

INFUSING
EMPLOYABILITY
SKILLS IN TEACHING,
LEARNING AND
CURRICULUM
DEVELOPMENT:

AN EVENT
MANAGEMENT
PERSPECTIVE

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WE ARE GOING TO
DISCUSS ...



Important elements of TLCD

Content

Learning outcomes

Employability Skills

Soft skills

Important elements of event industry

Nature of industry

Skills valued by employers

Knowledge toolkit of event workers

Skills toolkit of event workers

Attitude bank of event workers

AND

$$TLCD = [LO^{cog} + C^{kno} + C^{empsk} + T^{is}] \times IND$$



Australian Government


Tertiary Education Quality and Standards Agency

CONTENT

LEARNING OUTCOMES

EMPLOYABILITY SKILLS

SOFT SKILLS



*as essential elements
in developing
strategies for effective
Teaching, Learning
and Curriculum
Development [TLCD]*

CHALLENGE: develop elements of TLCD ...

LEARNING OUTCOMES
(FOR CONTENT AND SKILLS)

EMPLOYABILITY SKILLS

SOFT SKILLS

**.. to meet the needs
of the event
industry**



THE IMPORTANCE OF LEARNING OUTCOMES

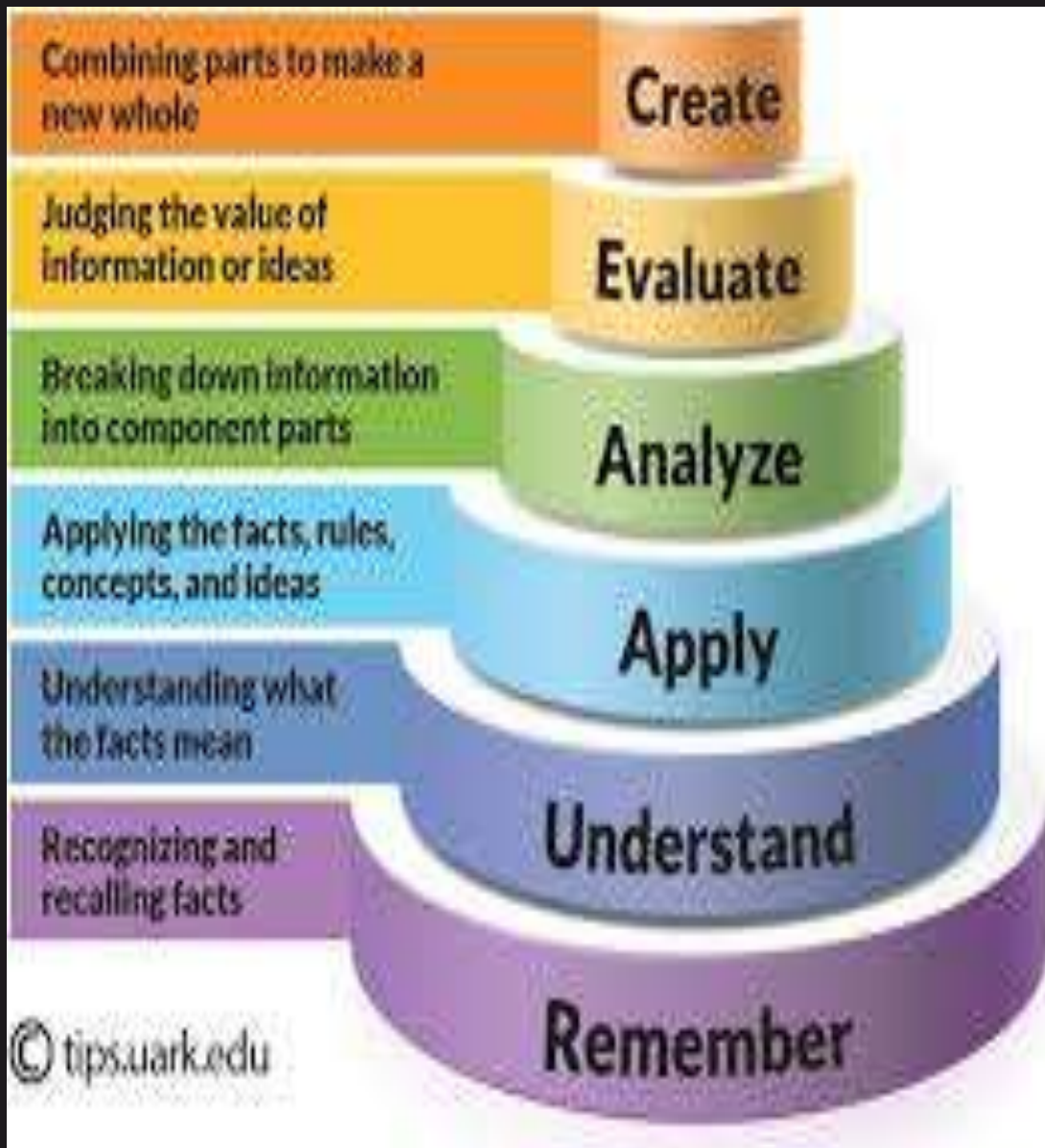
That is, structured learning outcomes with cognitive outcomes linked to industry needs and the skills for employment

