

THRESHOLD LEARNING OUTCOMES (TLOS)

Dr Paul Whitelaw | William Angliss Institute

A/Prof Pierre Benckendorff | The University of Queensland

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International Centre
of Excellence in
**Tourism and Hospitality
Education (THE-ICE)**

William
Angliss
Institute

Specialist centre
for foods, tourism,
hospitality & events

Scholarly excellence in the Age of Compliance

TODAY'S AGENDA

1. Standards Overview
2. Using the Standards
3. Student Achievement
4. Calibration Activity
5. Group Discussion



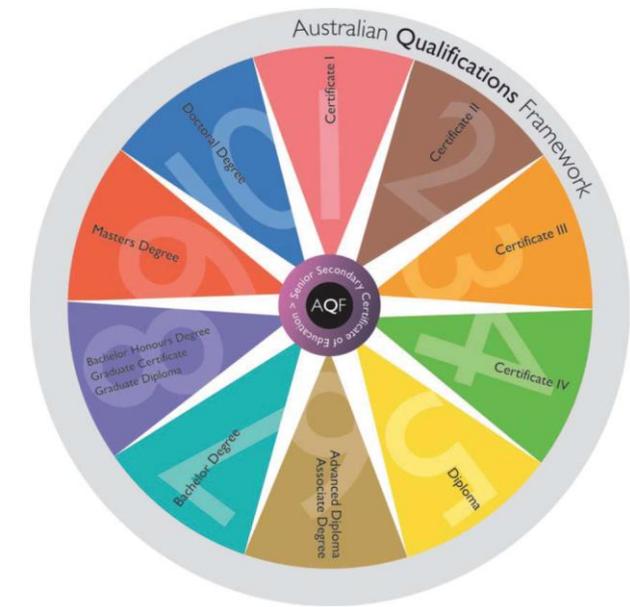
1. STANDARDS OVERVIEW

ARE WE SPEAKING THE SAME LANGUAGE?

Program	A period of study of several years leading to the award of a degree
Unit	A unit of study usually of a semester's duration. A component of a program
Standard	A level of achievement with clear criteria, indicators and means of testing
Criterion	A distinguishing property or characteristic of anything, by which its quality can be judged or estimated
Quality	Fitness for purpose/fitness of purpose and performance to an agreed standard
Assessment	Gathering evidence about student capability and competency using valid (fit-for-purpose) tasks

AQF LEVELS

- **Level 1.** Certificate 1
- **Level 2.** Certificate 2
- **Level 3.** Certificate 3
- **Level 4.** Certificate 4
- **Level 5.** Diploma
- **Level 6.** Adv Diploma/Assoc Degree
- **Level 7.** Bachelor Degree
- **Level 8.** Honours, Grad Cert, Grad Dip
- **Level 9.** Masters
- **Level 10.** Doctorate



THE STORY SO FAR...

- The **Higher Education Standards Panel (HESP)** was formed to develop standards for higher education (HE).
- The **Tertiary Education Quality and Standards Agency (TEQSA)** is charged with evaluating the performance of HE providers against these standards.
- The **Australian Qualifications Framework (AQF)** sets broad standards for each qualification level, but not each discipline or field of study.
- The **Office for Learning and Teaching (OLT)** funded a project to produce a set of nationally agreed upon and clearly articulated **Threshold Learning Outcomes (TLOs)** for tourism, hospitality and events (TH&E) in Higher Education (HE) → **Setting the Standard**

THE STORY SO FAR...

HE Standards Framework: Section 5.3

Review and improvement activities include regular **external referencing** of the success of student cohorts against comparable courses of study, including:

- a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
- b. the **assessment methods** and **grading** of students' achievement of **learning outcomes** for selected units of study within courses of study.

THE STORY SO FAR...

- June 2013: Australian Government funds **Setting the Standard**
- June 2015: National TLOs launched
- Aug 2016: **Meeting the Standard** Peer Review Pilot Project launched
- Feb 2017: Peer Review Workshop
- Mar 2017: Evaluation and Reporting
- Aug 2017: Calibration Workshop

KEY POINTS

- Graduates ...not programs
- Standards ...not standardisation
- Threshold ...not aspirational
- Outcomes ...not process
- Constructive ...not prescriptive
- Peer review ...not surveillance



