

Think Education Group

Faculty: Business and Hospitality

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APM COLLEGE OF
BUSINESS AND
COMMUNICATION®

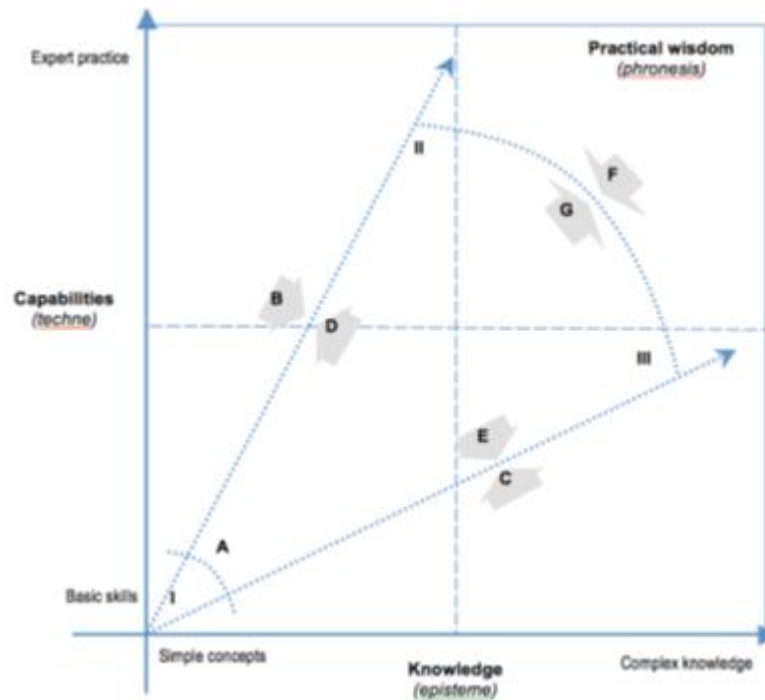


WILLIAM BLUE
COLLEGE OF HOSPITALITY
MANAGEMENT



Today's point of reference

The Curriculum Map



Q - How do WB/Think assure outcomes given the forces within the curriculum map?

Unique elements to the WB achievement of outcomes:

- Dual sector provision – all learners covered
- Achieving outcomes in 2 sectors
- Working with 2 regulators (not to mention the training package!)
- Differentiating the courses. Providing pathways.
- Overtly applied in nature
- Multi-modal
- Educator philosophy

Not so unique

- Common challenges



THINK: APPLIED EDUCATION:
FROM KNOWLEDGE TO A PROFESSIONAL CULTURE INDUCTION
Wiggins, S. and Brown, G.M. (2010)

Capabilities v Employability Skills

Think Capabilities (HE)

- **Discipline & Professional Expertise**
- **Ethics & Professionalism**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- **Information & Digital Literacy**
- **Lifelong Learning**

Employability skills (VET)

- **Self-management**
- **Planning and organising**
- **Initiative and enterprise**
- **Problem-solving**
- **Communication**
- **Teamwork**
- **Technology**
- **Learning**

Capabilities v Employability Skills

Think Capabilities

- Think Graduate Capabilities map to Course Learning Outcomes
- Course Learning Outcomes map against AQF Criteria
- Course Learning Outcomes map against AQF Descriptors
- Course Learning Outcomes map to individual subjects
- Subject Learning Outcomes and assessments

(As presented by T Fairbourn at the ICE Benchmarking round table 26/7/13)

Employability skills

- Each assessment mapped to:
- range statements
- critical aspects of assessment
- required skills
- Required knowledge
- etc

	A	D	E	F	G	H	I	J	
	Course Code	AQF Criteria Code	AQF Category	AQF Category Sort	AQF Criteria	AQF Criteria Sort ID	CLO	Course-CLO	Course Learning Outcomes
1	APMWB5000	L5-K1-C	Knowledge	1	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning	1	CLO-01	APMWB5000-CLO-01	Develop technical and theoretical knowledge in a specific area or a broad field of work and learning
2	APMWB5000	L5-S1-C	Skills	2	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to analyse information to complete a range of activities	2	CLO-03	APMWB5000-CLO-03	Develop academic and research skills to select and apply methods and technologies to analyse information to complete a range of activities
3	APMWB5000	L5-S1-C	Skills	2	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to analyse information to complete a range of activities	2	CLO-06	APMWB5000-CLO-06	Demonstrate business specialisation skills to select and apply methods and technologies to analyse information to complete a range of activities

