

SETTING THE STANDARD:

Establishing TLOs for Tourism, Hospitality and Events Higher Education in Australia



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Office for Learning & Teaching



THRESHOLD LEARNING OUTCOMES

- Australian Government funded project
- 18 months (6 +4 months to go)
- \$193k budget
- AQF 7 + 9 (with a particular focus on transition from VE to HE)



THRESHOLD LEARNING OUTCOMES

- Opportunity to set the curriculum for the next 10+ years.
- AQF 7 + 9 (with a particular focus on transition from VE to HE).
- 14 Disciplinary areas already done.
 - Other Business
 - Accounting
 - Marketing
 - Economics
 - Non-business
 - Environment and sustainability (draft)
 - Geography
 - Sociology



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THRESHOLD LEARNING OUTCOMES

- Characteristics
 - AQF speaks of:
 - knowledge,
 - skills, and
 - application of knowledge and skills
 - Other standards use other terms
- For T,H & E, what exactly are these characteristics?
- Can we identify them?



THRESHOLD LEARNING OUTCOMES

The key point is that they 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.
- Standards, not standardisation!
 - Think of cars and buildings
- Output standards, not inputs and not process



THRESHOLD LEARNING OUTCOMES

- But, most importantly:
 - What does these aspects look like when applied?
 - How can we teach them?
 - How can we assess students in a manner that assures learning?



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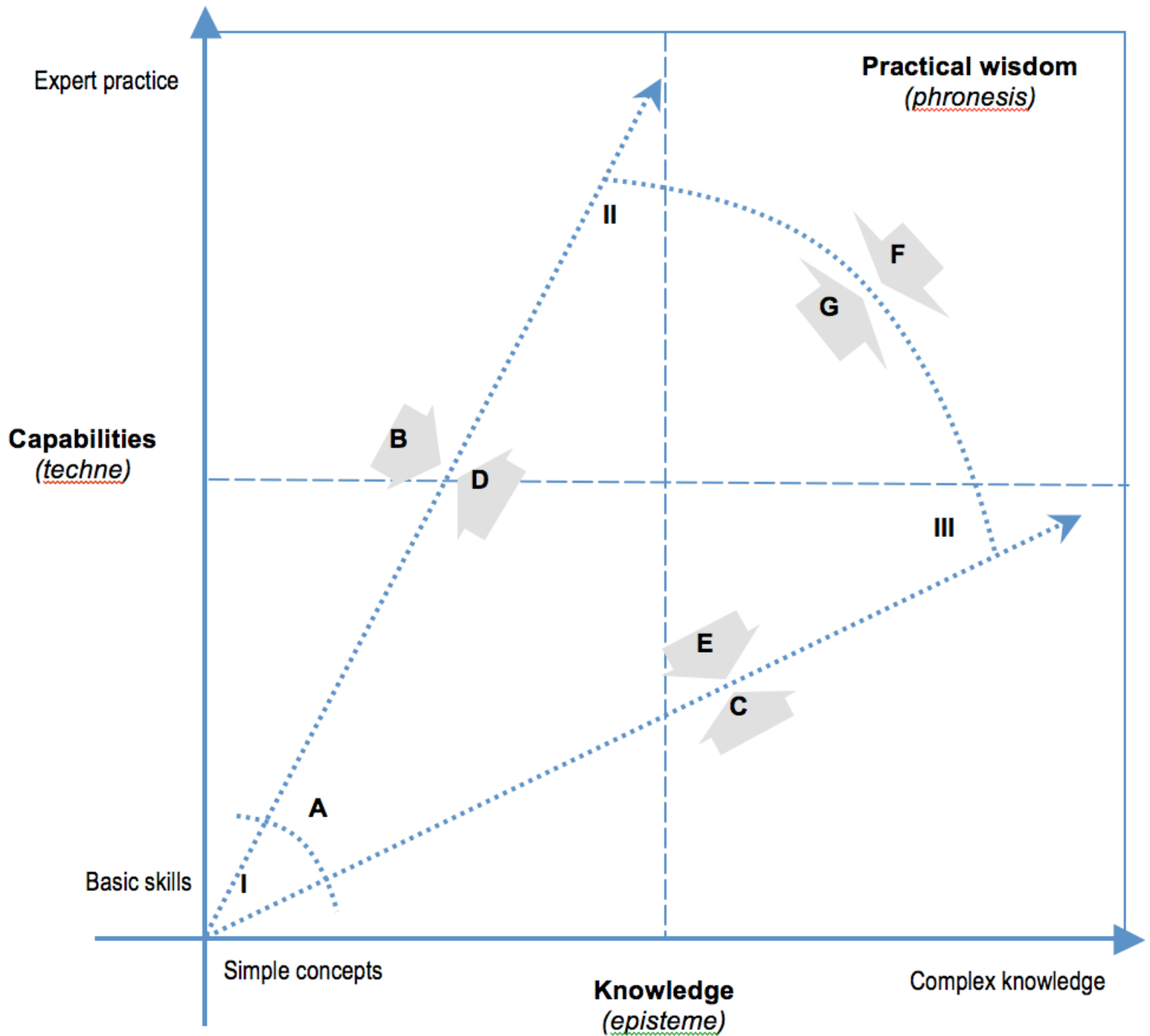


