

SETTING THE STANDARD:

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

THE-ICE

BRS IX

24 July 2015



Today we will:

- ⦿ Provide a quick background:
 - to the standards
 - of the project
- ⦿ Outline the processes by which the Standards were developed
- ⦿ Present:
 - the threshold learning outcomes (TLOs),
 - possible exemplars, and
 - possible assessment opportunities
- ⦿ How to use the TLOs:
 - Curriculum design
 - Assessment regime
 - Assurance of learning
 - Benchmarking and calibration



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)** has funded a wide range of Threshold Learning Outcome (TLO) academic standards projects.
- ⦿ The **aim of this project** is 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)



Role of the Standards for HE

The Standards for Higher Education set the requirements that higher education providers must meet in order to be registered by TEQSA to operate in Australia and they underpin the regulation of higher education providers by TEQSA.

The Standards also serve other broader purposes including:

- ⦿ an articulation of the expectations for provision of higher education in Australia as:
 - a guide to the quality of educational experiences that students can expect
 - a reference for international comparisons of higher education
 - a reference for other interested parties, and
- ⦿ a framework for internal monitoring, quality assurance and quality improvement of higher education activities for higher education providers.



Monitoring, Review & Improvement

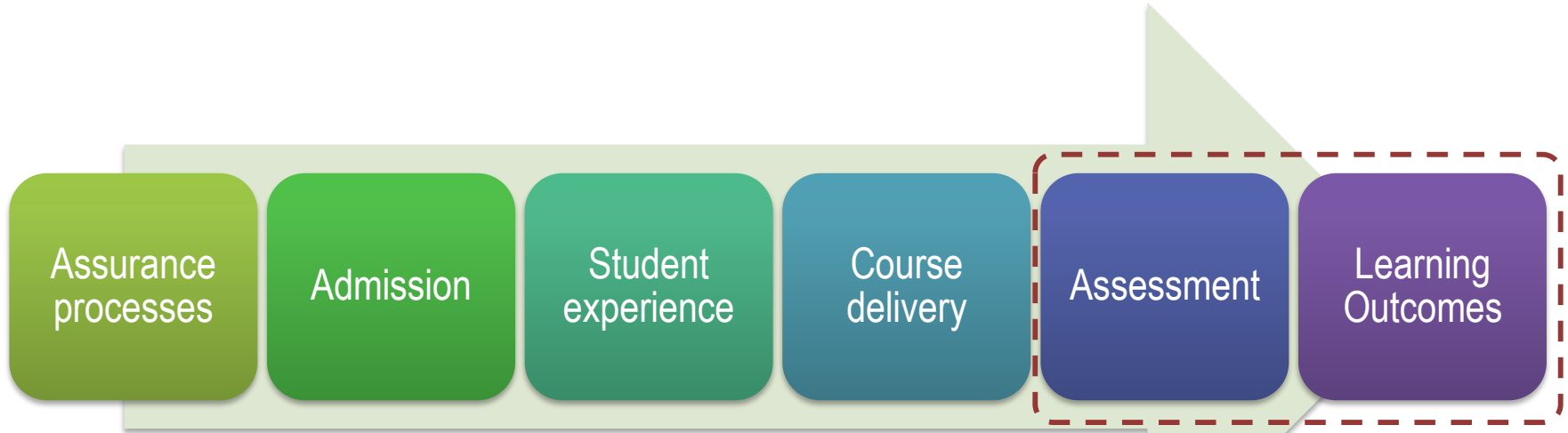
Final Proposed HE Standards Framework, 2014, Section 5.3

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.



External Referencing at All Stages



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Project Overview

- Australian Government funded project
- 18 months
- \$193,000 budget
- TLOs for AQF levels 7 & 9 (bachelors and masters)
- Tourism, Hospitality & Events (TH&E)



Project Methodology

Key Activities

- ⦿ Review:
 - of existing Australian TLO Standards
 - of existing academic standards from other jurisdictions
- ⦿ Stakeholder engagement:
 - National stakeholder workshops in major centres
 - Conference presentations
 - Symposium 1 (CAUTHE MYM)
 - Online forums and survey feedback
 - Symposium 2
- ⦿ Guidance
 - ABDC advisory panel
 - Project advisory panel
 - Project evaluator



Project Methodology

By the numbers:

- ◎ Project Community ~ 900 participants.
 - Multiple iterations of an online discussion forum (25 discussions with more than 5,700 views and nearly 250 postings)
 - More than 10 workshops with academics in major city locations around Australia (more than 200 participants)
 - Six presentations to industry groups (more than 30 participants)
 - Two major symposia (more than 50 participants)



Definitions

(Geoff Scott, 2014)

- ⊙ **Standard:** a level of achievement with clear criteria, indicators and means of testing
- ⊙ **Quality:** fitness *for* purpose/fitness *of* purpose and performance to an agreed standard
- ⊙ **Learning:** a demonstrably positive improvement in the capabilities and competencies that count
- ⊙ **Assessment:** gathering evidence about student capability and competency using valid (fit-for-purpose) tasks
- ⊙ **Evaluation:** making judgements of worth about the quality of inputs and outcomes (including the evidence gathered during assessment)



Key Points

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



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TLOs 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.



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AQF Hierarchy

Bachelor (AQF7) and Master (AQF9) learning standards are distinguished in terms of knowledge and skills and their application and the conditions under which these are demonstrated.

