

# THE-ICE BENCHMARKING ROUNDTABLE SERIES IV



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Institute



Graduate Attributes, Learning Outcomes and  
Assessment

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Learn what you love.

# Qualifying statements

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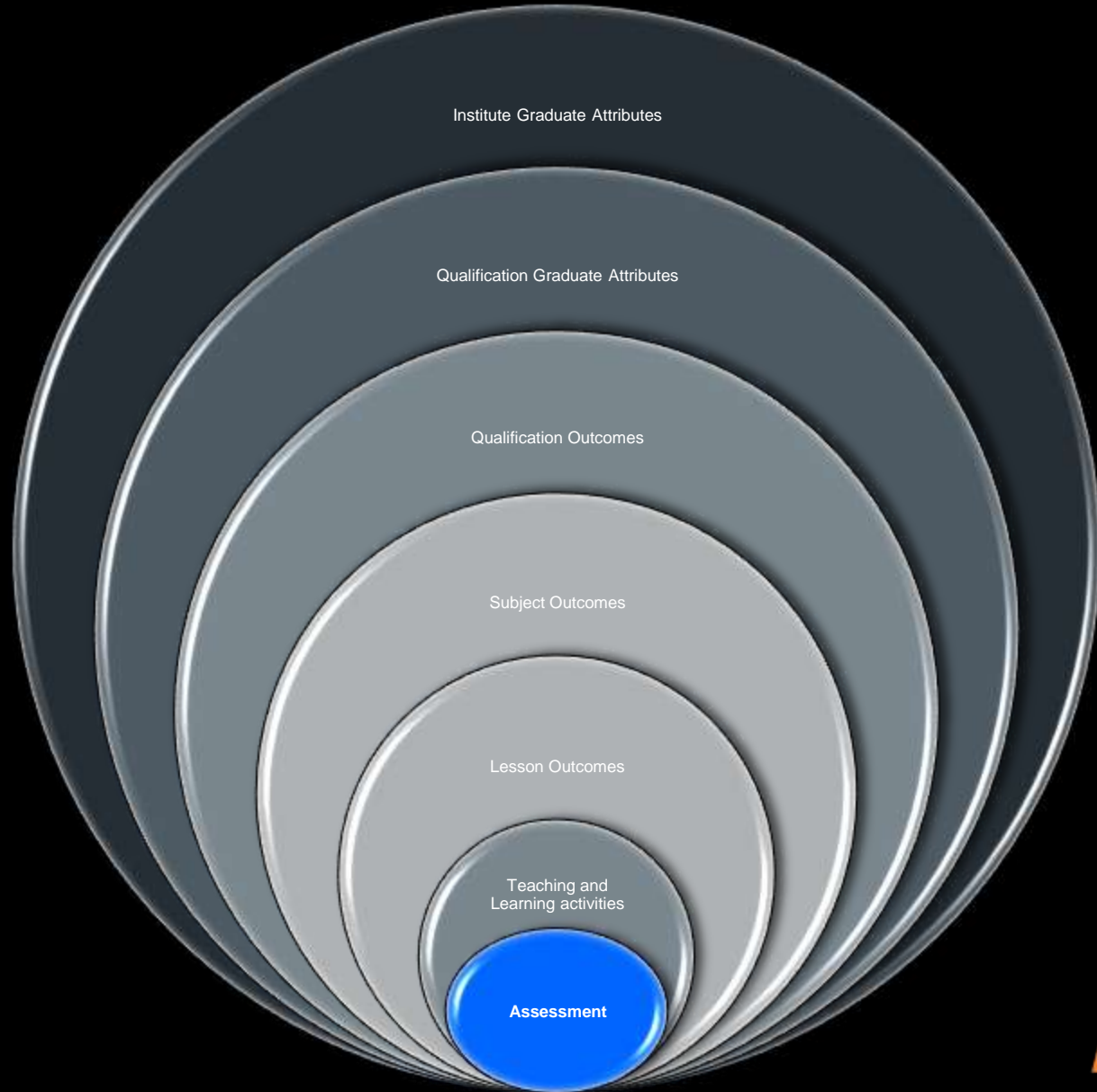


- Changes already afoot
- Challenges in the (single/) mixed sector
- Making new friends