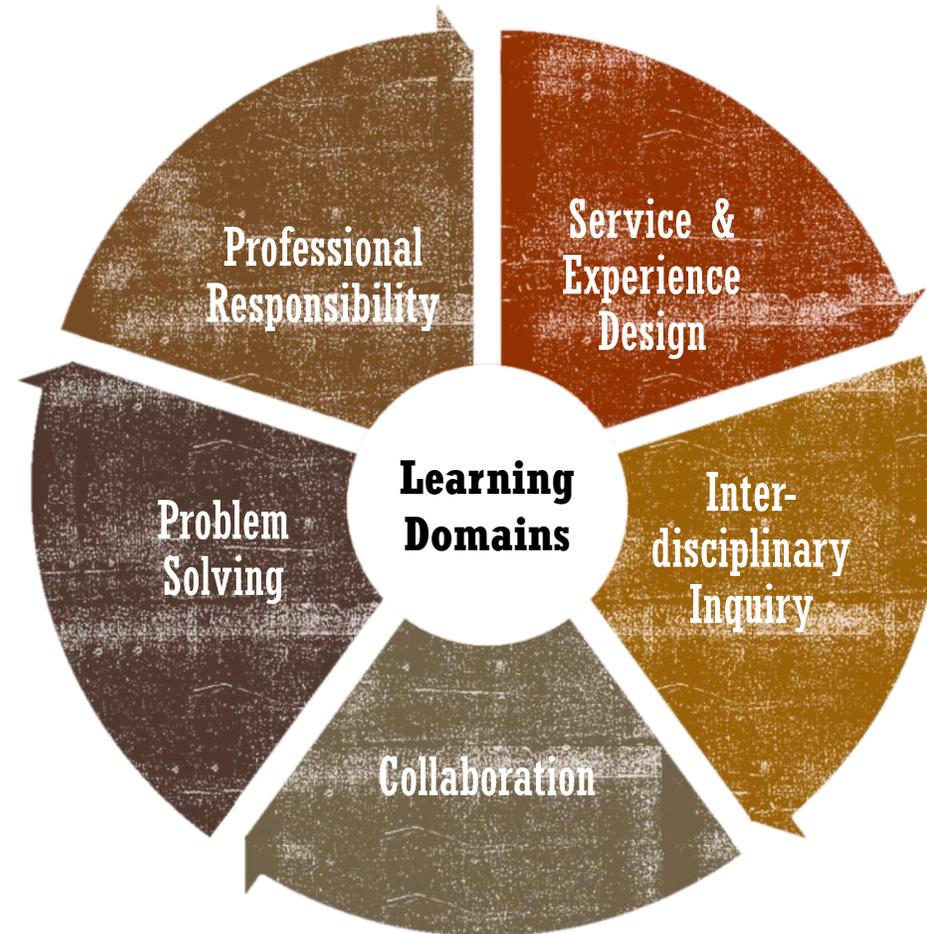
STANDARDS MUST BE...

- **Mappable:** able to be mapped to the existing AQF and other TLO standards;
- **Identifiable:** able to be identified as actionable behaviour in the workplace;
- **Assessable:** able to be assessed by academics, as part of the assurance of learning.



LEARNING DOMAINS

TOURISM, HOSPITALITY, EVENTS



LEARNING DOMAINS

Domain	Descriptor
Service & Experience Design	Design, implementation and management of services and experiences.
Interdisciplinary Inquiry	Thinking and applying a body of knowledge drawn from a number of disciplines and fields of study.
Collaboration	Working with others in a variety of situations in the pursuit of common goals.
Problem Solving	Application of tools and techniques to make decisions and solve problems.
Professional Responsibility	Demonstrating reflexivity, mutuality and discernment and insight in professional and personal behaviour.

HOSPITALITY LEVEL 7 DESCRIPTORS

Domain	Bachelor Graduates
Service & Experience Design	Graduates will be able to apply knowledge and skills to design and deliver hospitality services and experiences.
Interdisciplinary Inquiry	Graduates will be able to integrate a broad and coherent theoretical and operational knowledge of hospitality as an interdisciplinary field of research and practice.
Collaboration	Graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.
Problem Solving	Graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine hospitality problems.
Professional Responsibility	Graduates will be able to reflect on their conduct and the performance of others to improve their own interpersonal and hospitality operational skills and knowledge.