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THRESHOLD LEARNING OUTCOMES

The story so far.....

- Workshops all round the country
 - Melbourne (twice)
 - Perth
 - Canberra
 - Sydney
 - Brisbane
 - Townsville
 - Cairns
- Conference Presentations
 - CAUTHE
 - APacCHRIE
 - TEFI
- Industry workshops
 - Brisbane
 - Sydney (twice)



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TH & E TLO Standards > Forums > Tourism, Hospitality and Events Threshold Learning Outcomes

Welcome, thetlo
Private Messages: 0 Unread

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Moderators: thetlo

385
days until
Project Due Date

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THRESHOLD LEARNING OUTCOMES

What have we learnt.....

- Challenges of the future
- Knowledge and Skills needed to meet those challenges



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THRESHOLD LEARNING OUTCOMES

Where we are collectively similar, but different to other areas:

1. We are a field not a discipline.
2. We draw on other disciplines, inter-disciplinary.
3. We live in a business, management, commercial college or faculty.
4. We are in decline in the public sector universities but are growing elsewhere.
5. Our graduates work in a tough industry:
 - Highly competitive with low barriers to entry.
 - We are driven by customer service, which we have escalated to the “customer experience”.
 - Craft oriented, formulaic work, anti social hours, poor pay, weak career structures.
 - Diversity of colleagues and customers.
 - Not a profession – perhaps too much focus on the customer.
 - Obvious double edged sword: tourism development, host communities, the environment and so on.

Comments?



THRESHOLD LEARNING OUTCOMES

Differences amongst ourselves:

1. Hospitality tends to be a single firm operation.
2. Tourism and Events involve working with multiple stakeholders of opaque power.
3. Hospitality has processes which can be redirected away from hedonic services.
4. Hospitality and tourism can be consumed by the individual, but events are consumed by colleagues – “communitas”.
5. Hospitality and tourism are “end benefits”, but events exist to explicitly produce downstream benefits; community wellbeing, innovation, trade etc.

Comments?



THRESHOLD LEARNING OUTCOMES

So, what “specific”, “unique and common” knowledge and skills are required of our graduates:

They need:

- To know about the broad disciplines that shape our sector.
- To know how to drive customer satisfaction in a very competitive service sector.
- To know how to deal with different people in different settings.
- To know how to identify and then resolve problems.
- To understand the many conflicting challenges confronting the industry.

Comments?



