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# Tourism, Hospitality & Events Learning and Teaching Academic Standards

[www.tourismhospitalityeventstandards.org](http://www.tourismhospitalityeventstandards.org)

Standards produced as part of the  
Office for Learning and Teaching  
*Setting the standard: establishing  
Threshold Learning Outcomes for  
tourism, hospitality and events higher  
education in Australia* project.

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Learning and Teaching Academic Standards project website: [www.tourismhospitalityeventstandards.org](http://www.tourismhospitalityeventstandards.org)

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## Authors

**Paul A. Whitelaw**  
**Pierre Benckendorff**  
**Michael J. Gross**  
**Judith Mair**  
**Penny Jose**

## Project leader

**Paul A. Whitelaw,**  
William Angliss Institute,  
[paulw@angliss.edu.au](mailto:paulw@angliss.edu.au)

## Project manager

**Penny Jose,**  
Victoria University,  
[penny.jose@vu.edu.au](mailto:penny.jose@vu.edu.au)

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Requests and inquiries concerning these rights should be addressed to:

**Office for Learning and Teaching Department of Education and Training**  
GPO Box 9880,  
Location code N255EL10  
Sydney NSW 2001  
[learningandteaching@education.gov.au](mailto:learningandteaching@education.gov.au)

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# Executive summary

The threshold learning outcome (TLO) standards for Tourism, Hospitality and Events were developed over a 20-month period by a five-person project team. The team worked closely with an oversight committee, the project evaluator and a broad stakeholder community of about 900 colleagues including academics, students, graduates, industry practitioners, industry representative bodies and government departments and agencies.

The development of the standards involved several iterative activities including online discussions, workshops, presentations and symposia. More than 200 people were actively involved in the face-to-face activities, while the online discussions had more than 5700 views with just over 250 specific postings.

The work involved identifying how Tourism, Hospitality and Events have several common aspects that position the three fields as one that is sufficiently different from other domains as to warrant their own standards. The work also identified that while the similarities among the three fields warrant them having one set of domains, they are also intrinsically different from each other, thus justifying their own definitions, explanations of the domains and assessment exemplars.

Five learning domains were identified as crucial to the development of successful graduates:

- Services and Experience Design
- Interdisciplinary Inquiry
- Collaboration
- Problem Solving
- Professional Responsibility

Standards for each domain were mapped to the Australian Qualifications Framework level 7 (bachelor) and level 9 (masters by coursework). Examples were developed via extensive iterative processes, as were the examples of industry setting and assessment activities.

These standards now form a solid foundation for the academic community to continue developing pedagogy and assessment activities that assure fitness of purpose from which a longer-term assessment calibration project can be undertaken. The project team looks to interested stakeholders to support this legacy.

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# 1. Endorsements

The Australian Business Deans Council (ABDC) officially endorsed the June 2015 version of the Tourism, Hospitality & Events Learning and Teaching Academic Standard in August 2015. The ABDC is the peak body representing business deans in the public university sector in Australian higher education.

The Council for Australasian Tourism and Hospitality Education (CAUTHE) endorses the 2015 Setting the Standard threshold learning outcomes for Hospitality, Tourism and Events in Australian higher education. CAUTHE represents Australian and New Zealand institutions which offer programs at bachelor level and above in tourism, hospitality and events.

The National Tourism Alliance (NTA), the peak representative body for the tourism industry endorses the 2015 Setting the Standard threshold learning outcomes for Hospitality, Tourism and Events in Australian higher education.

# 2. Project background

The Australian Qualifications Framework (AQF), which was first introduced in 1995, sets broad standards for education qualifications in Australia. Under the *Tertiary Education Quality and Standards Agency Act 2011* (the TEQSA Act), TEQSA is charged with evaluating the performance of higher education (HE) providers against these standards. The Higher Education Standards Panel (HESP) was formed in 2012 by the Commonwealth Government, to make or vary the AQF standards to better suit HE. While disbanded in March 2015, the HESP continues to have a major role for assurance of learning.

The Office for Learning and Teaching (OLT) funds a wide range of threshold learning outcome (TLO) academic standards projects which seek to contextualise the broad AQF standards to specifically meet the needs of the disciplines or fields of study. The aim of this project was to produce a set of nationally agreed upon and clearly articulated TLOs contextualised for tourism, hospitality and events (TH&E) in HE, explicitly for bachelor (AQF level 7) and masters coursework (AQF level 9). For further information see the Setting the Standard project website.

### 3. Consultation, development and evaluation

The TH&E standards were developed over a 20-month period. Several tasks were involved, which included:

- A comprehensive review of existing Australian TLO Standards in comparable areas such as: accounting, management, finance, economics, arts, history and sociology;
- A comprehensive review of existing academic standards from other jurisdictions including the United Kingdom, Spain, and, more generally, the European Higher Education Area;
- A project community of about 900 people, including:
  - Academics
  - Students
  - Graduates
  - Industry practitioners
  - Industry representative bodies
  - Government departments and agencies
- A multi-phase, multi-mode consultation and engagement process, involving:
  - Multiple iterations of an online discussion forum (25 discussions with more than 5700 views and nearly 250 postings);
  - Nearly 20 face-to-face workshops with academics

and industry practitioners in major city locations around Australia (more than 200 participants) including:

- Eleven roadshow and engagement workshops with industry practitioners and academics (around 125 participants);
  - Four presentations to industry groups (more than 30 participants);
  - Two major symposia (more than 70 participants).
- Regular engagement with:
    - An oversight panel formed by the Australian Business Deans Council (ABDC);
    - A project supporter appointed by the ABDC;
    - The project evaluator.

The five-person project team engaged with representatives from the academy, government and industry. The project community was broadly representative of the institutions that teach TH&E, with engagement from academics from 26 universities and 19 non-universities – i.e. a total of 45 from a population of nearly 50 institutions in Australia. In addition, colleagues from 46 universities and five non-universities from around the world participated.

The project community was broadly representative of the institutions that teach TH&E, with engagement from academics from 26 universities and 19 non-universities ...

The team was particularly keen to ensure the engagement of the academic community and so exerted considerable energy in ensuring that all public and private universities, institutes and colleges – especially the degree-granting vocational institutes, also known as non-self accrediting higher education institutions (NSAIs) – were involved in the project. As a consequence, more than 30 members of the professoriate, 35 colleagues from NSAIs and over 40 industry practitioners actively contributed in project activities including the online discussion, workshops and symposia.

The project was conducted with the support and engagement of the Council for Australasian Tourism and Hospitality Education (CAUTHE), which is the peak body representing TH&E academics and institutions in Australasia and New Zealand, and the International Centre of Excellence in Tourism and Hospitality Education (THE-ICE), which represents 20 educational institutions from Australia, East-Asia, the Middle East and Europe.

Members of the two peak Australian industry bodies, the Tourism and Transport Forum (TTF) and National Tourism Alliance (NTA) were involved on the advisory panel, in project activities, and in hosting workshops. In addition, the standards were presented for endorsement at a meeting of the full Board of the NTA. Appendix 1 provides the terms of reference and membership of key project members and contributors.

The project team undertook on-going evaluation of the project in its various stages. The final project report describes the formative and summative evaluation processes. The guiding focus of the evaluation was to determine whether the project's aims had been achieved and the outcomes delivered. The project evaluation included collection of data from a broad range of sources, including all major stakeholders in academe, industry and government in Australian TH&E in higher education. The collection of data from this broad range of sources facilitated evaluation of the achievement of comprehensive awareness of and buy-in for the

standards. The final report includes more details about the evidence used to establish the achievement of the project's intended aim and outcomes:

- Quantity of engagement (size of project community);
- Nature of engagement (workshops, online discussion, symposia);
- Activity indicators (online forum and website statistics, level of activity and continued engagement during the symposia);
- Feedback (including reflection on intentions and experience).