STUDENT PERFORMANCE
EDUCATION EVALUATION

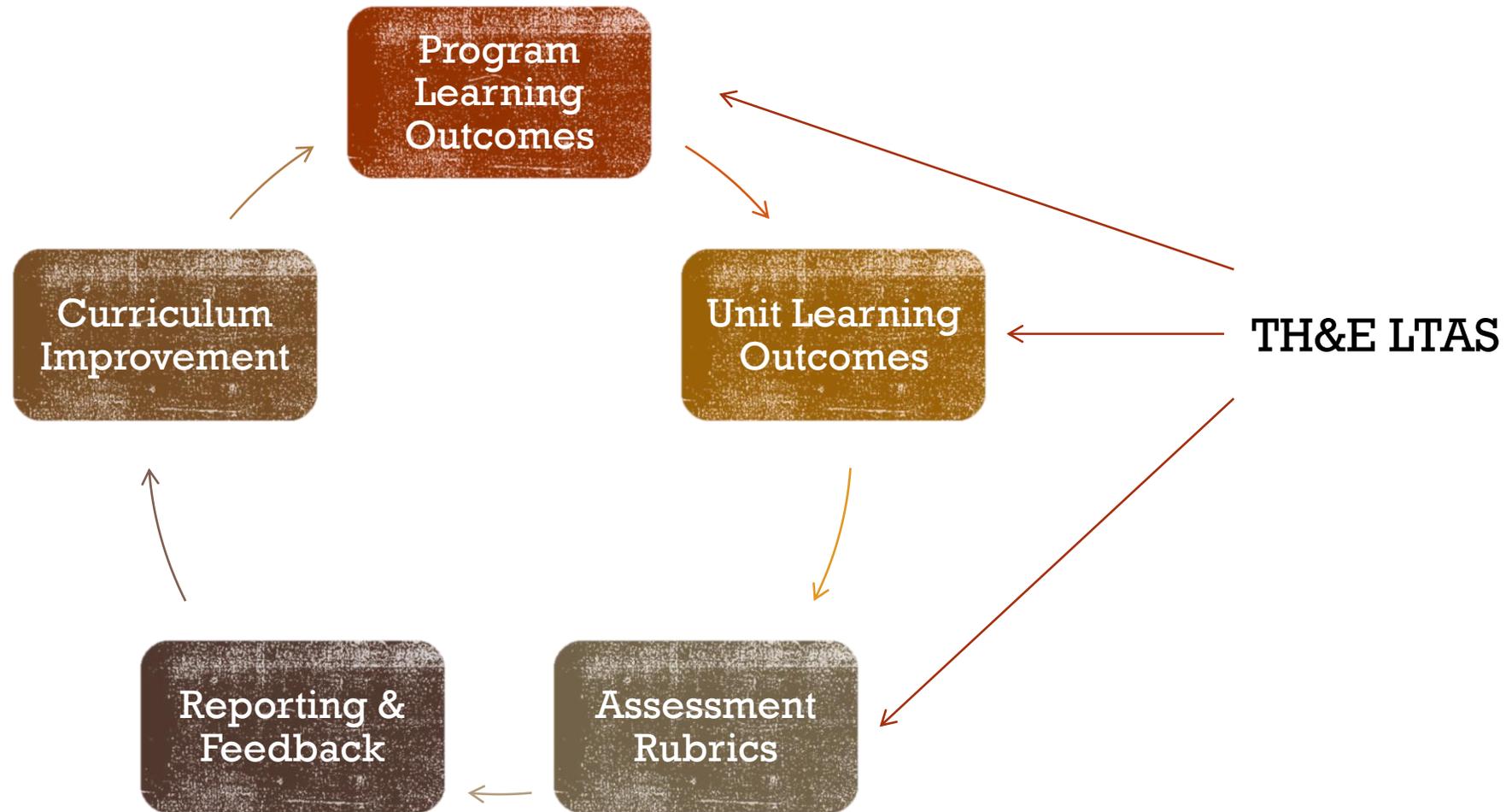
2. USING THE STANDARDS

WHY STANDARDS?