THRESHOLD LEARNING OUTCOMES

- Interdisciplinary Inquiry
- Service and Experience Design
- Collaboration
- Problem Solving
- Professional Conduct

Comments?



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Learning Domains

Explanation of Learning Outcomes Descriptors and alignment with the AQF

Interdisciplinary Inquiry

For TH&E graduates, this domain involves ways of thinking and applying a body of knowledge drawn from a number of disciplines and fields of study to demonstrate creativity and innovation, critical thinking, adaptability, learning to learn and metacognition.

This TLO aligns with the AQF outcome which states that bachelor degree graduate will

- apply a broad and coherent body of knowledge in a range of contexts

In addition, the AQF states that masters' graduates will have an

- understanding of recent developments in a discipline and/or area of profess



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Learning Domains	Explanation of Learning Outcomes Descriptors and alignment with the AQF
Service and Experience Design	<p>What may differentiate TH&E as a field from other disciplines is the expectation that graduates demonstrate a service orientation or customer focus with intercultural competence. This domain includes design, implementation and management of the service experience.</p>



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Learning Domains	Explanation of Learning Outcomes Descriptors and alignment with the AQF
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Collaboration	<p>In the TH&E context, this TLO involves ways of working including communication, teamwork, stakeholder engagement, conflict resolution and negotiation.</p> <p>This TLO aligns with the AQF outcome that a bachelor degree will</p> <ul style="list-style-type: none">■ have communication skills to present a clear, coherent and independent exposition of knowledge and ideas; and■ demonstrate the application of knowledge and skills ... in collaboration with others within broad parameters. <p>In addition, the AQF states that masters' graduates will be able to</p> <ul style="list-style-type: none">■ justify and interpret ... professional decisions to specialist and non-specialist audiences
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Learning Domains	Explanation of Learning Outcomes Descriptors and alignment with the AQF
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Problem Solving	<p>For TH&E graduates, this domain includes application of tools for making decisions and solving problems, including ICT literacy, numeracy, financial, research and analytical skills.</p> <p>The AQF requires bachelor graduates to demonstrate:</p> <ul style="list-style-type: none">■ initiative and judgement in planning, problem solving and decision-making in professional practice■ cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence <p>In addition, the AQF states that masters' graduates will</p> <ul style="list-style-type: none">■ demonstrate the application of knowledge and skills with creativity and initiative to new situations in professional practice■ have cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
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Learning Domains	Explanation of Learning Outcomes Descriptors and alignment with the AQF
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Professional Conduct	<p>For TH&E graduates, this domain includes living in the real world, citizenship (local and global); life and career; personal and social responsibility. This domain includes reflexivity, ethics, values, responsible for learning and management; civic, social and cultural responsibility as well as mutuality.</p> <p>This TLO aligns with the AQF attribute related to application of knowledge and skills that bachelors' graduates demonstrate</p> <ul style="list-style-type: none">■ responsibility and accountability for own learning and professional practice ... within broad parameters■ adapt knowledge and skills in diverse contexts <p>In addition, the AQF states that masters' graduates will demonstrate</p> <ul style="list-style-type: none">■ a high level personal autonomy and accountability■ creativity and initiative to new situations in professional practice and/or for further learning
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- responsibility and accountability for own learning and professional practice ... within broad parameters
- adapt knowledge and skills in diverse contexts

In addition, the AQF states that masters' graduates will demonstrate

- a high level personal autonomy and accountability
- creativity and initiative to new situations in professional practice and/or for further learning



THRESHOLD LEARNING OUTCOMES

So where does this fit with positioning your institution?

Positioning can be driven by a range of non-curriculum issues.
But, standards can also be used to help drive this.



THRESHOLD LEARNING OUTCOMES

This part will use the “curriculum map” developed in our previous project to help institutions identify:

- Where they fit along along the “curriculum frontier”
- The scope of the curriculum
- The pursuit of “standards plus”
- The role of the academy
- The role of industry
- The recruitment of students