F: Relationship between Subject Learning Outcomes (SLO, Course Learning Outcomes (CLO) and Subject Assessments

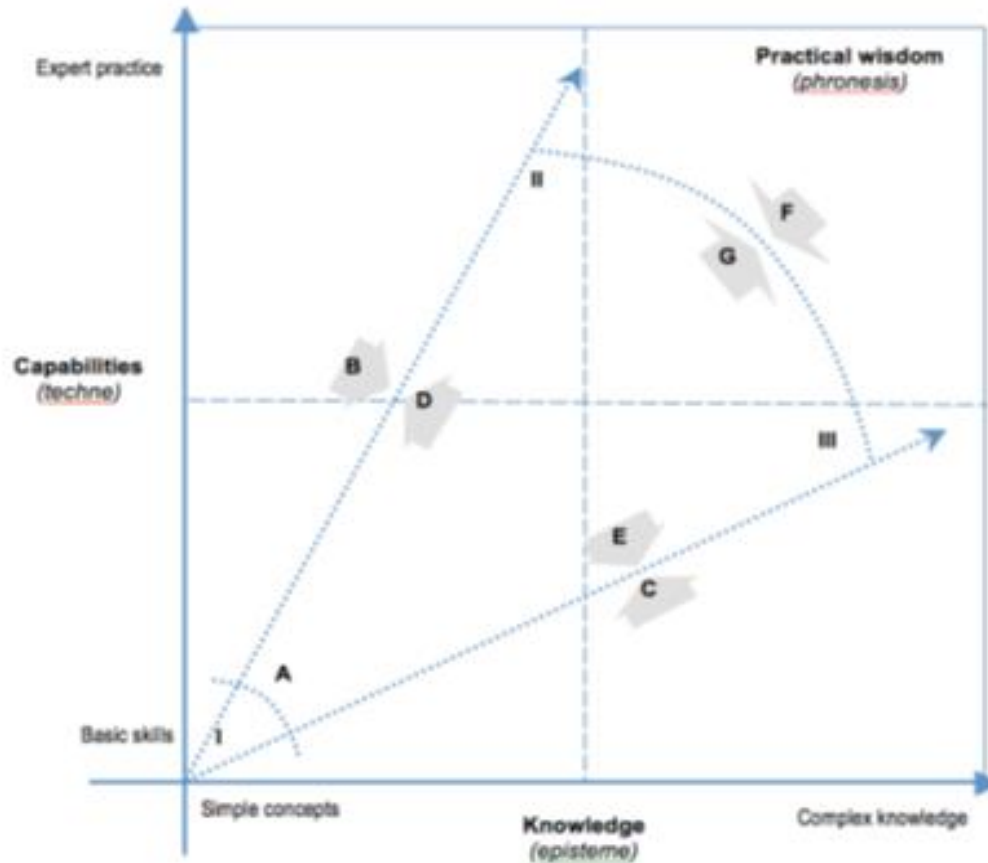
Level	Year	Subject Code Subject Name	Subject Learning Outcome	Related Course Learning Outcomes					
				CLO-01	CLO-02	CLO-03	CLO-04	CLO-05	CLO-06
				Develop, integrate and evaluate broad business theoretical and technical knowledge from the Marketing specialisation.	Conduct qualitative & quantitative research and analyse and apply findings to professional marketing practice	Acquire business and personal communication skills whilst working or in a business environment	Evaluate ethical & sustainable business practices	Recognise and analyse business operations and challenges, in a marketing context and identify and assess business solutions	Demonstrate an ability to think strategically about an organisation including market segmentation, targeting, positioning and branding
300	Year 3	IND301A Industry Consulting project	Demonstrate the ability to critically reflect on work integrated learning activities.						✓
			Manage and self direct work and learning within a relevant professional context.						
			a) Formulate an industry consulting project through diagnosis of the industry phenomenon.	✓	✓	✓		✓	✓
			b) Apply relevant frameworks, theoretical models and concepts to underpin analysis and proposed outcomes of an industry consulting project.	✓	✓	✓		✓	✓
			c) Produce a substantial, well organised, clear and coherent independent business research report.	✓	✓	✓	✓		✓