# Finding the key...

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# Key questions

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**what** is to be learned;

**how** it is to be learned;

**how** it will be evident that this has been learned and the extent to which this has been achieved is made clear.

<http://www.heacademy.ac.uk/hlst/resources/a-zdirectory/learningoutcomes>

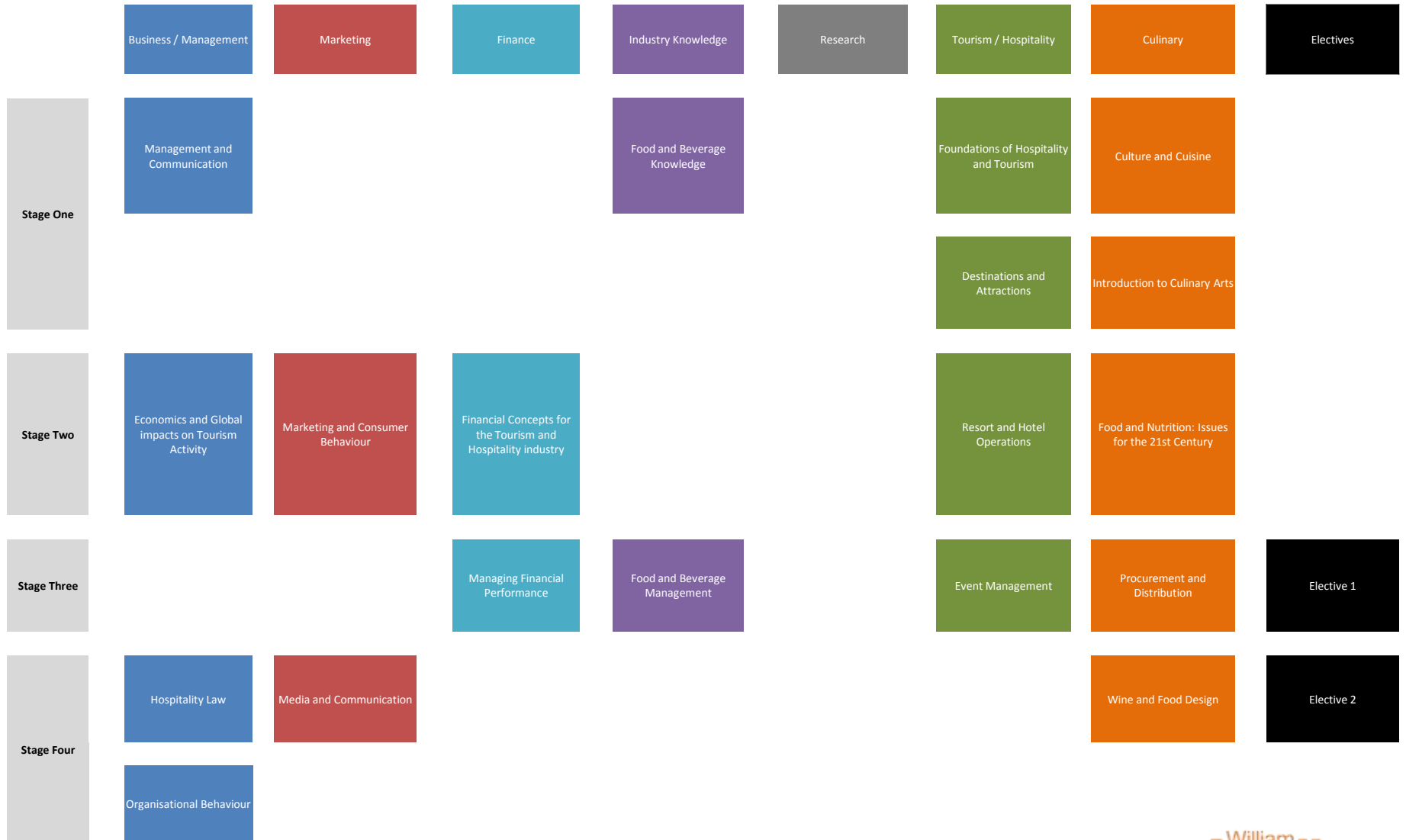
# WAI tools for alignment

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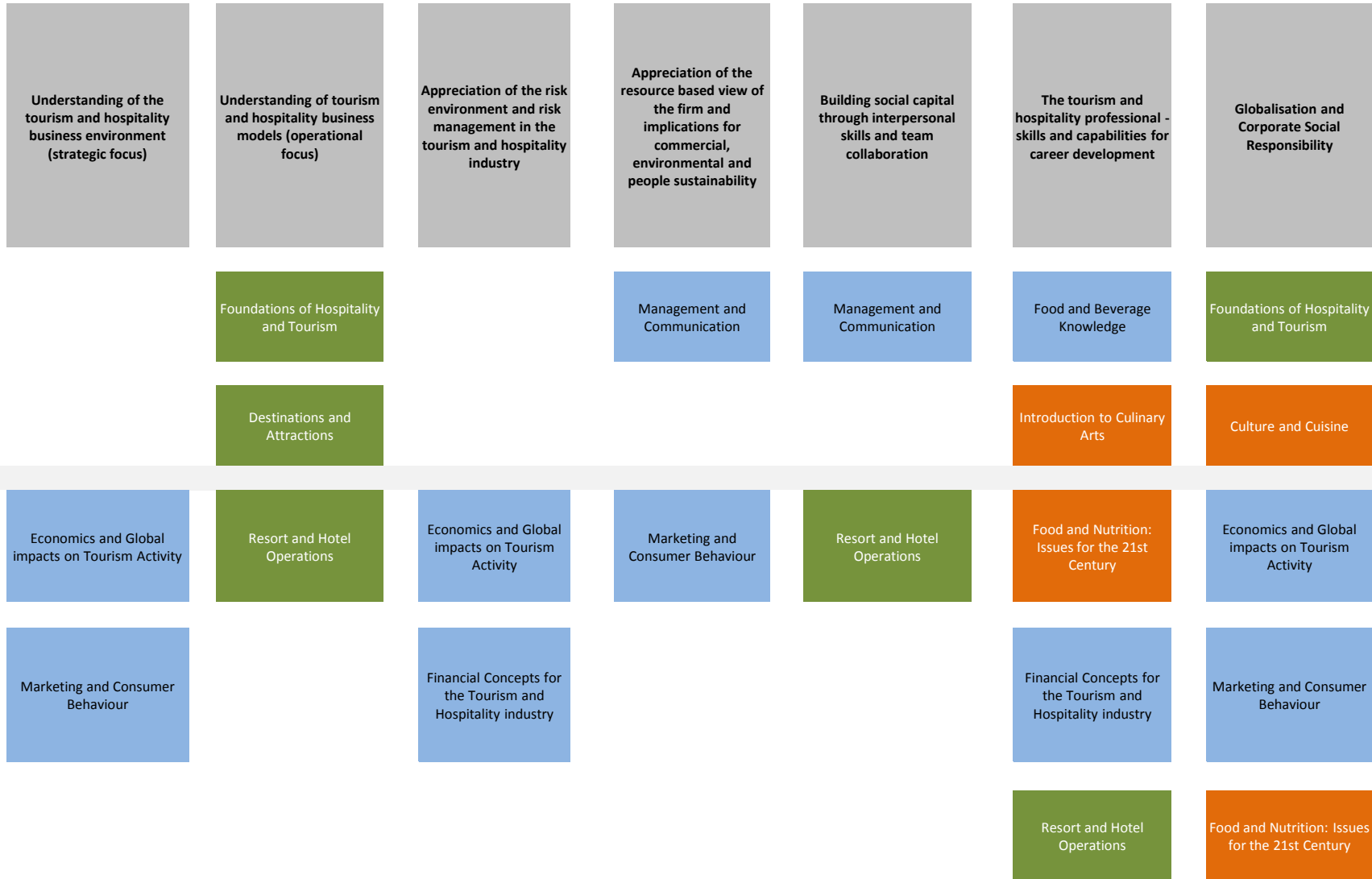


- Subject flow
- Learning Streams
- Academic spine
  - Nouns
- Assessment
  - Verbs
    - Blooms taxonomy
    - SOLO