# 4. The nature of Tourism, Hospitality and Event Management

## 4.1 Size and scope of the industry

Tourism, hospitality and events encompass several strong and dynamic economic sectors that demand highly skilled graduates. The 2020 Tourism Industry Potential report (2010) found labour and skills posed the greatest supply side challenge in terms of growing a vital Australian tourism industry. The subsequent Tourism 2020 report (2011) stated “the tourism industry has a labour shortage of 36,000 and an employee vacancy rate over four times the national average ... preventing parts of the industry from effectively servicing global customers.” Further, the report stated that by “2015, an additional 56,000 people will be needed to fill vacancies (including 26,000 skilled positions)”. While the bulk of these positions relate to frontline staff, supervisors and managers with the skills and knowledge to deal with the unique challenges of these sectors will also be needed.

Employment outcomes for TH&E graduates are generally positive, with 70 per cent of bachelor and 60 per cent of masters graduates reporting full-time employment within four months of graduation (2011-2013). This result compares favourably with data from the same period, which indicates 29 per cent of bachelor and 65 per cent of masters graduates from management and commerce were employed four months after graduation. The 2011 median starting salary was \$42,000 for bachelor graduates and \$50,000 for masters graduates in TH&E. These salaries are lower than the average starting salaries of \$50,000 and \$96,000 for management and commerce bachelor and masters graduates, respectively.

Employment for graduates typically commences with an entry-level position, a position on the graduate development program, or a junior management position, followed by progression to a variety of roles including front-line and executive, supervisory and managerial positions.

A sample list of typical TH&E graduate career outcomes from the Australian Graduate Survey (AGS) is contained in Appendix 2 and example individual career-progression outcomes are contained in Appendix 3. AGS data reports graduate outcomes from a representative and reliable sample of graduates, thus is indicative of the outcomes of the broader Australian graduate population.

More than 85 per cent of the TH&E masters cohort comprises full-fee paying international students compared with 50 per cent for the whole management and commerce masters degree cohort. This level of representation provides a rich and diverse learning environment for both Australian and international students.

The industry is dominated by micro and small businesses. However, there are several large multi-national corporations, notably in the hospitality and aviation sectors. Through its role in policy, planning and infrastructure operation, the public sector is a large employer and influential stakeholder in the sector. This diversity has resulted in the establishment of industry associations across state, Commonwealth and international jurisdictions.

70% of bachelor graduates report full-time employment within four months of graduation.

## 4.2 The nature of the field

The areas of tourism, hospitality and events represent a suite of coherent fields of study that draw on a range of more established parent disciplines. Each field has unique academic, administrative, economic and industrial characteristics that demonstrate clear linkages to, but also differences from, traditional business-management areas.

Firstly, in terms of the **academic**, the research traditions in TH&E are strongly interdisciplinary. Interdisciplinarity is a means of solving problems and answering questions that cannot be satisfactorily addressed using single methods or approaches. “It has been linked with attempts to ... create new subjects adequate to handle our practical and conceptual needs ... it represents an important attempt to define and establish common ground” (Klein, 2010, p.196).

Tourism has for some time been studied from a broad range of disciplinary perspectives, including geography, anthropology, sociology, social psychology, economics, forestry and recreation. In contrast, hospitality’s 120-year education history has been dominated by craft and skills-acquisition training. Event management is a relatively recent addition to the program portfolio in higher education and Australia has led the world in the development of academic programs in this field. In the post-war period, business management came to be the dominant educational paradigm in these areas. However, from the 1970s, the more critical and theoretical approaches that previously addressed tourism expanded to also include hospitality and event management. Consequently, hospitality and events, along with tourism, began to incorporate perspectives from broader disciplines such as geography, anthropology, sociology, psychology, leisure and, more recently, cultural and ecological studies. The integration of these perspectives has ensured that the theoretical and research contributions of many disciplines enrich the development of the body of knowledge in the three areas.

Secondly, in terms of the **administrative**, in Australia

the three fields are typically taught and located in business faculties in universities or in dedicated private business schools or other degree-granting institutions. Such arrangements tend to be a consequence of their emergence from the hedonic services sector in the economy with its strong emphasis on customer service and business management. Many graduates go on to fill a range of roles outside TH&E sectors by virtue of this exposure to services and business management. This issue is often framed by some industry stakeholders as a problem of “leakage” to other sectors, but it can also be viewed as a strength and opportunity for graduates created by the broad business and service sector focus inherent in these programs (Dredge et al., 2012).

However, the strong business focus in some tourism and events programs may not prepare graduates adequately for planning and policy roles in the public sector. In other countries TH&E programs can be located within forestry and recreation, agriculture (food production and preparation) and arts faculties. Consequently, graduates may graduate with a specialist degree (e.g. BHospMgt) or a degree in business (e.g. BBus [Tourism]), arts (e.g. BA [Tourism Studies]) or science (e.g. MSc [Tourism Management]).

Furthermore, since its emergence nearly 30 years ago, there is now a notable shift in the provision of undergraduate and postgraduate TH&E programs away from public universities toward the non-public-university sector. This change can be attributed to a number of factors, including lack of appropriate investment by the public universities, modest engagement between the industry and the public universities and, ultimately, a disparity between student demand for programs with a strong vocational orientation and a public university focus on research, often in competition with teaching, and on programs with a highly theoretical focus.

Thirdly, in terms of the **economic and industrial**, these fields have a suite of economic and structural characteristics. Although each is not unusual, together

## 4.2 The nature of the field continued ...

It is not uncommon for graduates to move from one sector to another over the course of their careers.

they produce a unique industrial environment that creates challenges that must be overcome by successful graduates, firstly as employees and subsequently as managers, leaders and proprietors. The three fields are characterised by:

- 1.** An emphasis on service in a highly competitive and dynamic industry with low barriers to entry. In particular, each of the three fields are tertiary sectors concerned with the creation of experiences that service the needs of customers. In fact, the notion of the “consumer experience” demonstrates the evolution and escalation from simple service provision to the design and staging of memorable experiences that have sensory and emotional appeal.
- 2.** Work practices and traditions that can give rise to employment which, when compared with careers in other industries, may be seen to be undertaken in antisocial conditions, formulaic, process driven, less well paid and, in some situations, may be seen to offer constrained career development opportunities.
- 3.** Working in close quarters with a diverse cohort of colleagues while serving, often with some intimacy, a diverse range of customers. This diversity can be a function of race, culture, ethnicity, age, gender, sexual orientation and socio-demographic standing, especially education and wealth where there can be a considerable gap in terms of the socio-economic status of service providers and clients.
- 4.** A commercial rather than professional tradition,

and, when coupled with a strong customer-service orientation, suggestion the area needs to ensure that ethical considerations are not immediately subjugated in the pursuit of profit or operational goals. For example, many communities and individuals derive significant benefits from the broader TH&E areas. However, despite these benefits, there are negative impacts. For example, air travel contributes to CO<sub>2</sub> emissions, thus exacerbating climate change, unfettered hotel and resort developments can destroy the natural environment which attracted tourists in the first place, and ill-planned events can introduce destructive, anti-social elements into a local community. The role of directly engaging with indigenous peoples and local environments to develop appropriate and sustainable TH&E experiences is particularly challenging. In each of these situations many decisions will involve balancing competing interests and values.