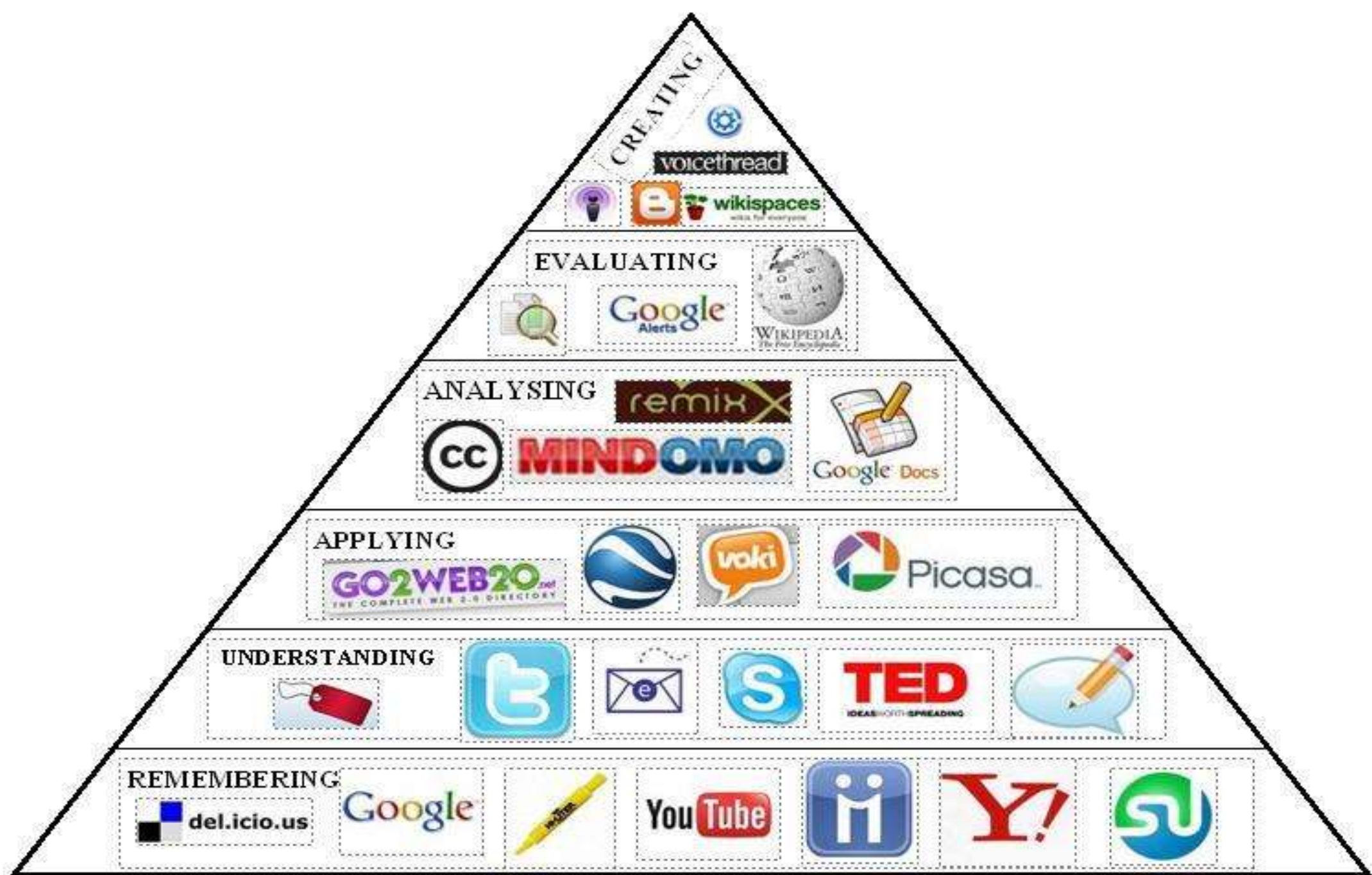


A MONKEY IN A DINNER SUIT IS STILL ...