## SUBJECT FLOW (Diagram 5)



# LEARNING STREAMS (Diagram 6)





**ACADEMIC SPINE DEFINITIONS (Diagram 1)**

	Research Skills	Numeracy	Decision Making and Critical Thinking	Hypothesising: transferring theory to new domains	Academic Communication	Business Communication
Stage One	<p>Apply research methodology at a foundation level (types of data, sourcing and referencing sources)</p> <p>Use the Harvard Author-Date referencing system</p> <p>Understand the importance of currency in research</p> <p>Identify credible / appropriate sources</p> <p>Source Industry /operational based research data</p>		<p>Analyse information from a range of sources</p> <p>Evaluate research sources.</p> <p>Use credible sources to inform decision making / ideas</p> <p>Synthesise information from range of sources</p> <p>Develop comparative and contrasting arguments</p> <p>Interpret quantitative and qualitative data for decision making purposes</p> <p>Understand the affect of personal bias on ability to think critically and its impact on decision making</p>	<p>Apply different methods of brainstorming and catagorising information</p> <p>Transfer known information to new domains</p> <p>Synthesise information from range of sources to inform recommendations</p> <p>Analyse a case study</p>	<p>Apply academic writing rules and conventions to a range of assessment genres</p> <p>Present well structured comparative and contrasting arguments</p> <p>Write a referenced essay</p> <p>Present unbiased and well informed reflections in journal format</p> <p>Present a case study analysis</p>	<p>Apply the conventions of standard business report writing to writing a Short report</p> <p>Extend the foundations of standard business report writing to the Long report format</p> <p>Present a proposal / information orally with audio visual aids</p> <p>Participate effectively in a group work /team project</p>
Stage Two	<p>Apply research methodology at a foundation level (types of data, sourcing and referencing sources)</p> <p>Use the Harvard Author-Date referencing system</p> <p>Understand the importance of currency in research</p> <p>Identify credible / appropriate sources</p> <p>Source Industry /operational based research data</p>	<p>Use formulas to calculate financial information</p> <p>Understand the different applications of percentages in a Hospitality and Tourism industry context</p>	<p>Analyse information from a range of sources</p> <p>Evaluate research sources.</p> <p>Use credible sources to inform decision making / ideas</p> <p>Synthesise information from range of sources</p> <p>Develop comparative and contrasting arguments</p> <p>Interpret quantitative and qualitative data for decision making purposes</p> <p>Understand the affect of personal bias on ability to think critically and its impact on decision making</p>	<p>Apply different methods of brainstorming and catagorising information</p> <p>Transfer known information to new domains</p> <p>Synthesise information from range of sources to inform recommendations</p> <p>Analyse a case study</p>	<p>Apply academic writing rules and conventions to a range of assessment genres</p> <p>Present well structured comparative and contrasting arguments</p> <p>Write a referenced essay</p> <p>Present unbiased and well informed reflections in journal format</p> <p>Present a case study analysis</p>	<p>Apply the conventions of standard business report writing to writing a Short report</p> <p>Extend the foundations of standard business report writing to the Long report format</p> <p>Present a proposal / information orally with audio visual aids</p> <p>Participate effectively in a group work /team project</p>
Stage Three	<p>Apply research methodology at a foundation level (types of data, sourcing and referencing sources)</p> <p>Use the Harvard Author-Date referencing system</p> <p>Understand the importance of currency in research</p> <p>Identify credible / appropriate sources</p> <p>Source Industry /operational based research data</p>	<p>Complete complex calculations and ratio analysis</p>	<p>Analyse information from a range of sources</p> <p>Evaluate research sources.</p> <p>Use credible sources to inform decision making / ideas</p> <p>Synthesise information from range of sources</p> <p>Develop multi faceted credible argumentsInterpret quantitative and qualitative data for decision making purposes</p> <p>Understand the affect of personal bias on ability to think critically and its impact on decision making</p>	<p>Apply different methods of brainstorming and catagorising information</p> <p>Transfer known information to new domains</p> <p>Synthesise information from range of sources to inform recommendations</p> <p>Analyse a case study</p>	<p>Apply academic writing rules and conventions to a range of assessment genres</p> <p>Present well structured multi faceted arguments</p> <p>Write a referenced essay</p> <p>Present unbiased and well informed reflections in journal format</p> <p>Present a case study analysis</p>	<p>Apply the conventions of standard business report writing to the Long report format</p> <p>Present a proposal / information orally with audio visual aids</p> <p>Participate effectively in a group work /team project</p>