- 5.** The three sectors not only create jobs in the tertiary sector, they also foster economic growth and employment in primary and secondary industries. The multiplier effect of TH&E activities exceeds most other industries and as a consequence these sectors often feature heavily in government policies related to economic growth.

Despite the above-mentioned commonalities within TH&E, there are differences, and a degree of protean alignment and re-alignment, between the three areas, especially in terms of the role of the consumer, employee, shareholder and stakeholder.

- Hospitality operations are typically single-firm enterprises that may or may not operate solely for profit. However, the role of the single firm and hospitality's strong transactional and operational imperative suggests organisational structures, lines of communication, and authority are clearly delineated. Further, while there will be some service situations wherein the service recipient is not the client, the dictum of "the customer is always right" plays a key role in shaping the exchanges between service provider (employee) and service recipient (customer).
- Tourism and events enterprises may operate along lines similar to the typical hospitality operation, however there are also many instances involving several stakeholders with fluid power relationships. For example, some tourism employers, such as a "destination management organisation", may be a representative body that has to deal with stakeholders from multiple levels of government, non-government organisations, community groups, and private and public enterprises.
- The three areas focus on the customer, but the context of the service provision can vary. The popular view of hospitality is the highly visible "hedonic" operation (e.g. hotels, restaurants, bars, resorts). However, the non-hedonic institutional hospitality sector is large and growing. For example, schools, mining camps and factory catering, the non-custodial aspects of prison operations, and the non-medical aspects of hospital and aged-care facility management, both of which are major and growing areas in the economy, all draw upon the fundamental hospitality skills of providing food, drink and accommodation.
- Notwithstanding business travel and business events, tourism and events tend to be more overtly hedonic in service provision, however there are still areas of difference. Kinship groups can travel together, and while tourists can share moments of community in some settings, most tourism consumption is undertaken by individuals or small independent groups. In contrast, events, especially community-

oriented events, tend to have a central unifying theme which helps create a sense of community and the shared experience, defined as "communitas" (Getz, Andersson & Larson, 2007). Furthermore, while tourism is seen as a legitimate economic outcome in its own right, events can be catalysts for benefits such as enhancing community wellbeing, fostering trade, driving innovation and supporting professional development. In a not-too-dissimilar manner, the provision of hospitality as a platform for, and facilitator of, social engagement, can also have downstream impacts.

- There are many instances wherein the provision of hospitality is fundamental to the conduct of tourism and events. Similarly, there are instances wherein the staging of an event directly impacts on tourism planning and development. Events can be used to smooth out fluctuations in tourism and hospitality demand. In some event settings, the provision of hospitality is central element of the success of the event. Finally, both events and hospitality can operate successfully without any engagement with tourism and the tourist.

Such differences, gaps, and overlaps are not barriers to the career mobility of TH&E graduates. It is not uncommon for graduates to move from one sector to another over the course of their careers. There is considerable overlap and common ground. However, the three areas are similar but not identical, requiring variation in the emphasis on skills and perspectives. These nuanced differences are significant and need to be addressed. But, they are not so significant that the three areas warrant their own separate set of TLOs. As well, there clearly will be differences in the interpretation of these dimensions. And, most certainly, there will be differences in terms of the setting and examples that demonstrate the dimensions in each of the areas of tourism, hospitality and events.

# 5. Scope of the Setting the Standard project

## Coverage

The standards are academic threshold learning outcomes (TLOs) and are relevant only to HE institutions. They are not industry, professional or accreditation standards. Rather, as the TLOs for graduates, they are the foundation on which other standards could be built. Examples of stakeholders who may benefit from engagement with the standards include:

- **Educators:** To improve the quality of their teaching practices by focusing on an agreed set of learning outcomes and curriculum standards for students.
- **Education leaders:** To develop, manage and renew TH&E programs that meet their institutional needs.
- **Careers advisers, prospective and current students:** To choose programs that best align with students' career aspirations.
- **Accreditation agencies:** To make better informed decisions about TH&E programs.
- **Industry practitioners:** To make better decisions to fully harness the graduates from these programs and to develop appropriate career structures for them.

## Universal standards

It is acknowledged that government "tourism" reports include aspects of hospitality and events, which gives the impression of precedence and subjugation of hospitality and events, in a highly fragmented industry. In reality, TH&E are distinct but overlapping sectors of the economy and attempts have been made to address this fragmentation by the use of encompassing, neutral terms such as, the "visitor economy", which incorporates all aspects of TH&E, among others. There is strong justification in terms of practicality and implementation for a universal set of standards with more nuanced descriptors for each respective element of the TLOs.

The TLOs will reflect the similarities between tourism, hospitality and events, while outlining in broad terms the different characteristics within each sector. They will recognise the common elements of the three areas, such as the provision of craft-based discretionary hedonic services in an open competitive market. They will also

address significant differences, such as environmental planning and institutional hospitality. The role of the firm, juxtaposed to the role of government and not-for-profit representative bodies as significant employers of graduates, will also be acknowledged. The scope does, however, exclude related areas such as sport, recreation and leisure.

## Threshold standards

These are "threshold learning outcomes". Therefore, in reviewing the domains and the standards, it is necessary to consider their suitability as "the minimum standard" that is expected of graduates. From this minimum standard, each institution has the flexibility to decide the "aspirational" level they seek for their graduates. Nonetheless, this document provides the minimum threshold which would be expected of all tourism, hospitality or event graduates, at Australian Qualifications Framework Level 7 (bachelor) or AQF Level 9 (masters coursework), irrespective of the institution granting the award. TLOs describe the minimum learning outcomes that graduates are expected to have attained to meet the specifications of the AQF. The project will develop a set of TLOs for TH&E graduates at bachelor level (AQF 7) and masters (coursework) (AQF 9). These TLOs will be presented in a "standards document" which is consistent with the format and size of existing standards documents, as established in Accounting (Freeman, 2010), Architecture (Savage, 2011), Economics (Guest, 2013), Finance (2014), Geography (Hay, 2010a), History (Hay, 2010b), Marketing (2012) and Law (Kift, Israel & Field, 2010), so as to facilitate comparison across standards and cross-referencing back to the AQF.

## Characteristics

The standards will 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.

### **Disciplinary orientation**

The vast majority of Australian TH&E programs are located within business schools and faculties, which is reflected in the use of “business” and “management” degree titles. This situation orients the project focus towards a strong emphasis on the economic, commercial and industrial aspects of the industry. While the field of study is interdisciplinary and will draw upon the

contributions from other disciplines referred to above, the prime focus is understanding these elements from a business perspective and how they contribute to business outcomes.

### **Sunset clause**

The standards should have currency for a reasonable period of time and may warrant revision in five years.

The TLOs will reflect the similarities between tourism, hospitality and events, while outlining in broad terms the different characteristics within each sector.