IF you locked
WILLIAM SHAKESPEARE
in a room
with a **TYPEWRITER**
for long enough,
HE would **WRITE**
eventually
all the songs of
THE MONKEES







YET, IN HIGHER EDUCATION ...

Assessor's reports concerning the suitability of the unit/subject Learning Outcomes presented by providers for course accreditation at Level 7.

The two opinions below are characteristic of rejected course accreditations submissions.

- **“The learning outcomes ... are not consistent with those at Level 7 of the AQF”**
- **“It is doubtful if this course will deliver the higher order knowledge required of a Level 7 course”**

THE IMPORTANCE OF EMPLOYABILITY SKILLS

That is, skills relevant to the specific needs of industry (and society)

EMPLOYABILITY SKILLS & SOFT SKILLS

WHAT THE LITERATURE SUGGESTS ARE THE IMPORTANT SKILLS -

Arithmetic and Mathematics

Music and Dance

Sports

Reading and Writing

Sciences

Arts

(and military training for men aged 18+)



Of course, we are
talking about
Ancient Sparta here.

*Debates in this area
are context
dependent.*

*Skills will vary
depending on social,
political and economic
needs.*

“Write drunk; edit sober”

www.RedShoeMovement.com

Ernest Hemingway



Advice about requisite skills need to be taken in specific contexts

THE NEED TO INCLUDE EMPLOYABILITY SKILLS AND SOFT SKILLS IN TLCD IS COHERENTLY ARGUED ... AS IT HAS BEEN FOR SOME TIME



In India, our existing school system was originally built by the Victorians to clone officers for a colonizing mission but has no place in today's world of innovation and decentralised information consumption and dissemination - Sugata Mitra



In 2010, an ex-physicist and professor of educational technology at Newcastle University, Sugata Mitra, conducted the second of his two now-most-talked about, seemingly-wacky experiments in the field of education and technology. Mitra plonked a computer in the middle of a backward and remote village in Tamil Nadu India, and loaded it with molecular biology educational material in English. He then promptly disappeared. [What happened?](#)