ACADEMIC SPINE SUBJECTS (Diagram 3)

	Research Skills	Numeracy	Decision Making and Critical Thinking	Hypothesising: transferring theory to new domains	Academic Communication	Business Communication
Stage One	<p><b>Management and Communication:</b> apply research methodology at a foundation level (types of data, sourcing and referencing sources)</p> <p>Culture and Cuisine BCM 110 - Sourcing and accurate referencing of appropriate data to complete Cultural based research</p>		<p><b>Management and Communication :</b> evaluate research sources. Use credible sources to inform decision making / ideas</p>		<p><b>Management and Communication:</b> apply academic writing rules and conventions to writing a referenced essay</p>	<p><b>Food and Beverage Knowledge:</b> apply the conventions of standard business report writing to writing a Short report.</p>
Stage Two	<p><b>Economics and Global impacts on Tourism:</b> understand the importance of currency in research and identify quality of sources</p>	<p><b>Financial Concepts for the Tourism and Hospitality industry:</b> use formulas to calculate financial information and understand the different applications of percentages in a Hospitality and Tourism industry context</p>	<p><b>Financial Concepts for the Tourism and Hospitality industry:</b> analyse information for decision making</p>	<p><b>Marketing and Consumer Behaviour:</b> apply different methods of brainstorming and categorising information and transfer known information to new domains</p>	<p><b>Economics and Global Impacts on Tourism:</b> apply academic writing rules and conventions and develop multi faceted credible arguments</p>	<p><b>Marketing and Consumer Behaviour:</b> present a proposal / information orally with audio visual aids</p>
Stage Three	<p><b>Food and Beverage Management:</b> source Industry /operational based research data</p> <p>Event Management BTH310:- Industry /operational based research</p> <p>Procurement and Distribution BCM310:- Industry /operational based research</p>	<p><b>Managing Financial Performance:</b> complete complex calculations and ratio analysis</p> <p>Procurement and Distribution BCM310:- Calculations performed to achieve control, consistency and profit maximization</p>	<p><b>Food and Beverage Management:</b> interpret quantitative and qualitative data for decision making purposes in an operational environment</p> <p>Procurement and Distribution BCM310:- Analysis &amp; interpreting of forecasting tools</p>	<p><b>Food and Beverage Management:</b> analyse a case study</p> <p>Event Management BTH310:- Brain storming (Mind maps) and process mapping</p> <p>Procurement and Distribution BCM310:- apply different methods of brainstorming and categorising information and transfer known information to new domains</p>		<p><b>Food and Beverage Management:</b> extend the foundations of standard business report writing to the Long report format</p> <p>Event Management BTH310:- Development of client proposal presentation skills</p>

Legend:
Core
Hospitality & Tourism
Culinary Management
Professional Development

# Mapping Graduate Attributes

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Subject Code	Subject in the Higher Education Program	Communication	Application of appropriate skills and knowledge to discipline	Critical Thinking	Research ability	Industry Engagement	The ability to autonomously contribute, engage, collaborate, and lead	Global and local perspective towards Corporate and Social Responsibility
	<b>CORE SUBJECTS: T &amp; H Management / Culinary Management</b>							
BCO100	Management and Communication	Level 2	Level 1	Level 1	Level 1		Level 2	
BCO101	Food And Beverage Knowledge	Level 1	Level 1		Level 1			
BCO200	Economics and Global Impacts on Tourism Activity	Level 2	Level 1	Level 2	Level 2			Level 2
BCO202	Financial Concepts for the Tourism and Hospitality Industry	Level 1	Level 1		Level 1	Level 1		
BCO203	Marketing and Consumer Behaviour	Level 1	Level 1		Level 1			Level 1
BCO301	Food and Beverage Management	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 1
BCO302	Managing Financial Performance	Level 2	Level 2	Level 3	Level 2	Level 1		
BCO400	Organisational Behaviour	Level 2		Level 2	Level 2		Level 2	
BCO402	Hospitality Law	Level 2	Level 2	Level 2	Level 3			
BCO530	Professional Development 1	Level 3	Level 3	Level 3	Level 2	Level 3	Level 3	
BCO630	Professional Development 2	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	
BCO700	Human Resource Management		Level 4	Level 3			Level 4	Level 4
BCO701	Research Methods for Management Decision Making			Level 4	Level 4			
BCO702	Sustainable Operations in Tourism and Hospitality		Level 4		Level 4	Level 4		Level 4
BCO801	Risk Management for the Tourism and Hospitality Environment		Level 4	Level 4		Level 4		Level 4
BCO802	Yield Management	Level 4	Level 4	Level 4	Level 4	Level 4		Level 4
BCO803	Strategy and Innovation	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4

