

Panel Session 4: Industry Engagement

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deśa

retreat // nurture // connect



Business Development

Marketing Content

WIL-Projects

CSR-Projects

B2B

Talent Development

Course Advisory

Curriculum Design
Content Writing

Lecturers

Career Planning

External Boards

Government Reporting

Industry Speakers

Alumni Engagement

Networking

Graduation

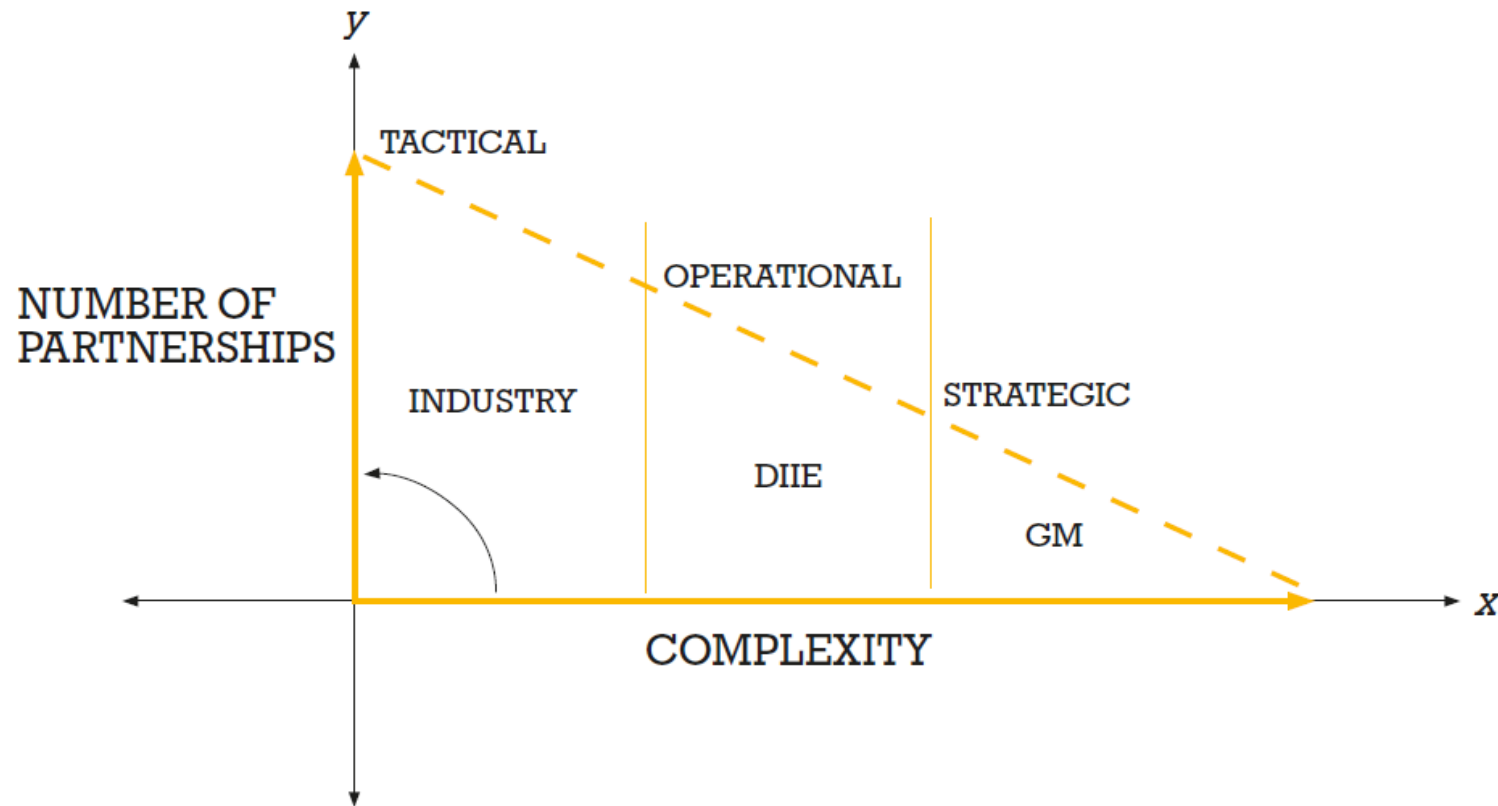
Internships

Industry Placements

Testimonials

Consultancy

Industry Engagement



Laureate Professional Assessment

Update
August 2018



VISION & OBJECTIVES



LPA VISION:

PROVIDE LAUREATE GRADUATES AND INSTITUTIONS WITH A COMPETITIVE ADVANTAGE IN THE WORKPLACE, BY ENSURING AND DEMONSTRATING THAT GRADUATES POSSESS THE WORKPLACE COMPETENCIES MOST VALUED BY EMPLOYERS.

LPA Project Objectives:

- Develop a proprietary workplace competency model and a valid and reliable test that reflects the needs of 21st century employers.
- Communicate the value and authenticity of LPA results to prospects, parents, students, staff, faculty, and employers.
- Support Laureate institutions in leveraging the LPA, the competency framework, and associated learning experiences for their students, graduates, and employers.
- Ensure the competency framework, instrument, and supporting materials are current and effective.
- Build thought leadership and ongoing innovation for Laureate and its institutions through a coordinated program of applied research.