## 6. Guiding Principles for Setting the Standards

The project team has developed the following nine principles to guide the development of the TH&E TLOs:

- 1. Learning standards reflect threshold not aspirational outcomes.** The learning standards, best viewed as outcome standards which describe the nature and levels of student attainment (Higher Education Standards Framework [Threshold Standards], 2011) will be the minimum standard expected to be achieved across all providers rather than focusing on ideal, niche or aspirational standards which may be met by only a minority of institutions on a consistent basis.
- 2. The learning standards will not provide guidance about either the design or how learning outcomes will be assessed.** Institutions will retain the autonomy to determine their own admission procedures, curriculum, delivery modes and the assessment methods by which they ensure their graduates have demonstrably met the standards.
- 3. The number of learning standards will be limited to the minimum necessary to avoid compromising provider diversity while still assuring public confidence.** Given TEQSA's remit to ensure institutions meet the legislated higher education standards, which include assessing and benchmarking achievement of learning outcomes, the number of standards should be limited to the minimum number necessary to assure public confidence while streamlining the compliance process.
- 4. Learning standards will acknowledge the authority of the AQF and international standards.** The project team will reflect existing expectations as articulated through the AQF (2013) and international standards when developing the Australian higher education TH&E learning standards.
- 5. Learning standards will be developed using an evidence-based approach relevant to contemporary practice which is appropriately documented.** The project team will draw on the experiences of related disciplines and existing research to reflect international best practice in the development of the standards, and will document the process for the benefit of future developers of standards.
- 6. The process for standards development will be collaborative, iterative and incorporate feedback from multiple sources including industry and academia.** The project team will consult widely to ensure maximum input from TH&E academics and practitioners to maximise the relevance of the standards to all stakeholder groups. This will include incorporating feedback from across the project community, including the private and public sectors.
- 7. Each threshold learning outcome will incorporate an appropriate illustrative example for each field of study.** The standards will include relevant examples from TH&E practice, with the purpose of clarifying the meaning of the agreed TH&E learning standards for professional and academic TH&E communities. These are purely for illustrative purposes and are not intended to be prescriptive in any way.
- 8. The threshold learning outcomes are interdependent and interlinked.** While the domains are addressed separately in the standards, they should not be seen in isolation. They are sufficiently differentiated to justify separation and specification in an internal hierarchy, but they are interrelated and interdependent. The domain "service and experience design" clearly differentiates TH&E from the other business areas and, as such, warrants important treatment. The professional responsibility domain is fundamental to shaping the professional conduct and orientation of the graduate. The other three domains, interdisciplinary inquiry, collaboration and problem solving, function as enabling skills that combine to facilitate the graduate's ability to successfully achieve the "service and experience design" as well as execute their "professional responsibility" domain.

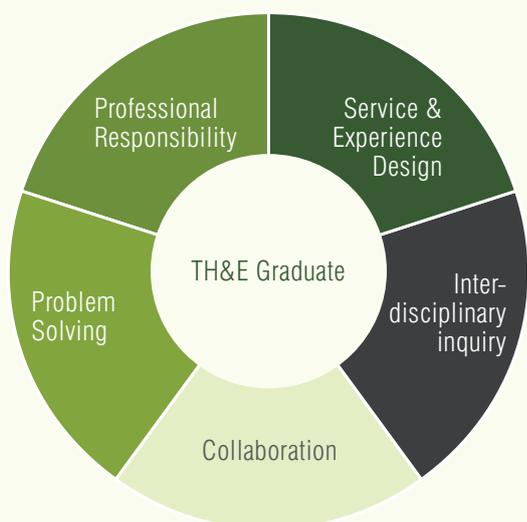
**9. AQF hierarchy:** The standards address AQF 7 and AQF 9. The bachelor (AQF 7) and masters (AQF 9) degree learning standards are distinguished in terms of knowledge and skills and their application and the conditions under which these are demonstrated. Compared with bachelor graduates, masters graduates are expected to have attained knowledge that is more advanced, integrated and inclusive of recent developments. They should demonstrate the application of more sophisticated skills with greater discernment and insight in their decision-making. They should be better able to adapt to working in situations

with less supervision and with more ambiguity and uncertainty. Given the above hierarchy, we make the following general assertions regarding progression upwards through each AQF level:

- The body of **knowledge** increases from elementary to advanced, contemporary and integrated.
- The difficulty of the **task** increases from straightforward and routine to complex.
- The **context** increases in complexity from unambiguous to ambiguous.
- The level of **autonomy** increases from close to minimal supervision.

## 7. Tourism, Hospitality and Events learning domains

Given the particular challenges confronting TH&E, five learning domains have been identified as crucial to the development of successful graduates. These domains are shown in Figure 1.



**Figure 1.**  
Learning domains for Tourism, Hospitality and Events

- Appendix 4 provides brief notes explaining the TH&E learning domains and the alignment between the domains and student learning outcomes specified in the AQF.
- Appendices 5-7 contain learning outcomes descriptors for the five domains in each of the three fields for Levels 7 and 9.
- Appendices 8-9 contain the learning outcomes descriptors for Levels 7 and 9 respectively across the three fields.
- Appendix 10 provides an example comparing the Service and Experience Design domain at AQF 7 to demonstrate that while the domains are overarching and consistent, there are differences across the three fields. The appendix provides an example of tasks that demonstrate the domains in situ, compares the informing bodies of knowledge and provides possible assessment questions.
- Appendix 11 contains the complete AQF specifications for Levels 7 and 9.
- Appendix 12 contains the learning domains compared with other disciplines and fields of study, which were used for reference in developing the TH&E domains.

## 8. Framework for assurance of learning

The project team has developed the following principles to guide the assurance of learning of the TH&E TLOs.

Assurance of learning will be evidenced by assessment which:

- demonstrates the individual's achievement of the TLO;
- is typically undertaken in projects, wherein multiple domains can be concurrently assessed;
- is typically undertaken in final year or capstone subjects, i.e. AQF 7 for bachelor or AQF 9 for masters;
- is constructively aligned to both the subject content e.g. Tourism Marketing or a capstone subject, and the espoused threshold learning outcome for one or more learning domains e.g. Service and Experience Design and/or Professional Responsibility;
- uses the advanced levels of Bloom's Taxonomy, or similar concepts like Structure of the Observed Learning Outcome (SOLO), such as "analyse", "evaluate", and "create";
- is evidenced within the remit of an assessor's professional judgment supported by appropriate use of:
  - validation of assessment items;
  - criterion-based suitably referenced rubric, or similar marking guide where graded assessment is used, especially for feedback (i.e. flagging areas to consider for future learning), and the use of holistic approaches to assessment/grading (e.g. grade descriptors [Sadler, 2009]);
  - calibration against the threshold standards;
  - moderation of assessed work;
  - benchmarking or external referencing of the assessments and processes;
  - engagement with and professional judgment of relevant industry participants (e.g. reference to industry standards).
- has an appropriate weighting that reflects the time and effort involved on the part of the student(s) to successfully complete the assessment.

Assessment is constructively aligned to both the subject content and the threshold learning outcome.

# 9. Notes on the threshold learning outcomes

This section provides a conceptual background for each TLO and high-level examples of possible evidence of achievement. Examples are provided in three sections, one each for tourism, hospitality and events. In all cases, the examples are merely indicative and neither exhaustive nor prescriptive. Detailed information about assessment is beyond the scope of this statement.

## 9.1 Tourism

### 1. Service and Experience Design

For tourism graduates, this domain includes the practical design, implementation and management of services and experiences.

- **Bachelor graduates will be able to apply knowledge and skills to design and deliver sustainable tourism services and experiences.**
- **Masters graduates will be able to apply advanced knowledge and skills to design and deliver meaningful, high-quality, sustainable tourism services and experiences.**

Tasks that demonstrate the knowledge and skills required for service and experience design might include:

- 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.

Some of the underlying areas of knowledge that support the application of these skills may include 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.

Graduates of a **bachelor degree** can design and implement visitor experiences under the supervision of more experienced staff in a range of settings routinely encountered in the visitor economy. For example, 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.