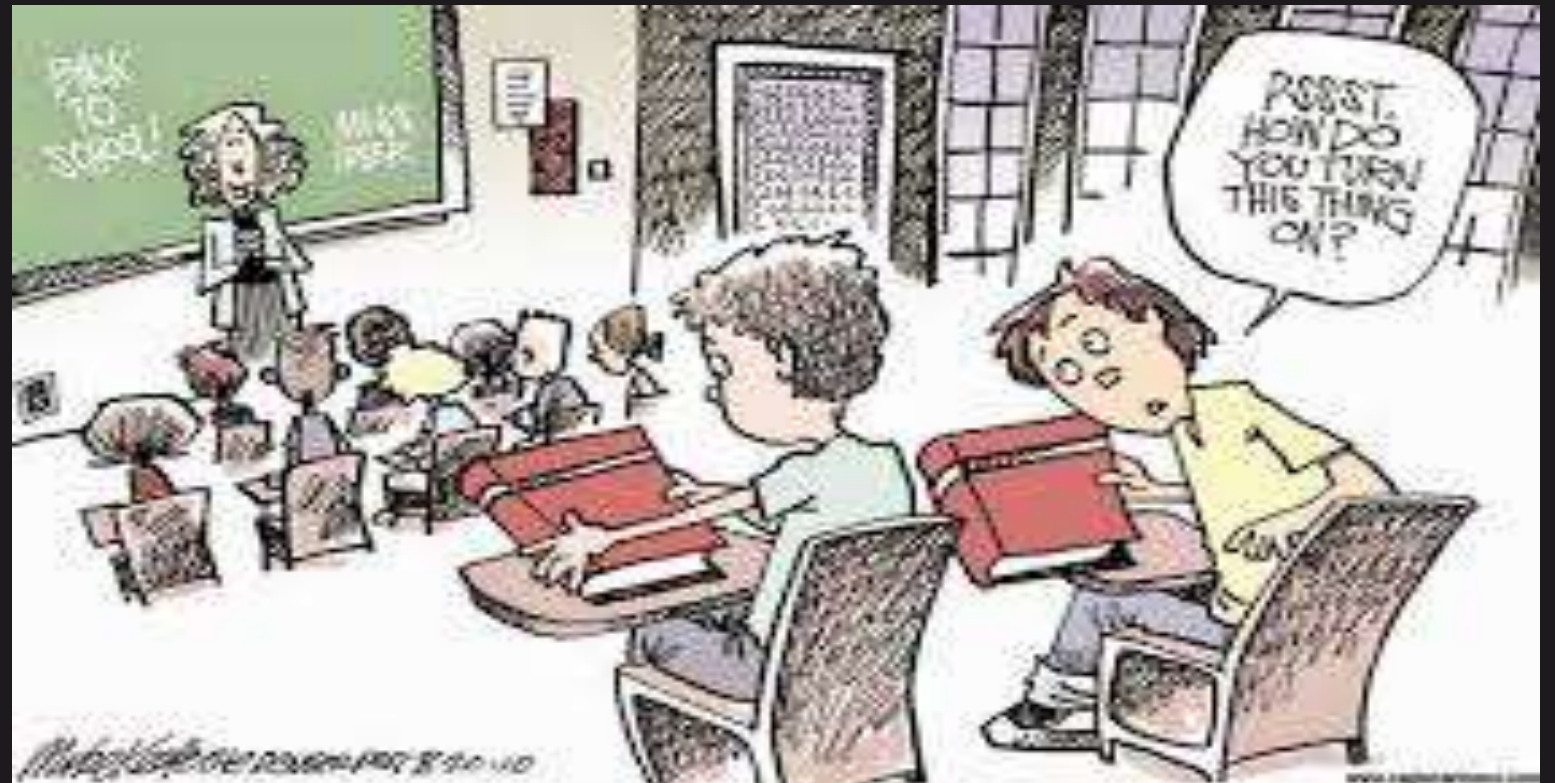
IS THIS A CASE OF LEARNERS SEEMINGLY
ACQUIRING KNOWLEDGE IN A VACUUM?

WE DON'T THINK SO

WHY?

Because

$$\text{TLCD} = [\text{LO}^{\text{cog}} + \text{C}^{\text{kno}} + \text{C}^{\text{empsk}} + \text{T}^{\text{is}}] \times \text{IND}$$



COMPONENTS OF A TEACHING TOOLKIT

1. Focus on future needs - focus on employability skills , develop generic capabilities, including critical thinking, teamwork and communication skills
2. Provide a comprehensive understanding of fundamental concepts even if less content is covered
3. Make it directly relevant to real-life and work settings, using current and/or local examples to link theory and practice
4. Challenge a student's worldview and deal with students' misconceptions about the industry and work

5. Use a variety of learning tasks
6. Be genuinely empathetic with individual students and engender effective teacher-student interaction
7. Consistently demonstrate enthusiasm for the subject matter and deliver thought-provoking and enjoyable knowledge through active engagement with students
8. Ensure the aims, concepts, learning activities and assessments in subjects are consistent and aligned, and embedded with work-ready skills

9. Plan a thorough but flexible curriculum capable of in-class adaptations based on student feedback
10. Make the assessment consistent with the desired learning outcomes and use authentic assessment tasks suited to the work context