- ⦿ The body of **knowledge** increases from foundational to advanced and contemporary
- ⦿ The difficulty of the **task** increases from rudimentary to sophisticated
- ⦿ The **context** increases in complexity from straightforward to complex and ambiguous
- ⦿ The level of **autonomy** increases from close to minimal supervision



Learning Domains	Explanation of Learning Outcomes Descriptors
Service and Experience Design	For TH&E graduates, this domain includes design, implementation and management of services and experiences.
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 sufficient depth.
Collaboration	For TH&E graduates, this domain involves ways of working with others in a variety of situations in the pursuit of common goals.
Problem Solving	For TH&E graduates, this domain involves the application of tools and techniques to make decisions and solve problems.
Professional Responsibility	For TH&E graduates, this domain includes demonstrating reflexivity, mutuality and discernment and insight in their professional and personal behaviour.

Learning Domains	AQF 7	AQF 9
Service and Experience Design	apply knowledge and skills to design and deliver sustainable tourism services and experiences.	apply advanced knowledge and skills to design and deliver meaningful, high quality, sustainable tourism services and experiences.
Interdisciplinary Inquiry	integrate a broad and coherent theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.	demonstrate a critical, advanced and integrated theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.
Collaboration	work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals.	work together with diverse stakeholders to integrate complex knowledge and ideas effectively to achieve shared goals.
Problem Solving	apply cognitive skills to collect, analyse and synthesise information to develop and evaluate solutions for unambiguous tourism problems.	apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate, implement and evaluate new solutions for complex tourism problems.
Professional Responsibility	critically reflect on their own conduct, to improve their own interpersonal and operational skills and knowledge, in light of their role in tourism and its impact on the economy, environment and society.	critically reflect on the performance of self and others, and demonstrate initiative and professional responsibility in dynamic settings, in light of their role in tourism and its impact on the economy, environment and society.

Learning Domains AQF 7	Tourism	Hospitality	Events
Service and Experience Design	<ul style="list-style-type: none"> • assessing visitor motives, expectations, and satisfaction • auditing and critiquing the experiences offered by a destination and its competitors • staging, packaging or marketing a sustainable visitor experience 	<ul style="list-style-type: none"> • assess customer needs, wants, expectations and satisfaction • critique service delivery • enhance the customer experience 	<ul style="list-style-type: none"> • assess customer needs, wants, expectations and satisfaction • critique service delivery and logistics • enhance the customer experience

Learning Domains AQF 7 Bodies of Knowledge	Tourism	Hospitality	Events
Service and Experience Design	<p>Service and experience design frameworks, destination management and marketing processes, visitor behaviour theories (e.g. motives, attitudes, perception, cognitive and effective responses, satisfaction), tourism policy and planning, and product development.</p>	<p>SERVQUAL (including Confirmation-Disconfirmation Paradigm), blueprinting, service failure and recovery, Service Dominant Logic and Servicescapes.</p>	<p>Event management, event attendee motivations and satisfaction, event logistics and staging and human resource management in the event context.</p>

Learning Domains AQF 7 Assessment	Tourism	Hospitality	Events
Service and Experience Design	Evaluate and refine an attraction experience, taking into account key considerations such as the needs of specific market segments, orientation and information needs, visitor flows, queues and dwell times, physical and environmental features, employee needs, service dimensions, and sustainability.	Review and improve a food service operation that considers consumer behaviour, organisational capacity, financial performance and circumstances, aesthetics, human dynamics and ergonomics.	Review and improve the staging of an event to improve attendee satisfaction, taking into account key considerations such as line of sight, audio-visuals, lighting and venue layout

How to Use the TLOs:

- ① Curriculum design
- ① Assessment regime
- ① Assurance of learning
- ① Benchmarking and calibration



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MELBOURNE AUSTRALIA



THE UNIVERSITY OF QUEENSLAND
AUSTRALIA



University of South Australia



William Angliss Institute



How to Use the TLOs:

Curriculum Design

- ① Institution Mission
- ① Faculty / School / Department Mission
- ① Course Career Outcomes
- ① Curriculum Intended Learning Outcomes
 - Informing Theory
 - Industrial Setting



How to Use the TLOs:

Activity (15 mins)

- ⦿ Document your:
 - Key institutional aspirations
 - Graduate Outcomes
 - Course Outcomes
 - Intended Learning Outcomes



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How to Use the TLOs:

Activity (15 mins)

- ⦿ Given your previous statements (pick a course):
 - What are the key industrial capabilities expected of graduates?
 - What are the informing theories used in this course?
 - What is the best way to teach this?



How to Use the TLOs:

Assessment Regime

- ① Assessment Principles
 - Constructive alignment
 - Whose work
 - Authentic assessment
- ① Assessment Practices
 - What, when, where and how?



How to Use the TLOs:

Activity (30 mins)

- ⦿ Given the outcomes of the previous activities, design an assessment regime that:
 - Adheres to your assessment principles
 - Tests the body of knowledge and its application
 - Minimises the risks of misconduct



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How to Use the TLOs:

Activity (15 mins)

- ① Design the Marking Rubrics for this assessment.
 - What would you give to the student?
 - What would you give to fellow teachers?



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How to Use the TLOs:

Assurance of Learning

◎ Simple question:

- How can I put my hand on my heart and assure “the outside world” that this student meets the standards – at a systemic level?
- ie. not by you looking at each student, but by ensuring that the system delivers this.



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How to Use the TLOs:

Benchmarking and Calibration

- ① How can we be sure that we are talking about the same thing:
 - The Standards as concepts and practices
 - Curriculum
 - Assessments
 - Grades
 - Your standards v THE standards



How to Use the TLOs:

Discussion

- ① How can we individually and collectively provide this assurance?
- ② When do we start benchmarking?



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