In addition, **masters graduates** can design and implement innovative, sophisticated and sustainable tourism services and experiences, in ambiguous and complex contexts, with minimal supervision. For example, design a successful new attraction experience taking into account the actions of competitors, suppliers and other sectors of the tourism industry as well as regulatory and legislative requirements.

### 2. Interdisciplinary Inquiry

For tourism 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.

- **Bachelor graduates will be able to integrate a broad and coherent elementary, theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.**
- **Masters graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.**

Tasks that demonstrate the knowledge and skills of interdisciplinary inquiry might include:

- integrating theories from different disciplines to assess tourism supply, production, and management;
- applying technical and theoretical knowledge to assess the financial feasibility of a tourism project;
- analysing the nature and characteristics of visitors and the factors that influence tourism consumption and demand;
- assessing the social, economic and environmental impacts of tourism on visitors, communities and localities/destinations.

Some of the disciplines and fields that inform this

## 9.1 Tourism continued ...

knowledge may include accounting, anthropology, consumer behaviour, economics, government, politics, planning, history, information technology, law, management, marketing, philosophy, psychology, sociology, transport and statistics.

Graduates of a bachelor degree can integrate theoretical and technical knowledge from a range of disciplines and bodies of knowledge to solve key problems and overcome challenges in tourism. For example, assess the social, economic and environmental impacts of a proposed tourism development with the guidance of more senior staff.

In addition, masters graduates can integrate more advanced disciplinary knowledge in complex contexts. For example, lead an assessment of the social, environmental and economic impact of a large tourism development.

### 3. Collaboration

For tourism graduates, this domain involves ways of effectively working with others in a variety of situations in the pursuit of common goals.

- **Bachelor graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.**
- **Masters graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.**

Tasks that demonstrate collaboration might include:

- understanding self and others;
- identifying and understanding the needs of key stakeholders in a destination;
- communicating ideas verbally and in writing;
- engaging with others to solve problems and initiate change;
- negotiating individual and collective interests;
- working with suppliers and operators in contexts ranging from local to global;

Some of the underlying bodies of knowledge that support application of collaborative skills may include social psychology, community development, cross-cultural dimensions, stakeholder theory, communication, negotiation and conflict resolution.

Bachelor graduates can engage with a limited range of stakeholders in routine tourism contexts to make operational decisions. For example, collaborate with travel suppliers to create a tour itinerary for an existing market.

In addition, masters graduates can engage with a wide range of stakeholders in diverse tourism contexts to make operational and strategic decisions. For example, collaborate with travel suppliers, inbound and outbound operators, government, tourism authorities, transport operators and the local community to plan and create a tour itinerary for a new market.

### 4. Problem solving

For tourism graduates, this domain involves the application of tools and techniques to make decisions and solve problems.

- **Bachelor graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop and evaluate solutions for straightforward tourism problems.**
- **Masters graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate, implement and evaluate new solutions for complex tourism problems.**

Tasks that demonstrate problem solving might include:

- identifying the existence of a problem;
- conceptualising and defining the problem;
- gathering information;
- identifying and selecting feasible solutions;
- planning and implementing operational and strategic solutions that optimise the sustainable management of financial, cultural, technological and physical resources;
- monitoring and evaluating outcomes;

# Masters graduates can engage with a wide range of stakeholders in diverse tourism contexts

Some of the tools that are used in problem solving may include economic, environmental and social impact assessments, balanced scorecards, CSFA (critical success factor analysis), fishbone diagrams, mind-mapping, PESTEL (politics, economics, social, technology, environment, legal), Porter's Five Forces Analysis, SWOT (strengths, weaknesses, opportunities, threats) analysis, and risk and crisis management.

Graduates of a bachelor degree can critically apply theoretical and technical knowledge and skills to solve routine tourism management problems. For example, work under supervision to identify the reasons for community dissatisfaction in a destination and suggest strategies to improve community attitudes towards tourism. In a commercial context, a bachelor graduate should be able to work under supervision to assess the financial, economic, social and environmental sustainability of an existing or proposed tourism operation.

In addition, a masters graduate can critically apply advanced theoretical and technical knowledge and skills to solve emerging and/or advanced tourism management problems. Solutions should be able to withstand scrutiny, review and represent viable and highly effective outcomes. For example, work independently to design and implement a system for monitoring and engaging with local communities to prevent negative community reactions. In a commercial context, a masters graduate should be able to work independently to

assess the financial, economic, social and environmental sustainability of an existing or proposed tourism operation.

## 5. Professional responsibility

For tourism graduates, this domain includes demonstrating reflexivity, mutuality and discernment and insight in their professional and personal behaviour.

- **Bachelor graduates will be able to 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.**
- **Masters graduates will be able to critically reflect on their performance and the performance of 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.**

Professional responsibility in tourism might be demonstrated by:

- Adaptability, flexibility and resilience;
- Initiative, leadership and entrepreneurship;
- Professional etiquette and codes of conduct;
- Reflection, learning and self-development;
- Social and community engagement;
- Equity and inclusion, with a clear emphasis on indigenous issues and perspectives;
- Practical wisdom and judgment.

## 9.1 Tourism continued ...

Some of the underlying bodies of knowledge that support demonstration of professional responsibility may include corporate social responsibility, sustainability, regulatory and safety requirements, service leadership, and professional codes of conduct.

Graduates of a bachelor degree can reflect on their actions to identify and execute improvements that lead to more sustainable tourism outcomes. For example, discerning the best way to deal with a simple complaint that respects the visitor, addresses their needs, and protects the interests of employers and residents. Further, reflect on outcomes and demonstrate a capacity to modify their approach.

In addition, masters graduates can reflect on their own actions as well as the actions of others to identify and execute improvements that lead to more sustainable tourism outcomes. For example, establish protocols for dealing with complaints from a range of stakeholders and communicate these protocols clearly to others to ensure they are appropriately implemented, monitored and reviewed. Further, reflect on outcomes and demonstrate a capacity to modify their approach.

## 9.2 Hospitality

### 1. Service and experience design

For hospitality graduates, this domain includes the practical design, implementation and management of services and experiences.

- **Bachelor graduates will be able to apply knowledge and skills to design and deliver hospitality services and experiences.**
- **Masters graduates will be able to apply advanced knowledge and skills to design and deliver innovative and sophisticated hospitality services and experiences.**

Tasks that demonstrate the knowledge and skills required to apply service and experience design might include:

- assess customer needs, wants, expectations and satisfaction;
- critique service delivery;
- enhance the customer experience.

Some of the underlying theories that support application of these skills may include SERVQUAL (including Confirmation-Disconfirmation Paradigm), blueprinting,

Graduates of a bachelor degree can integrate theoretical and technical knowledge from a range of disciplines and bodies of knowledge.

service failure and recovery, Service Dominant Logic and servicescapes.

Graduates of a bachelor degree can design and deliver services and experiences within the economic imperative of appropriate resource allocation and management, under the supervision of a manager, in a range of hospitality service settings which are routinely encountered in the first year or two after graduation. For example, review and improve a food-service operation that considers consumer behaviour, organisational capacity, financial performance and circumstances, aesthetics, human dynamics and ergonomics.

In addition, masters graduates can design and implement innovative and sophisticated services and experiences, in ambiguous and complex contexts, within the economic imperative of appropriate resource allocation and management, with minimal supervision. For example, use critical analysis skills to identify changing or undefined customer needs and the underlying costs of meeting such needs in the design and development of a food-service operation, which enjoys satisfactory demand, in a highly competitive market.

## 2. Interdisciplinary inquiry

For hospitality 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.