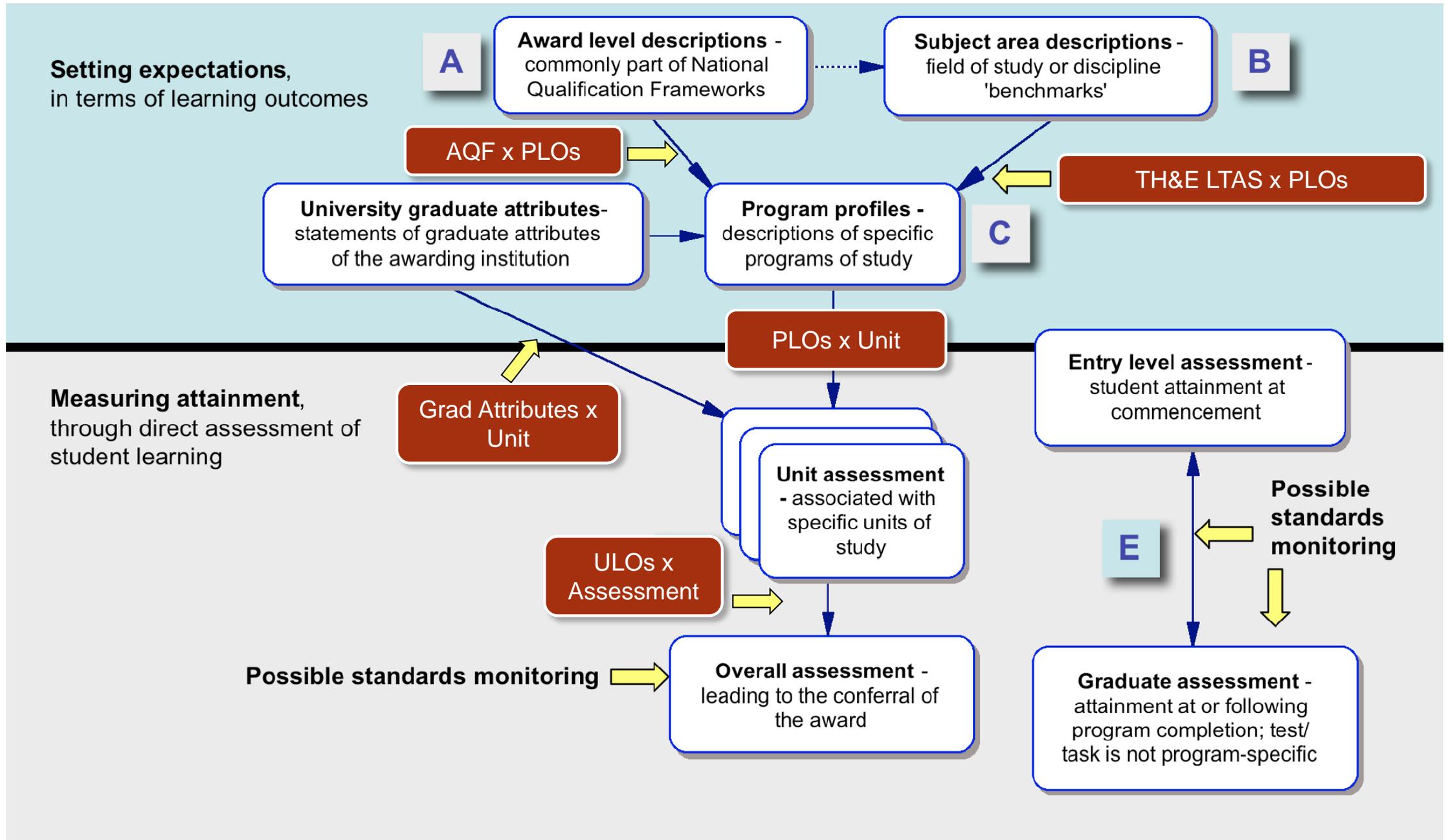
- A framework to help with...
 - designing courses
 - developing curriculum
 - creating assessments
 - marking student work
- Demarcates and distinguishes TH&E from other fields
- A communication device for industry and prospective students
- A benchmarking device
- Not just the Australian context - part of a global trend towards:
 - Setting of academic standards in jurisdictions
 - Harmonising of standards across jurisdictions



CONSTRUCTIVE ALIGNMENT



Setting expectations and measuring academic achievement



ASSESSMENT QUALITY ASSURANCE

Purpose

Does the task allow students to demonstrate ILOs and TLOs – is it aligned?

Roles and relationships

Does the task give students a realistic role or audience – is it authentic?

Subject matter or topic

Does the task address significant subject matter?

