



Meeting the Standard for tourism, hospitality and events

Designing and demonstrating advanced student learning

Establishing and demonstrating content and learning activities: Engaging with advanced knowledge and enquiry

Date: Tuesday 6 February 2024

Time: 9:00-15:00pm (AEDT)

Location: The Hedberg, University of Tasmania

Registration: <https://leishman.eventsair.com/cauthe-2024-conference/reg>

Description

Accreditation requires institutions evidence that the students engage with and achieve advanced knowledge and inquiry. 'Advanced' is based upon the level of study and the expected learning outcomes. Crucially, the 'expected learning outcomes' incorporate the tourism, hospitality and events threshold learning outcomes (The Standards). In this workshop we will unpack what 'advanced' means and how this is demonstrated. Using this as a framework, we then look to assess and modify a unit's outcomes, content, and learning activities to align with the expectations.

Outcomes from the workshop will include

- A comprehensive understanding of what constitutes 'advanced' learning and inquiry at the unit level.
- The ability to assess and evaluate student demonstrations of 'advanced' knowledge and inquiry in a unit.
- Strategies to address any gaps or challenges in achieving the desired 'advanced' profiles in the curriculum.

Overall, the workshop will provide participants with the knowledge and tools necessary to ensure that their units meet the requirements for 'advanced' learning and inquiry as stipulated by accreditation standards and The Standards for tourism, hospitality, and events education.

Agenda

Time	Item	Responsibility
09:00	Welcome and introduction	Glen
09:10	1. Understanding the Concept of 'Advanced' <ul style="list-style-type: none"> • Explaining the notion of 'advanced' in the context of higher education and specific levels of study. • Discussing how 'advanced' aligns with the expected learning outcomes for tourism, hospitality, and events, as outlined in The Standards. • Identifying the characteristics and indicators of 'advanced' learning and inquiry. 	Glen/Mieke
09:30	2. Demonstrating 'Advanced' Learning and Inquiry	

	<ul style="list-style-type: none"> Providing examples of how students can demonstrate 'advanced' knowledge and skills in their work and assessments. 	Group discussion
10:45	Morning tea	
11:15	<p>3. Aligning Unit Outcomes, Content, and Learning Activities</p> <ul style="list-style-type: none"> Assessing existing unit outcomes, content, and learning activities to determine their alignment with the expectations of 'advanced' learning and inquiry. Identifying common gaps and challenges in meeting the criteria for 'advanced' learning and inquiry Discussing strategies for modifying and enhancing unit design to better align with the desired level of achievement. 	Glen/Mieke + Group discussion
12:30	Lunch	
13:30	<p>4. Developing Resources, Activities and Assessment</p> <ul style="list-style-type: none"> Designing effective resources, activities and assessment methods to evaluate students' demonstration of 'advanced' knowledge and inquiry. Discussing how resources, activities and assessment tasks can be aligned with the expected learning outcomes and reflect the desired level of achievement. 	Three groups to design resources, activities and assessment methods
14:30	<p>5. Implementing Best Practices</p> <ul style="list-style-type: none"> Sharing best practices and case studies from 4. above that aim to successfully integrate 'advanced' learning and inquiry. Highlighting successful approaches to accreditation and meeting the standards for 'advanced' achievement. 	Three groups report back from 4 on resources, activities and assessment methods
14:55	6. Next steps and close	Glen/Mieke
15:00	Afternoon tea	
	To be followed at 15:30 by the opportunity to be involved in the PhD/ECR & MCA workshops small group mentoring sessions.	