- **Bachelor graduates will be able to integrate a broad and coherent elementary, theoretical and operational knowledge of hospitality as an interdisciplinary field of research and practice.**
- **Masters graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of hospitality as an interdisciplinary field of research and practice.**

Tasks that demonstrate the knowledge and skills of interdisciplinary inquiry might include:

- applying theory from different disciplines to hospitality operations;

- integrating theories from different disciplines to better understand organisational challenges;
- drawing from diverse disciplines to understand hospitality as a contemporary social and industrial phenomenon.

Some of the disciplines that inform this knowledge may include accounting, anthropology, consumer behaviour, economics, history, information technology, law, management, marketing, philosophy, psychology, sociology and statistics.

Graduates of a bachelor degree can integrate theoretical and technical knowledge from a range of disciplines and bodies of knowledge to solve key hospitality problems and challenges. For example, operate a revenue management system under close supervision.

In addition, masters graduates can integrate more advanced disciplinary knowledge in more complex contexts. For example, design and implement entry-level revenue management procedures with minimum supervision.

## 3. Collaboration

For hospitality graduates, this domain involves ways of effectively working with others in a variety of situations in the pursuit of common goals.

- **Bachelor graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.**
- **Masters graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.**

Tasks that demonstrate collaboration might include:

- understanding self and others;
- understand organisational aims, culture and structure;
- communicating ideas verbally and in writing;
- engaging with others to work in teams;
- negotiating individual and collective interests.

## 9.2 Hospitality continued ...

Some of the underlying bodies of knowledge that support application of collaborative skills may be drawn from social psychology, organisational behaviour, communication, negotiation and conflict resolution.

Graduates of a bachelor degree can justify and communicate operational decisions in routine collaborative contexts involving key stakeholders, including peers, superiors, subordinates and guests. For example, work with internal clients and suppliers to use menu-engineering techniques to analyse an existing beverage menu.

In addition, masters graduates can justify and communicate strategic hospitality information in diverse collaborative contexts to a wide variety of stakeholders. For example, collaborate with owners, suppliers, management to plan and develop a new beverage menu.

### 4. Problem solving

For hospitality graduates, this domain involves the application of tools and techniques to make decisions and solve problems.

- **Bachelor graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine hospitality problems.**
- **Masters graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate and implement new ideas for solving complex hospitality problems.**

Tasks that demonstrate problem solving might include:

- identifying the existence of a problem;
- conceptualising and defining the problem;
- gathering information;
- identifying and selecting feasible solutions;
- planning and implementing appropriate solutions;
- monitoring and evaluating outcomes.

Some of the tools that are used in problem solving may include balanced scorecards, CSFA (critical success factor analysis) Fishbone diagrams, mind-mapping,

PESTEL (politics, economics, social, technology, environment, legal), Porter's Five Forces analysis and SWOT (strengths, weaknesses, opportunities, threats) analysis.

Graduates of a bachelor degree can critically apply theoretical and technical knowledge and skills to identify and solve routine hospitality operations problems, including assessment of financial business viability. For example, solve a short-term skills shortage in a local labour market in a not-for-profit social club by analysing the fit between the club's labour market needs and the availability of skills in the local population.

In addition, masters graduates can critically apply advanced theoretical and technical knowledge and skills to solve emerging and/or advanced hospitality management problems. For example, design and implement a workforce plan to suit the medium to long-term labour needs of the club.

### 5. Professional responsibility

For hospitality graduates, this domain includes demonstrating reflexivity, mutuality and discernment and insight in their professional and personal behaviour.

- **Bachelor graduates will be able to reflect on their own conduct and the performance of others to improve their own interpersonal and hospitality operational skills and knowledge.**
- **Masters graduates will be able to critically reflect on their performance and the performance of others and demonstrate initiative and professional responsibility in dynamic hospitality settings.**

Professional responsibility in hospitality might be demonstrated by:

- commitment to hospitable values;
- adaptability, flexibility and resilience;
- initiative, leadership and entrepreneurship;
- professional etiquette and protocols;
- reflection, learning and self-development;
- social and community engagement;
- equity and inclusion;
- practical wisdom and judgment;

# Masters graduates can seek performance feedback in hospitality management contexts to identify action learning opportunities.

Some of the underlying bodies of knowledge that support demonstration of professional responsibility may include corporate social responsibility, sustainability, organisational culture, motivational theories, service leadership and professional codes of conduct.

Graduates of a bachelor degree can critically reflect on performance feedback in hospitality operations contexts to identify and action learning opportunities and self-improvement. For example, discerning the best way to deal with a simple customer complaint in a casino that respects the customer, addresses their needs and protects the interests of their employer. Further, critically reflect on any feedback received and make appropriate modifications to their approach.

In addition, masters graduates can seek performance feedback in hospitality management contexts to identify action learning opportunities and self-improvement and initiate this process for others. For example, establish protocols for dealing with customer complaints in a casino that respects the customer, addresses their needs, and protects the interests of their employer. Further, critically reflect on and make any necessary modifications to the protocols before communicating them to senior management.

## 9.3 Events

This section provides background to each TLO and high-level examples of possible evidence of achievement. In all cases, examples are merely indicative and neither exhaustive nor prescriptive.

### 1. Service and experience design

For events graduates, this domain includes the practical design, implementation and management of services and experiences.

- **Bachelor graduates will be able to apply knowledge and skills to design and deliver event services and experiences.**
- **Masters graduates will be able to apply advanced knowledge and skills to design and deliver innovative and sophisticated events services and experiences.**

Tasks that demonstrate the knowledge and skills required to apply services and experiences might include:

- assessing customer needs, wants, expectations and satisfaction;
- critiquing service delivery and logistics;
- enhancing the customer experience.

## 9.3 Events continued ...

Some of the underlying bodies of knowledge that support application of these skills may include event management, event attendee motivations and satisfaction, event logistics and staging and human resource management in the event context.

Graduates of a bachelor degree can understand the strategic development of events, and design and deliver event services and experiences, under the supervision of a manager, in a range of event settings within the economic imperative of appropriate resource allocation and management. They are expected to understand the role of events in wider society, both now and in the past, which are routinely encountered in the first year or two after graduation. For example, 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.

In addition, masters graduates can design and implement innovative and sophisticated services and experiences, in ambiguous and complex contexts, with the ability to manage a team of event employees and liaise with all event stakeholders in a sustainable manner. For example, use critical analytical skills to design a logistics plan for an event to improve the overall event experience, taking into account catering, security, transport, permits and licensing, suppliers, deliveries, technical requirements and sustainability.

### 2. Interdisciplinary inquiry

For events graduates, this domain involves ways of

thinking and applying a body of knowledge drawn from several disciplines and fields of study to sufficient depth.

- **Bachelor graduates will be able to integrate a broad and coherent elementary, theoretical and operational knowledge of events as an interdisciplinary field of research and practice.**
- **Masters graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of events as an interdisciplinary field of research and practice.**

Tasks that demonstrate the knowledge and skills of interdisciplinary inquiry might include:

- applying theory from different disciplines to scan an environment;
- integrating theories from different disciplines to better understand organisational challenges;
- drawing from diverse disciplines to understand events as a contemporary social and industrial phenomenon.

Some of the disciplines that inform this knowledge may include accounting, anthropology, consumer behaviour, economics, history, information technology, law, management, marketing, philosophy, psychology, sociology and statistics.

Graduates of a bachelor degree can integrate theoretical and technical knowledge from a range of disciplines and bodies of knowledge to critique and solve key event problems and challenges. For example, review the existing integrated marketing communications plan for an event under close supervision.