# Marking rubric

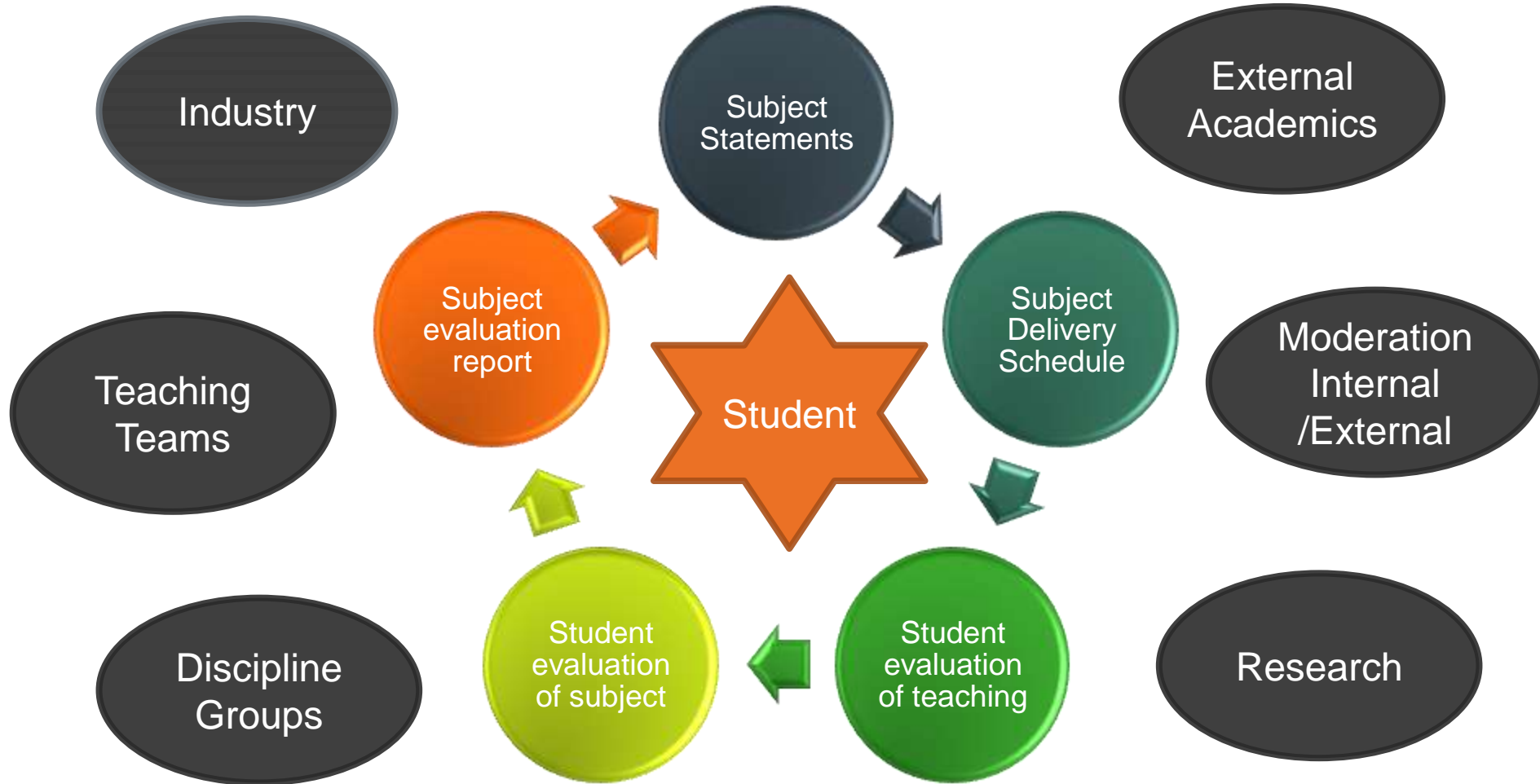
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Marking Rubric – oral presentation. Group members:

Category	Unsatisfactory	Pass	Credit	Distinguished
Compliance	Duration of presentation more or less than 20% of time All speakers did not adequately participate	Presentation is within 20% of time allocation. All speakers participated to the same time frame and importance of material being presented		
Preparation and materials – Intended structure	Poorly prepared materials, visual presentation. Group was not coordinated No logical flow to discussion General lack of preparation. No indication of intended structure. Poor transition between speakers indicates a lack of rehearsal.	Materials adequately prepared. Some evidence of coordination among group members. Introduction may be quick and superficial. Body contains relevant points relating theory to the activity. Conclusion may be short and may lack complete summation. Some group members maybe unsure Transitions may be stilted. Perhaps more rehearsal needed.	Materials prepared well; It is evident that all group members understand their role and are coordinated well. Introduction gives purpose, body explains the application of theories to the activity. Conclusion is adequate in summation. Relatively smooth transitions. Evidence of some rehearsal.	Extremely well structured presentation with logical flow. All members coordinated and understood their role. Introduction gives purpose and context clearly, body refers to researched theories applicable to activity. Conclusion is a comprehensive summation Excellent transitions–clear evidence of rehearsal
Content and analysis as a result of research and discussions:	Level of understanding of the management exercise and related relevant theories is superficial and does not reflect intent of knowledge. Little evidence of research and analysis through discussions with group members.	Level of understanding is adequate amongst group members. Theories and application are relevant but may lack depth. Research may be minimal. Information gathered from discussion is adequate but lacks depth – superficial and obvious points are only covered. Recommendations are simplistic.	Relevant issues that emerged from the activity are covered with some evidence of research and synthesis of information gathered through discussion. Some extension into other relevant areas of Management thought are present. Some recommendations for future running of the activity are given	Excellent and insightful analysis of issues that emerged from the activity well supported by research. High level of understanding of the appropriate theories and discussion covers management approaches emerging from the activity involves criticism and sound recommendations for future running of the activity.
Presentation skills –clarity of expression – organisation of ideas – logical flow of ideas	<b>All group members:</b> Unclear verbal presentation, inappropriate non-verbal communication, lacks confidence, clarity. Ideas (if present) are poorly organised and expressed.	Some group members have difficulty communicating effectively. Speak generally clear, appropriate non-verbal behaviour – some under confidence in some members.; evidence of some collaboration between group members but still areas of uncertainty and disjointed flow. Little creativity.	Generally confident, all group members communicate effectively and the group is working well together in an attempt to achieve its goal. Some attempt at creativity in presentation. Relevant issues are expressed clearly for understanding	Confident, engaging presentation. Relevant issues are very clearly expressed and enabled understanding. All group members working effectively with each other, and do achieve their goal. all have clear understanding of what needs to be achieved. Imaginative and creative presentation

# Quality Framework

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<http://www.outdoorednsw.com.au/about/high-activities/rock-climbing/>

# Evolution...

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<http://www.business-improvement.org/>

- Greater flexibility
- Depth of research
- Discipline experts
- Where there is a WIL, there is a better way...

**extra-curricular curriculum** – a planned set of activities and support facilities that sits alongside, complements and interfaces with the formal **academic curriculum**. Both the academic curriculum and the extra-curricular curriculum aim to realise the graduate attributes and the course objectives. However, some of the graduate attributes are realised through the experience of learning at a tertiary institution and are best addressed in the extra-curricular curriculum

(Boelen, 2011)



# The Speedhumps

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<http://erikjohanssonphoto.com/>

# Developing English language skills

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<http://poemsforkush.com/2012/07/16/the-elephant-in-the-room/>

# Helpful sites

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The National Graduate Attributes Project

<http://www.itl.usyd.edu.au/projects/nationalgap/resources/gamap/introduction.htm>

Macquarie University - setting learning outcomes

[http://staff.mq.edu.au/teaching/curriculum\\_development/assessment/toolkit/setting\\_outcomes/](http://staff.mq.edu.au/teaching/curriculum_development/assessment/toolkit/setting_outcomes/)