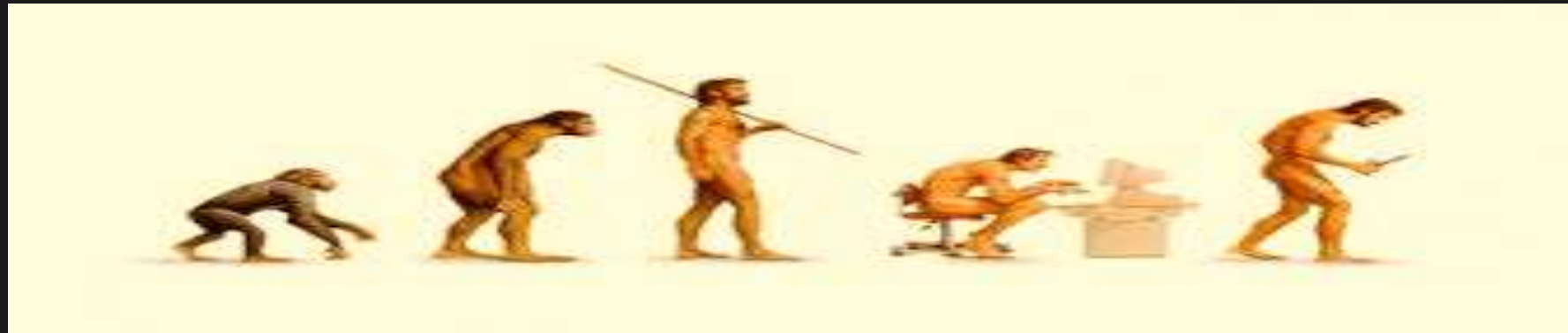


Table 1

Characteristics of the Events Industry Environment

Descriptions*

Economic environment: turbulent, competitive, challenging, fluid, evolving, changing, growing, complex, adrenalin-charged, hyper, charged

Employees: practical, hands-on, realistic, professionally minded, pragmatic, solution seekers, inspired, cross-culturally competent, great communicators,

Industry: more sophisticated, systematic, increasingly legal and regulatory, networked, has an recognizable work culture, rewarding

* Denoted and connoted meanings of language used by participants

Table 2

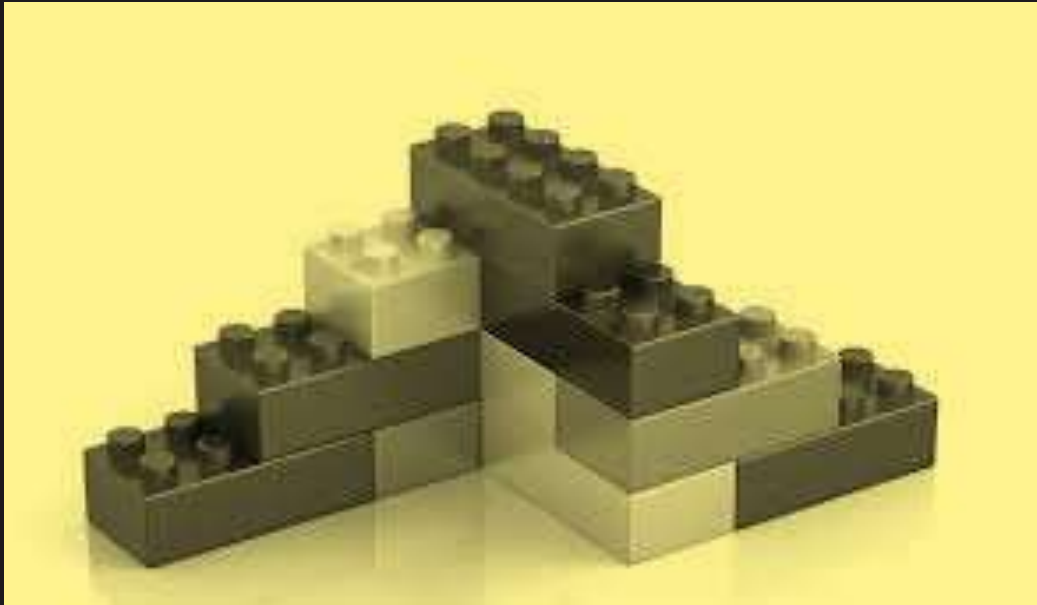
Prerequisite Skills and Knowledge for Events Industry Employees

Skills and Competences	Knowledge
Organizing people	Customer service and relationship management
Capacity to plan strategically	Organizational and group behaviour
Scheduling activities	Negotiating and conflict resolution
Managing time effectively	Entrepreneurship and marketing
Sequencing and prioritizing	Management and leadership (teambuilding)
Interpersonal communication	Basic business communication
	IT applications
	Digital literacy

Table 3

Attitudes and Values Required of Event Management Employment

Attitudes	Values
Flexible and adaptable	Diversity
Commitment	Integrity
Tenacious	Honesty
Motivated and enthusiastic	Caring
Optimistic	Equality and equity
Customer focused	Accountable
Self-directed and reliant	Ethical
Sociable, friendly	Dependability
Work and task oriented	
Tolerant	