Masters graduates can design and implement innovative and sophisticated services

In addition, masters graduates can critically integrate more advanced disciplinary knowledge in more complex contexts. For example, design and implement an event's new integrated marketing communications strategy under minimum supervision.

### 3. Collaboration

For events graduates, this domain involves ways of effectively working with others in a variety of situations in the pursuit of common goals.

- **Bachelor graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.**
- **Masters graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.**

Tasks that demonstrate collaboration might include:

- understanding self and others;
- understanding organisational aims, culture and structure;
- communicating ideas verbally and in writing;
- engaging with others to work in teams
- negotiating individual and collective interests

Some of the underlying bodies of knowledge that support application of collaborative skills may be drawn from social psychology, organisational behaviour, communication, negotiation and conflict resolution.

Graduates of a bachelor degree can justify and communicate operational decisions in routine collaborative contexts involving a limited range of key stakeholders. For example, collaborate with suppliers and management to improve the flow of crowds at the event site.

In addition, masters graduates can justify and communicate strategic event information in diverse collaborative contexts to a wide variety of stakeholders. They are expected to demonstrate the ability to develop new stakeholder relationships and manage existing relationships. For example, collaborate with

management, local authorities and emergency services to develop an integrated risk management plan to manage event crowding.

### 4. Problem solving

For events graduates, this domain involves the application of tools and techniques to make decisions and solve problems.

- **Bachelor graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine events problems.**
- **Masters graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate and implement new ideas for solving complex events' problems.**

Tasks that demonstrate problem solving might include:

- identifying the existence of a problem;
- conceptualising and define the problem;
- gathering information;
- identifying and selecting feasible solutions;
- planning and implementing appropriate solutions;
- monitoring and evaluating outcomes.

Some of the tools that are used in problem solving may include balanced scorecards, CSFA (critical success factor analysis) Fishbone diagrams, mind-mapping, PESTEL (politics, economics, social, technology, environment, legal), Porter's Five Forces analysis and SWOT (strengths, weaknesses, opportunities, threats) analysis.

Graduates of a bachelor degree can critically apply theoretical and technical knowledge and creative skills to solve routine event management problems, including assessment of the financial viability of events. For example, assess volunteer staffing needs at an event and liaise with community organisations to source the required number of volunteers.

In addition, masters graduates can critically apply advanced theoretical and technical knowledge and skills to solve emerging and/or advanced and complex event

## 9.3 Events continued ...

management problems. They would be expected to apply their knowledge and skills to arrive at financially feasible and viable solutions in a timely manner. For example, design and implement a workforce plan including both volunteers and paid staff to suit the medium to long-term labour needs of the event.

### 5. Professional responsibility

For events graduates, this domain includes demonstrating reflexivity, mutuality and discernment and insight in their professional and personal behaviour.

- **Bachelor graduates will be able to reflect on their own conduct and the performance of others to improve their own interpersonal skills and independent learning capabilities in routine events settings.**
- **Masters graduates will be able to critically reflect on their performance and the performance of others and demonstrate initiative and professional responsibility in dynamic events settings.**

Professional responsibility in events might be demonstrated by:

- adaptability, flexibility and resilience;
- initiative, leadership and entrepreneurship;
- professional etiquette and protocols;
- reflection, learning and self-development;
- social and community engagement;
- equity and inclusion;
- practical wisdom and judgment.

Some of the underlying bodies of knowledge that support demonstration of professional responsibility may include corporate social responsibility, sustainability, organisational culture, motivational theories, service leadership and professional codes of conduct.

Graduates of a bachelor degree can reflect on performance feedback in event operations contexts to identify and action learning opportunities and self-improvement. For example, discerning the best way to deal with a simple customer complaint during an event that respects the customer, addresses their needs and protects the interests of their employer. Further, reflect on any feedback received and make appropriate modifications to their approach.

In addition, masters graduates can seek and reflect on performance feedback in event management contexts to identify action learning opportunities and self-improvement and initiate this process for others. For example, establish protocols for dealing with event attendee customer complaints. Further, reflect continuously on and make any necessary modifications to the protocols before communicating them to senior management.

# 10. Detailed Assessment Examples

Detailed assessment examples of how educators can document students' mastery of the agreed upon TLOs through various curriculum, pedagogy

and assessment practices are available for download on the project website at [www.tourismhospitalityeventstandards.org](http://www.tourismhospitalityeventstandards.org)

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# Appendix 1:

## Terms of reference and membership

### Tourism Hospitality and Events Project Team

#### Terms of Reference

- Review relevant pre-reading on current national and international context;
- Develop and refine drafts of threshold learning outcomes for bachelor and masters TH&E coursework graduates considering academic, professional and industry perspectives;
- Engage actively, constructively and independently in face-to-face meetings and other forums;
- Develop and implement an appropriate process for receiving and dealing with discipline feedback from academic, professional and industry perspectives;
- Respond appropriately and promptly to feedback for subsequent draft and final versions.

#### Membership

- Dr Paul A. Whitelaw (Project Leader), Associate Director, Higher Education and Quality, William Angliss Institute
- Associate Professor Pierre Benckendorff (Project Partner), Tourism, University of Queensland
- Dr Michael J. Gross (Project Partner), Program Director Hospitality, University of South Australia
- Dr Judith Mair (Team member), Senior Lecturer Events, University of Queensland
- Mrs Penny Jose (Project Manager), Victoria University

### Australian Business Deans Council Expert

#### Advisory Panel

#### Terms of Reference

- Review relevant pre-reading on current national and international context;
- Provide input into drafts of minimum learning outcomes for TH&E bachelor and coursework master graduates considering academic, professional, industry perspectives;
- Engage actively, constructively and independently in face-to-face meetings and other forums and respond promptly to email requests for engagement;
- Respond appropriately to feedback for subsequent draft and final versions.

#### Membership

- Professor Lawrence Pratchett, Dean Faculty of Business, Government and Law University of Canberra (Chair)
- Professor Margaret Deery, formerly University of Canberra
- Mr Ian Hill, (CEO) Visit Canberra
- Professor Byron Keating, Director, Research School of Management, Australian National University
- Ms Juliana Payne, CEO, National Tourism Alliance, NSW
- Dr Scott Richardson, Director of Academic Affairs and Head of School, BMIHMS, Sydney
- Ms Ruth Weir, Policy Officer, Department of Foreign Affairs and Trade, ACT

### Australian Business Deans Council Scholar

- Associate Professor Mark Freeman, The University of Sydney Business School

#### Project Evaluator

- Professor David Airey, University of Surrey, UK

#### Oversight and Support

- Professor Alison Morrison, Tourism and Hospitality, formerly Victoria University
- Associate Professor Leonie Lockstone-Binney, Discipline Leader, Victoria University

### Industry and Professional Association Support

- Council for Australasian Tourism and Hospitality Education (CAUTHE)
- International Centre of Excellence in Tourism and Hospitality Education (THE-ICE)
- National Tourism Alliance (NTA)
- Tourism Transport Forum (TTF)

# Appendix 2:

## Sample Tourism, Hospitality and Event career outcomes

### BACHELOR AND MASTERS DEGREE GRADUATES, BY OCCUPATION (TOP 25), 2011, 2012 AND 2013

(Australian citizens/permanent residents in full-time employment only)

