

## Setting Learning Objectives and Outcomes

Professional Higher Education (PHE) specifically focuses on enhancing job related skills and competencies with a view to raising the employability of students. The emphasis is on learning outcomes and use-inspired research.

### Explanation and Criterion

How and to which extend does PHE specifically focus on enhancing job related skills and competencies with a view to raising the employability of students. The emphasis should focus on systemic approach to mapping the environment and trends, tools for their translation into institutional/programmatic policies and strategies and the role of various leaders within such process. How such challenges are translated into learning outcomes and use-inspired research activities and how are these plans reflected within the institutional/programmatic policies and strategies including their monitoring and review.

Questions	Indicators	Sub-criteria	Good practices
<p>1. <b>How</b> are external trends and developments, including requirements and expectations of external stakeholders, monitored and translated into institutional/programmatic policies and strategies and their review?</p> <p>2. <b>How</b> do these monitoring activities focus on identification of future job-related skills and competencies?</p> <p>3. <b>Who</b> are in charge of such process? What is a role of various levels of institutional/programme leaders and academic staff members?</p> <p>4. <b>What</b> are the obstacles in engaging the WoW and analysing external environment and challenges?</p> <p>5. <b>What</b> are the problems regarding the development and implementation of the policy and strategy reflecting the demands of the WoW?</p>	<p>1. Data on graduates' careers</p> <p>2. Data on graduates' satisfaction</p> <p>3. Data on employers' satisfaction with graduates and students</p> <p>4. Availability of the list of key challenges and threats and their reflection in policy and/or strategy objectives</p> <p>5. List of various use-oriented research activities involving students which reflect the challenges and threats and focus on development of job-related skills of students</p> <p>6. Feedback &amp; Review of policy and/or strategy</p>	<p><b>The objectives</b> and outcomes of the policies on teaching and learning, as well as research, development and innovation are focused upon the needs and future developments of the WoW and wider society. There is evidence of systemic monitoring of external environment and expectations.</p> <p><b>Objectives</b> and outcomes focus on the development of skills and competences that enhance employability, the societal contribution and personal development of graduates. This is supported by relevant evidence, e.g. data and information on graduates careers and stakeholders' satisfaction</p> <p><b>There</b> is a clear and systemic engagement of leaders at various levels in gathering relevant information and impulses, their translation into</p>	<p><b>ANNUAL QA CONFERENCE</b> Joint cooperation of different stakeholders to foster <b>QA of SCHE.</b></p> <p><b>COLLECTING FEEDBACK FROM STAKEHOLDERS</b> <b>REGIONAL INTEGRATION</b> Cooperation of Virovitica College and local business entities provides the opportunity for the students to gain insight into WoW through internship. Also, it is an opportunity for local businesses to meet the students and possibly find future employees in this way. It also provides feedback on the curriculum and whether it is appropriate for preparing students for WoW on the local level.</p> <p><b>OBSERVING THE LABOUR MARKET NEEDS</b> Virovitica College cooperates continuously with the local labour market by conducting surveys about the needs of the labour market and the skills which need to be included in the curriculum in order for our students to be well-prepared for entering the labour market. Also, student's preferences are taken into consideration when creating new study programs in order to make the college programs more attractive to future students.</p>

<p><b>6. How</b> do you know how well are you doing?</p> <p><b>7. What</b> are you proud of?</p>	<p>objectives and their correspondence to labour market, employability and relevant job requirements</p> <p><b>7.</b> Scope and data on consulting the WoW</p> <p><b>8.</b> Scope and data on consulting graduates</p> <p><b>9.</b> Monitoring achievements of policy and strategy implementation (scope of objectives met, scope of objectives relevant to the WoW within policy and/or strategy...)</p> <p><b>10.</b> Presenting key policy / strategy objectives to the WoW</p>	<p>policies and activities and implementation within educational and/or research, development and innovation activities.</p> <p><b>This</b> includes relevant and accurate translation of external challenges into learning objectives (knowledge, skills, competencies), use-inspired research objectives and activities.</p> <p><b>There</b> are structural ways in which the WoW is included that have an impact on teaching and learning, including through setting learning objectives.</p> <p><b>There</b> are structural ways in which the WoW is included that have an impact on research, development and innovation including objectives setting</p>	<p><b>HR ASPIRA – THE PROFESSIONAL WORKSHOPS</b></p> <p>An easy way to pass on the most up-to-date professional achievements and to introduce students into the practical part of the work, is the organization of professional workshops. They include the engagement of a number of professionals who approach the students throughout the year to the latest state-of-the-art workshops. Institution support is very important for financial and organizational resources. They are organized once a week and the knowledge gained from workshops is evaluated.</p>
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Based on: <https://buildphe.eu/quality-framework/c2/#tab-id-5>