

THE-ICE Roundtable Benchmarking Forum IV

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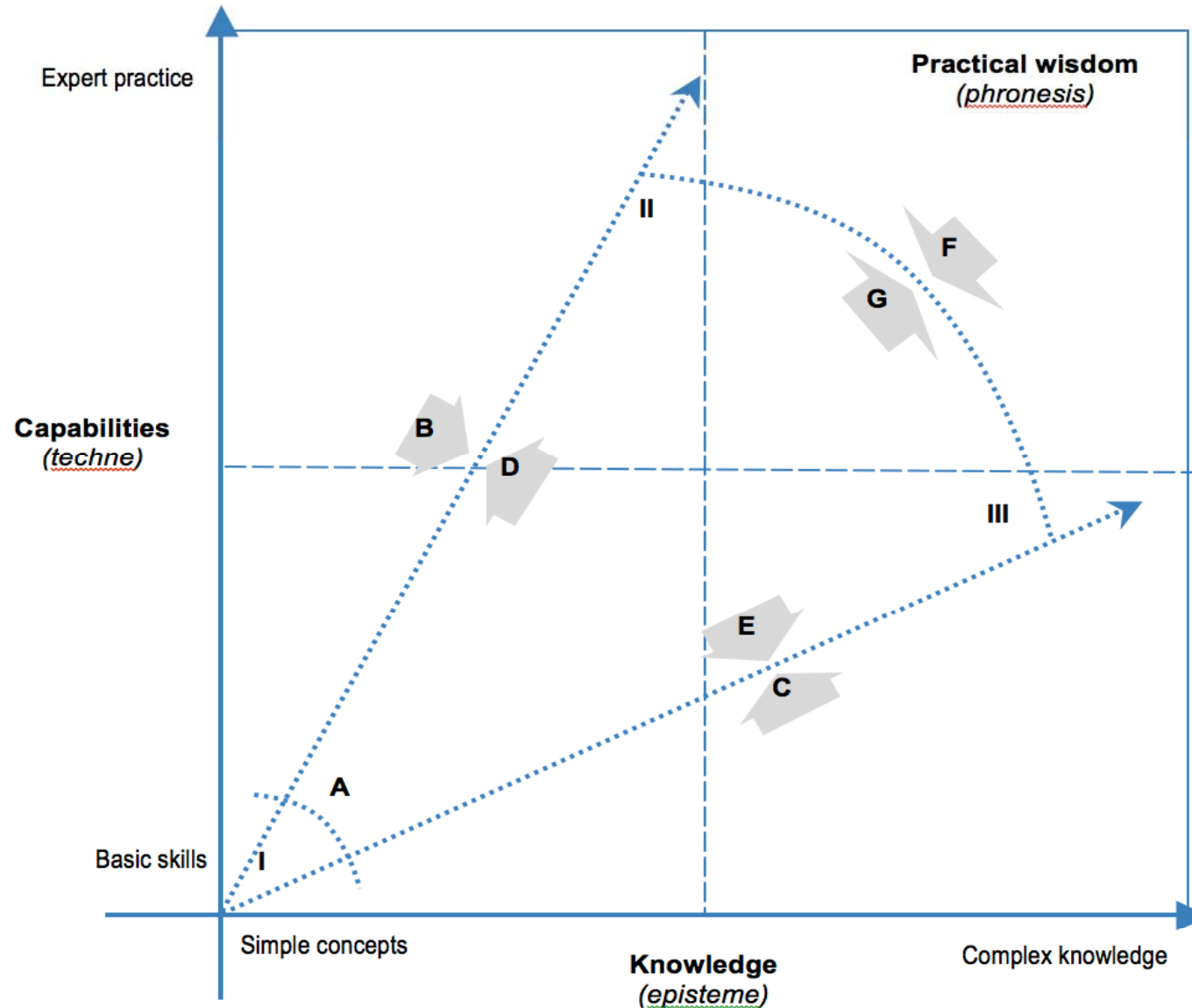
Assessment and Learning Outcomes/Graduate Attributes @ VU

- Introduction
- Know thyself...
- Learning Outcomes
- Assessment
- Graduate Attributes
- Final Thoughts
- A Wee Sales Pitch

Introduction

- Senior Lecturer in Hospitality Operations
 - Attrition and Transition
 - At Risk
 - Academic Literacy
 - Academic Integrity
 - Curriculum and Pedagogy

Know thyself... the curriculum space



Learning Outcomes

- Course Mapping Tool
 - Blooms' Taxonomy
 - Biggs' Constructive Alignment
 - Bouds' Principles of Assessment

- Assessment drives learning

Assessment

- 25% of assessment across a whole course must be located in LiWC.
 - 7 different types of LiWC, each considered of equal value.
- Challenges – whole v sections of a course
 - The Core (7 units)
 - Professional Development (3 units)
 - Specialisation (7 units)
 - Electives or second specialisation (7 units)

Graduate Attributes

- Background
- Reconceptualising graduate attributes
 - They are not curriculum content.
 - If anything they are the media for applying learned skill sets. And thus,
- Media for assessment.
 - So, use the GAs to assess the students.
 - Ensure that students are properly educated and trained in the GA.

Final Thoughts

- Reverse engineer back from the “ideal graduate”.
- Need to think in terms of a whole of institution – whole of course approach.
- You can't manage what you don't measure:
 - The curriculum space diagram.
 - Course mapping tools.
 - Adherence to course maps, unit of study guides, teaching and learning materials and ultimately assessment regimes.

A Wee Sales Pitch

- OLT Project on Hospitality and Tourism Education final report is about to be tabled.
 - Been very well received
 - OLT is keen to further develop the work.
- Two avenues:
 - Expand the survey to address NSIA sector, and/or
 - Move to National Standards Model for TEQSA.

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