PRIORITY BUILDING BLOCKS FOR EFFECTIVE TLCD IN EVENT MANAGEMENT

Table 4

Priority Building Blocks of Effective Teaching, Learning and Curriculum Development

Area	Building blocks
Teachers	<ul style="list-style-type: none"> Practical skills in event management Good current knowledge about industry Credible in eyes of learners (industry affiliations essential)
Curriculum	<ul style="list-style-type: none"> Includes practical and accessible material from industry Hands-on experiences Cases of event management organizations Cases of recent events (small to mega events)
Learning	<ul style="list-style-type: none"> Problem-based learning Experiential learning Fieldwork Participation in actual events (pre-planning and execution)
Resources (instructional scaffolding)	<ul style="list-style-type: none"> Appropriate learning spaces Use of workshops simulating industry events

VET- On completion of this subject, students will be able to:

- List and describe the various types of events that are offered in an Australian event context
- Describe the event logistics issues associated with communication, transport, facilities, catering and the venue
- Understand the planning processes and planning techniques associated with event management
- Understand the importance of issues associated with event security, emergency procedures and legal compliance
- Develop an event budget for a local music festival

HIGHER ED - On completion of this subject, students will be able to:

- Develop an event theme and event concept for a selected event
- Develop a feasibility analysis for the staging of a major event
- Analyse a recent major event, identify any logistical problems and explain why they occurred
- Evaluate the success of an event in terms of its short and long term economic contribution and the impact on the social, cultural, environmental and host community
- Identify and critically evaluate the key economic, social and political issues associated with public sector bidding for mega events

Education context	Basis for TLCD [CONTEXT]
Learning Objectives	Reflect realities of a dynamic, hands-on setting – IND
	Requires students to analyse, synthesise, create and evaluate - COG
	Content and learning activities significantly aligned – CON ALIGN
	Learning Objectives matched with relevant resources – INST SCAFF

Education context	Basis for TLCD [CONTEXT]
Teacher	Convincingly articulates scope of the industry
	Engages in scholarship concerning events management work – IND
	Selects content that requires higher order cognitive skills – COG
	Maintains a strong consistency between learning objectives, content and assessment items – CON ALIGN
	Constantly provides students with support, advice and guidance – INST SCAFF

Education context	Basis for TLCD [CONTEXT]
Teaching strategies	Frequent use of relevant examples through industry- and organization-specific case studies
	Content (language and terminology) is consistent with industry usage – IND
	Problem-based approaches drive the curriculum
	Use exemplars with readily understood examples of analysis, synthesis, creativity and evaluation – COG
	Teaching strategies includes referring back to learning objectives and forward to assessment tasks – CON ALIGN
	Implementation of intervention strategies when necessary – INST SCAFF

Education context	Basis for TLCD [CONTEXT]
Curriculum	Inclusive of key functions and aspects of the industry – IND
	Design prompts students to engage in analysis, synthesis, creativity, evaluation and problem-solving – COG
	Alignment between learning objectives, activities and assessment tasks – CON ALIGN
	Delivery is 'staged'
	Students must mastery foundation concepts/content before progressing to new knowledge – INST SCAFF

Education context	Basis for TLCD [CONTEXT]
Workshop activities	Simulates industry environments and exposes industry realities - IND
	Guest industry experts essential - IND
	Fieldwork a significant component of the curriculum – IND
	Use short, focused tasks requiring synthesis, creativity, evaluation and problem-solving – COG
	Activities linked directly learning objectives and assessment tasks – CON ALIGN
	Compelling tasks reflect industry realities and inspire students - IND
	Provide well-prepared explanations, resources and advice – CON ALIGN
	Start with ice-breaking group activities – COG / Gradually increase levels of complexity and difficulty – COG/INST SCAFF

Education context	Basis for TLCD [CONTEXT]
Assessment	Structured to reflect day-to-day life in the industry – IND
	Oriented to industry problems required higher order thinking – COG
	Tasks relevant to learning objectives and supported by classroom activities CON ALIGN
	Tasks progressively requires more skills, knowledge and ability INST SCAFF

$$\text{TLCD} = [\text{LO}^{\text{cog}} + \text{C}^{\text{kno}} + \text{C}^{\text{empsk}} + \text{T}^{\text{is}}] \times \text{IND}$$

