

Tourism, Hospitality and Events Threshold Learning Outcomes (TLOs) 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 tasks which cover all the domains should be clearly and 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.
- Team based assessment should allow individuals to demonstrate achievement of the standard.

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 self and 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 rubric and 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. identify interpret and present relevant and reliable information), including problem identification, solution generation and outcome evaluation.
- The process and solutions to problems could be evaluated and reflected upon by self, external stakeholders, partners or peers.
- Case studies, problem-based learning 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 consider the whole of the visitor/guest journey such as 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.

July 2019