Meeting the AQF expectations

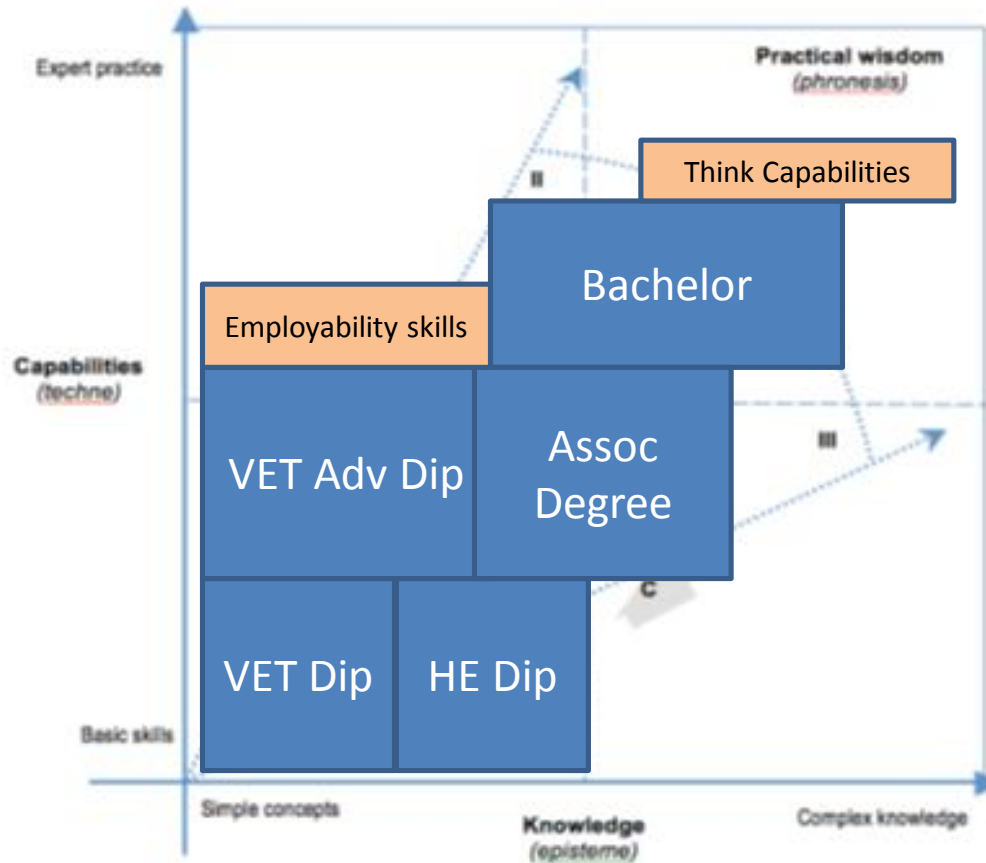
- AQF - for vocational by adhering very closely to the training package
- AQF - for HE through the mapping course and subject outcomes to the AQF criteria at each level
- The beauty of being dual sector is that our courses no longer become something that they are not e.g. Adv Dips masquerading as pseudo bachelors and bachelors replicating purely practical/skills focused subjects.
- Some difficulties working within the confines of the training package



Dual sector courses within the curriculum map?



Distinct courses, with clear pathways



Our educators

- Developing VET lecturers as HE lecturers (In our 2012 TEQSA course reaccreditation 27 lecturing staff either began in VET with the faculty and now teach in both sectors or joined us to teach in dual sectors)
- Vocational competence v professional expertise
- Right way accreditation
- Benefits - flexibility, more expert within the area of education, contextualisation, more consistency from study period to study period



Challenges

- Round 1 – Internal evidence
- Round 2 – Internal **AND** External evidence



Challenges

Standards relating to benchmarking

- PRS 5.6
- PCAS 3.1
- PCAS 5.5
- **Benchmarking of academic standards against similar courses of study offered by other HE providers**
- **Benchmarking or comparative data to demonstrate that credit decisions are comparable with other providers**
- **External benchmarking of admission criteria for comparable courses of study at the same AQF level delivered by other providers, and how these have been taken into account in setting admission criteria**
- **Performance benchmarking on teaching, student learning outcomes, graduate outcomes, and research against other HE providers**

Challenges

HE

- PRS 4.3
 - PRS 5.6
 - PCAS 5.1
 - PCAS 5.2
 - PCAS 5.3
 - PCAS 5.4
- **Assessment validation and moderation (internal/external)**
 - **Implement assessment validation and assessment moderation aligned to the P&P (checking against UOC and TP) (internal/external)**
 - **Evidence of assessment moderation processes undertaken, including the numbers of students examined in moderation activities. (internal/external)**

Other internal

VET

- SNR 15.5
- Evidence of minutes of meetings or similar demonstrating internal and external moderation outcomes for the most recent trimester (or teaching period)
 - Evidence of the validation schedule
 - Evidence of records of improvements made after analysis of validation