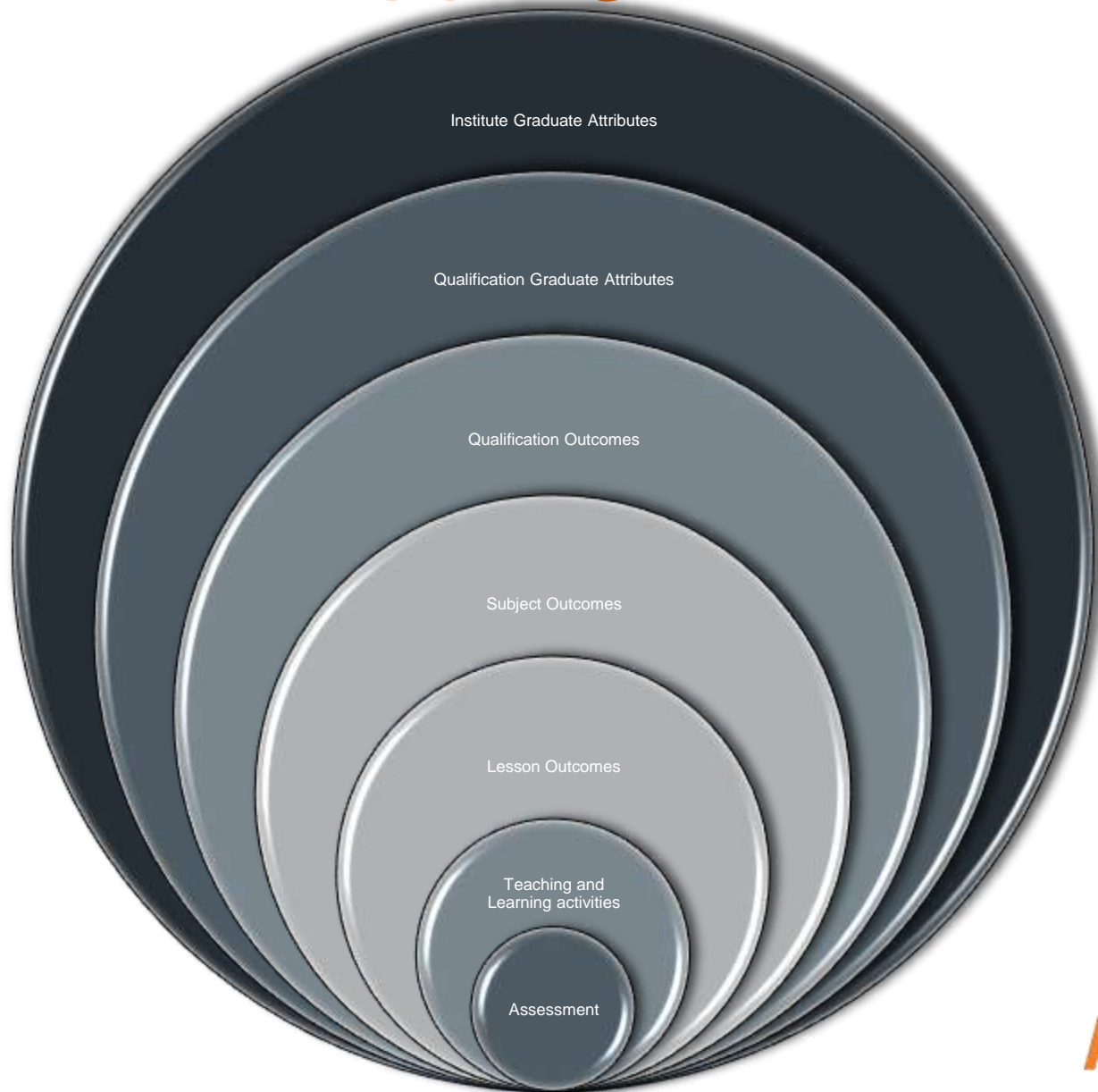
The Higher Education Academy – resource centre

<http://www.heacademy.ac.uk/resources>

Hospitality, Leisure, Sport & Tourism Network

<http://www.heacademy.ac.uk/hlst>

# Curriculum mapping



# The journey continues

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