Type of text

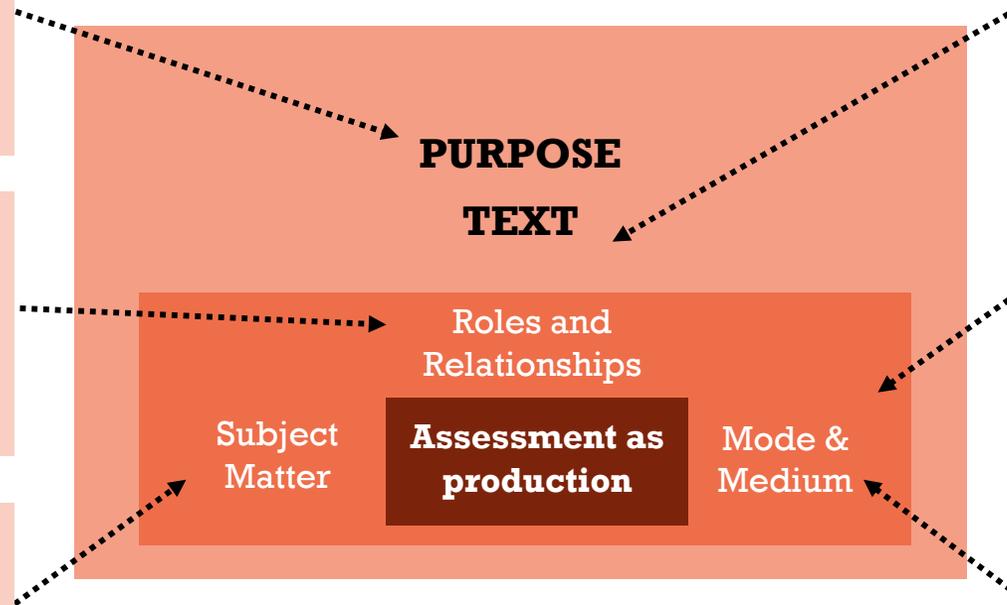
Does the task require the students to produce the type of work common to your discipline?

Mode

Does the task use communication modes used in your discipline (spoken, written, visual)?

Medium

Does the task require students to use the media used in your discipline (face-to-face, webpages, posters, journals)?



Source: Hughes (2009)

ASSESSMENT QUALITY ASSURANCE

- Are the ULOs aligned with the relevant TLOs?
- Does the assessment task enable students to demonstrate attainment of the relevant ULOs and TLOs?
- Is the description of the performance standards (e.g. the marking guide/marking criteria/assessment rubric/annotated work samples) appropriate to the specified ULOs and TLOs?

COMMON PITFALLS...

- Mapping too many standards against a single assessment
- Lack of alignment with assessment tasks
- Lack of scaffolding
- Gaps and overlaps
- Lack of consistency between sites



3. STUDENT ACHIEVEMENT

STUDENT ACHIEVEMENT OF STANDARDS

- **Calibration** is a multistage intervention in which **external peer reviewers** examine an **assessment task** and **samples of student work** against one or more of the learning domains.
- For this workshop, the domain selected for calibration is **Problem Solving**.
- The calibration process aims to determine:
 1. What is the quantifiable difference in grader variability on the assessment of learning outcomes in Problem Solving?
 2. Does calibration lead to reduced disparity in the assessment of the students' learning outcomes in Problem Solving?
 3. Does calibration lead to greater confidence by reviewers in their ability to assess students' skills in Problem Solving?

STUDENT ACHIEVEMENT OF STANDARDS

- Based on your review, do you consider the methods of assessment are capable of confirming that all relevant specified TLOs and ULOs are achieved?
- Does the student work meet the threshold standard for the selected TLOs?

Remember...

the standards are **threshold** standards,
not **aspirational** standards

SAMPLE ASSESSMENT TASK

- As a group, identify an **industry problem or business opportunity** you would like to work on. This could be a process, procedure or innovative new product/service.
- As a group, use five 'creative mind tools' to **generate new ideas**, which will eventually lead you to a possible solution or new product /service.
- Identify your **top idea** using a structured decision process.
- Based on the evidence you have collected compile a **video** to demonstrate to the rest of the class your journey and final idea.

SAMPLE ASSESSMENT TASK

Make sure your video:

- Is innovative and will entertain and inform your audience
- Briefly describes the problem or business opportunity
- Outlines the key factors
- Describes the process that you went through to generate innovative ideas
- Outlines how you selected the final solution or concept
- Tells us about your solution - why do you think this will work?
- Explains what you learnt from the process

CALIBRATION ACTIVITY

- Watch the student video
- Score the extent to which the student work meets the threshold standard for problem solving (below)? (1= Does not meet the standard; 10=Exceeds the standard)
- Write some notes to justify your score

PROBLEM SOLVING

Graduates will be able to apply cognitive skills to **collect, analyse** and **synthesise** information to develop **solutions** and **evaluate outcomes** for routine hospitality **problems**.

GROUP DISCUSSION

- Project Feedback
- Questions

