and at fostering innovation in higher education, business and the broader socio-economic environment. They intend to achieve one or more of the following aims:

- develop new, innovative and multidisciplinary approaches to teaching and learning
- stimulate entrepreneurship and entrepreneurial skills of higher education teaching staff and company staff
- facilitate the exchange, flow and co-creation of knowledge.





Knowledge Alliance Call Schedule



University-Business Cooperation



Curriculum and skills development: There is a need for a better fit between course content and the needs of the economy.

This is best achieved through collaboration. Transferable and horizontal skills are important components which help to improve employability.

These are delivered in many ways including through the use of innovative pedagogies, like blended education, both physical and digital.



Management Team

- Higher education institutions
- Enterprises
- Research institutes
- Public bodies
- Organisations active in the field of education, training and youth
- Intermediary which represent enterprises
- Accreditation, certification or qualification body



The Key Metrics

Impact on activities on University-Business Cooperation

According to the respondents' perceptions, the following graphic explains the impact of each of the activities on UBC. It details the impact that the development of each of the activities considered have on UBC, suggesting the ones in which the HEIs should focus their efforts.

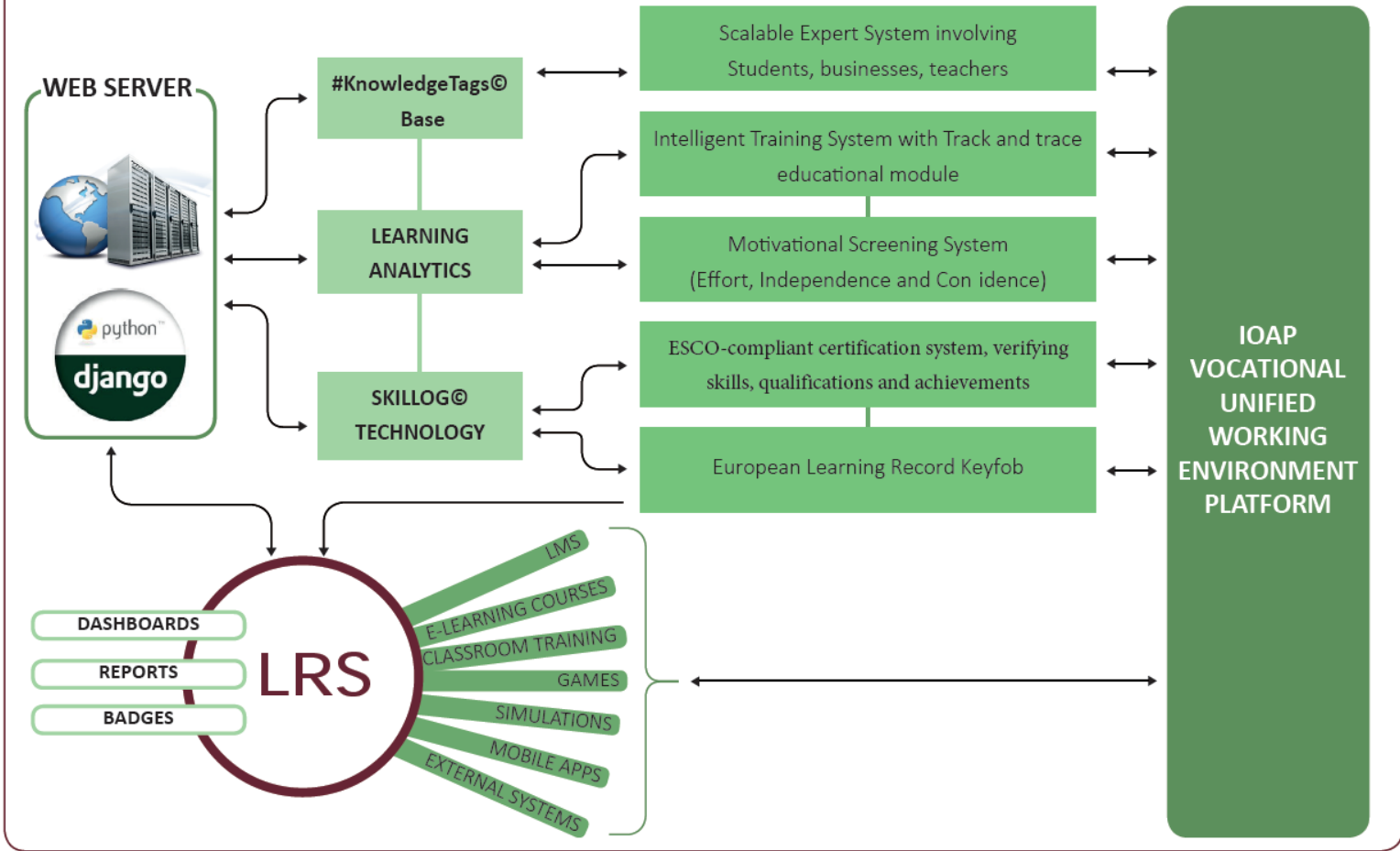
FACTORS	IMPACT
Collaboration activities facilitating student interaction with business	27% $R^2 = 0,53$
Workshops, information sessions and forums for UBC targeting academics	25%
Entrepreneurship education offered to students	16%
Collaboration activities facilitation academics interaction with business	12%
The featuring of UBC prominently on the university's website	8%
Networking sessions or meeting for academics to meet people from business	7%
Entrepreneurship education offered to academics	5%

Source: DG Education and Culture Study on Cooperation between Higher Education Institutions and Public and Private Organisations in Europe May 17, 2010 to August 31, 2011
Science-to-Business Marketing Research Centre
Münster University of Applied Sciences, Germany



IOAP

Overview of technology



VUWE Presentation

Dashboard


IT


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Thanks for your attention



Raphael MORAGLIA

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