PRELIMINARY VALIDATION OF THE LPA



LARGE-SCALE VALIDATION STUDY OF THE COMPETENCY MODEL

- Information from employers, competency experts, faculty, students
- Approximately 25,000 global participants in the development and validation
- One of the broadest and largest competency validation efforts

CONTENT VALIDATION OF THE ASSESSMENT

- Items developed to target specific competencies
- Items reviewed and evaluated by employers as being job relevant
- Items linked directly to specific competencies by testing experts

ASSESSMENT SCORING DEVELOPMENT AND VALIDATION

- Employer and faculty panels reviewed each item
- Provided a scoring rubric for the response options

PILOT TESTING WITH 11,000 STUDENTS ACROSS LAUREATE

GENERAL RESULTS

BROAD PARTICIPATION

- 22 institutions, 19 countries, 7 languages
- 6600 entry-level, 4900 exit-level students
- Pilot acted as production run for Europe, replacing home-grown assessment

HIGH INITIAL ITEM QUALITY

- Few if any items need to be modified or removed
- Item refinements in progress involving
 - Translation
 - Simplification of item text / reading level

TIME TO COMPLETE

- Average of 72 seconds to complete an item (10 minutes per competency tested)
- Over 90% of participants completed items within 2 minutes (16 minutes per competency)



20 VALIDATED COMPETENCIES

in the Laureate Competency Framework



Analyzing and Solving Problems



Working Well with Others



Achieving Objectives



Learning and Self-Development



Adapting to Change



Communicating Orally*



Communicating in Writing*



Making Decisions



Influencing Others



Accountability



Planning and Organizing



Customer/Stakeholder Orientation



Global Mindset



Generating Ideas and Innovating



Strategic Entrepreneurial Mindset



Ethics and Social Responsibility



Resilience



Leading others



Managing the Work of Others



Leveraging Technology

OVERALL COMPETENCY RESULTS

WORK EXPERIENCE & INTERNSHIPS

- Students with more work experience scored significantly higher on all competencies.
- Students who reported having completed an internship scored significantly higher on nearly all competencies.

REGION

- Very small differences across regions; differences can be explained by student demographics differences across regions (e.g., age, ESL)

AGE

- Older students scored significantly higher on all competencies

DISCIPLINE / FIELD OF STUDY

- Very small differences were found across fields of study and can generally be explained by student demographics
(e.g., Hospitality students were older)

GENDER

- Females scored significantly higher than males on most competencies



LAUREATE CORE COMPETENCIES

STAPLE “MUST-HAVES” FOR A COMPETENCY MODEL

1



Analyzing and
Solving Problems

2



Working well
with others



Communicating
(Orally and in Writing)

DIFFERENTIATED AND CRITICAL FOR STUDENT SUCCESS

3



Achieving
Objectives

4



Learning and
Self-Development

5



Adapting
to Change

FLIGHT CENTRE®

Travel Academy

FCTA and TUA

- Industry partnership: Flight Centre Travel Group (FCTG)
 - 2,800 stores : largest travel retail group in Australia – 20,000 employees - 17 billion AUD
 - Global : Australia, New Zealand, US, Canada, UK, South Africa, Hong Kong, India, China, Singapore, UAE.
 - Multi brand: Liberty Travel, GOGO Vacations (USA), StudentUniverse, Worldwide Traveler, Travel Associates, FlightCenter.com.
 - Corporate Traveller, ciEvents, Campus Travel, Stage & Screen, Student Flights, Escape Travel, Quickbeds.com, and Cruiseabout.
- Partnership project: Flight Centre Academy attracts and prepare students to support FCTG staff recruitment strategy
 - Flight Centre (HE) Diploma of Travel and tourism delivered by TUA
 - Marketed via Flight Centre Academy
 - Content co-curated: 4 FC subjects – 4 TUA

Focus

The industry engagement activities of TH&E providers often start from the relationships associated with student work placements. In moving beyond this well-established model, what strategic initiatives are being pioneered to ensure that student educational experiences and pedagogies genuinely engage with leading trends across the sector?

Context

- For the majority of the members of THE-ICE, the following will apply:
 - We involve Industry as part of our Course Review, Course Accreditation / Re-Accreditation, Industry Consultation process
 - We have some form of Work Integrated Learning, Industry Placement, Industry Immersion opportunities
 - We have industry practitioners delivering curriculum and subject matter experts managing content
 - We have various quality and governance requirements to abide by

Food for thought...

- The Industry has been disrupted and is moving at an unbelievable pace. With respect to new and existing curriculum, how are we keeping up with such pace as well as ensuring quality is maintained? Can we learn from other fields of education?
- How are we ensuring our faculty members are equipped with industry current *Skills, Knowledge, and Attributes* required to deliver curriculum for such a dynamic field?
- How do we move beyond internship collaboration with an industry that is often more interested in cheap labour than in student learning or solving business issues?