Meeting the Standard for tourism, hospitality and events

Assessment Design Workshop 2

Date: Monday 15 July 2019

Time: 8:45am – 12:30pm

Location: Southern Cross University, Gold Coast campus, Building B, Level 6.25 Board Room

**Please arrive from 8:45am for a prompt 9:00am start.

Agenda

Friday 20 July

9.00 – 9.15am	Welcome (Pierre Benckendorff)
9.15 – 9:45am	Triads, plus additional participants in attendance, discuss feedback following the industry evaluation of their assessment tasks (see Assessment task_industry evaluation proformas)
9:30 – 10.30am	Work in three FIELDS of study (tourism, hospitality or events) to revise best practice assessment principles (see Appendix 1 for DOMAIN principles)
10.30 – 11.00am	Morning tea Building A, Level 4 Function Room
11.00 – 12:00pm	Participants will develop an assessment exemplar covering multiple learning domains for each FIELD.
12.00 – 12:30pm	Participants provide feedback to the whole group (5 mins each)
	Next steps - where to from here?
12.30 – 1.30pm	Lunch Building A, Level 4 Function Room

Key resource: Tourism, hospitality & events Learning and Teaching Academic Standards

Appendix 1
Tourism, Hospitality and Events Threshold Learning Outcomes (TLOs)

Domain Assessment Design Principles

General Principles

- Integrate verbs and other terminology from each learning domain into the unit outline, intended learning outcomes, marking rubric/criteria and assessment instructions.

- The weightings allocated on marking rubric/criteria for each learning domain should be sufficiently robust.

- Assessment tasks should be authentic and contextualised for the relevant discipline.

- Assessment should be appropriately scaffolded throughout a program of study to build on previous knowledge, skills and application of knowledge and skills.

- Before the assessment is attempted, the various aspects of the relevant learning domains should be incorporated into the content delivered to students.

- Assessment tasks should be adaptable and equitable to a range of contexts and/or learning environments (i.e. traditional learning settings, blended learning, online learning).

- Assessment design should be guided by the additional explanatory notes provided for each domain.

Collaboration

- Assessment of collaboration should include *internal interactions* between learners (teamwork) as well as *interactions* with *external* stakeholders (e.g. DMOs, suppliers, industry partners, government).

- Internal collaboration could be assessed using a range of techniques, including peer review, team contracts, video diaries, team meeting minutes or observation by an assessor.

- External collaboration could be assessed using external stakeholder evaluations or evidence of interactions with stakeholders (e.g. email, documents, reports, meeting minutes, quotes or brochures).

- Team-based written assessment tasks such as essays or reports are unlikely to provide sufficient evidence of collaboration.

- Consider a variety of assessment tasks to allow students to demonstrate collaboration.

- In class collaboration tasks or workplace/industry placement projects provide good opportunities to assess collaboration.

Interdisciplinary Inquiry

- The task needs to capture the essence of creating something that integrates and synthesises multiple disciplinary perspectives.

- Ensure the interdisciplinary inquiry draws on research and can be applied to practice.

- Clearly define the context for conducting the interdisciplinary inquiry (e.g. pricing and market segmentation to produce a menu; or planning an event using marketing, finance and customer service principles).

- Ensure the disciplines are clearly presented in the instructions to students.

- Interdisciplinary inquiry is more likely to lend itself to text-based assessment, figures, flowcharts, posters or video.

Problem Solving
- The assessment task should allow learners to demonstrate an evidence-based problem-solving process (i.e. interpret and present information).

- Solutions to problems could be evaluated by external stakeholders, partners or peers.

- Case studies and simulations are useful tools for assessing this learning domain.

Professional Responsibility
- This domain should be assessed alongside other domains such as problem solving, service and experience design, collaboration, problem solving or interdisciplinary inquiry.

- The domain is well suited to work integrated learning contexts but can also be applied to hypothetical situations such as case studies, simulations, role plays or scenarios.

- The assessment design needs to include a reflective component.

- Include feedback (i.e. from the educator, peers or other stakeholders), allow the learner to receive that feedback, and to apply the feedback back to the assessment.

- Allow students the opportunity to demonstrate that they understand the complexity of different scenarios.

Service and Experience Design
- The assessment task should produce an 'artefact' (e.g. journey map, blueprint, planning sheet) that addresses the delivery of a service or experience from the stakeholder viewpoint.

- The assessment design should address the three stages of service or experience delivery (e.g. before, during, after).

- The service or experience must be fit for purpose (i.e. meet or exceed stakeholders' expectations).

- The contextual setting of the task should be used to moderate the level of complexity of the assessment to achieve the appropriate AQF level.