Hospitality/Events Management	%	Tourism Management	%
Conference and event organiser	11.8	Conference and event organiser	9.4
Hotel or motel receptionist	9.3	Travel consultant	6.9
Marketing specialist	4.0	Hotel or motel receptionist	6.5
Sales assistant (general)	3.4	Marketing specialist	5.4
Waiter	2.9	Receptionists	3.9
Cafe or restaurant manager	2.8	Bar attendant	2.2
Hotel service manager	2.5	Cafe and restaurant manager	1.9
General clerk	2.4	Ticket seller	1.7
Hospitality workers	2.2	Retail manager (general)	1.6
Program or project administrator	2.2	Waiter	1.5
Hotel or motel manager	1.8	Tourist information officer	1.3
Receptionist (general)	1.8	Public relations professional	1.2
Retail manager (general)	1.6	Recruitment consultant	1.0
Travel consultant	1.6	Aircraft baggage handler and airline ground crew	1.0
Bar attendant	1.6	Customer service manager	0.9
Advertising and marketing professionals	1.4	Sales, marketing and public relations professionals	0.7
Conference and event organisers	1.1	Bank worker	0.7
Recruitment consultant	0.9	Accommodation and hospitality manager	0.7
Corporate general manager	0.9	Travel agency manager	0.6
Sales, marketing and public relations professionals	0.9	Manager	0.4
Human resource adviser	0.5	Public relations manager	0.4
Clerical and office support workers	0.5	Faculty head	0.4
Sales and marketing manager	0.4	Arts administrator or manager	0.4
Sports centre manager	0.3	Accountant (general)	0.4
ICT business analyst	0.3		
Other	41.1	Other	49.0
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

Source: Australian Graduate Survey, 2011, 2012 and 2013, Graduate Careers Australia

# Appendix 3:

## Sample of individual Tourism, Hospitality and Event career progression pathways

**TABLE A**

<b>WITHIN 4 MONTHS OF GRADUATION*</b>
Administrative manager
Assistant manager
Concierge team leader
Conference and events sales co-ordinator
Customer service officer/supervisor
Domestic corporate travel consultant
Duty manager
Events manager
F&B attendant/trainee/supervisor/manager
Front office supervisor/manager
Kitchen manager
Online product co-ordinator
Payroll officer
Project manager
Reception supervisor
Reservation sales agent/consultant
Sales and marketing co-ordinator/manager
Travel consultant

\*Source: *Australian Graduate Survey*, 2010- 2012, Victoria University data, Graduate Careers Australia

**TABLE B**

<b>MORE THAN 1 YEAR POST-GRADUATION ^</b>	<b>YEARS SINCE GRADUATED</b>
Regional manager	26
Deputy general manager	19
Vice president operations – Greater China	18
General manager commercial operations	17
Manager Australia	14
Events manager	11
Director and founder	9
Accor QF lounge manager	8
Revenue manager	8
State sales manager	8
Business development manager	7
Business adviser business & international	7
Franchisee	7
Corporate accounts executive	6
Assistant director of food & beverage	6
General manager	6
Hotel front office supervisor	6
Duty airport manager	5
General manager	4
Catering manager	4
Consultant	4
Sales manager	4
General manager	3
Tourism manager	2
Restaurant owner	2

^ Sample of job functions of alumni as reported in Victoria University *Degrees* magazines from 2007-2012

# Appendix 4:

## Explanatory notes for the learning domains

LEARNING DOMAINS	EXPLANATION OF LEARNING OUTCOMES DESCRIPTORS AND ALIGNMENT WITH THE AQF
<b>SERVICE AND EXPERIENCE DESIGN</b>	For TH&E graduates, this domain includes design, implementation and management of services and experiences.
<b>INTERDISCIPLINARY INQUIRY</b>	<p>For TH&amp;E graduates, this domain involves ways of thinking and applying a body of knowledge drawn from several disciplines and fields of study to sufficient depth.</p> <p>This TLO aligns with the AQF outcome which states that bachelor degree graduates will</p> <ul style="list-style-type: none"> <li>■ apply a broad and coherent body of knowledge in a range of contexts</li> </ul> <p>In addition, the AQF states that masters graduates will</p> <ul style="list-style-type: none"> <li>■ have an understanding of recent developments in a discipline and/or area of professional practice</li> </ul>
<b>COLLABORATION</b>	<p>For TH&amp;E graduates, this domain involves ways of working with others in a variety of situations in the pursuit of common goals.</p> <p>This TLO aligns with the AQF outcome that a bachelor degree will</p> <ul style="list-style-type: none"> <li>■ have communication skills to present a clear, coherent and independent exposition of knowledge and ideas; and</li> <li>■ demonstrate the application of knowledge and skills in collaboration with others within broad parameters.</li> </ul> <p>In addition, the AQF states that masters graduates will be able to</p> <ul style="list-style-type: none"> <li>■ justify and interpret professional decisions to specialist and non-specialist audiences</li> </ul>
<b>PROBLEM SOLVING</b>	<p>For TH&amp;E graduates, this domain involves the application of tools and techniques to make decisions and solve problems.</p> <p>The AQF requires bachelor graduates to demonstrate:</p> <ul style="list-style-type: none"> <li>■ initiative and judgment in planning, problem solving and decision-making in professional practice</li> <li>■ cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence</li> </ul> <p>In addition, the AQF states that masters graduates will</p> <ul style="list-style-type: none"> <li>■ demonstrate the application of knowledge and skills with creativity and initiative to new situations in professional practice</li> <li>■ have cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level</li> <li>■ plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.</li> </ul>
<b>PROFESSIONAL RESPONSIBILITY</b>	<p>For TH&amp;E graduates, this domain includes demonstrating reflexivity, mutuality and discernment and insight in their professional and personal behaviour.</p> <p>This TLO aligns with the AQF attribute related to application of knowledge and skills that bachelor graduates demonstrate</p> <ul style="list-style-type: none"> <li>■ responsibility and accountability for own learning and professional practice within broad parameters</li> <li>■ adapt knowledge and skills in diverse contexts</li> </ul> <p>In addition, the AQF states that masters graduates will demonstrate</p> <ul style="list-style-type: none"> <li>■ a high level personal autonomy and accountability</li> <li>■ creativity and initiative to new situations in professional practice and/or for further learning</li> </ul>

# Appendix 5:

## Learning outcomes descriptors for Levels 7 and 9 Tourism programs

This specification informs the design and accreditation of bachelor and masters (coursework) degree qualifications. The table below proposes the key domains of learning relevant to **tourism**.

LEARNING DOMAINS	TOURISM THRESHOLD LEARNING OUTCOMES	
	Level 7 Bachelor Degree	Level 9 Masters (Coursework) Degree
<b>SERVICE AND EXPERIENCE DESIGN</b>	Graduates will be able to apply knowledge and skills to design and deliver sustainable tourism services and experiences.	Graduates will be able to apply advanced knowledge and skills to design and deliver meaningful, high-quality, sustainable tourism services and experiences.
<b>INTERDISCIPLINARY INQUIRY</b>	Graduates will be able to integrate a broad and coherent elementary, theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.	Graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.
<b>COLLABORATION</b>	Graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.	Graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.
<b>PROBLEM SOLVING</b>	Graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop and evaluate solutions for straightforward tourism problems.	Graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate, implement and evaluate new solutions for complex tourism problems.
<b>PROFESSIONAL RESPONSIBILITY</b>	Graduates will be able to 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.	Graduates will be able to 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.

# Appendix 6:

## Learning outcomes descriptors for Levels 7 and 9 Hospitality programs

This specification informs the design and accreditation of bachelor and masters (coursework) degree qualifications. The table below proposes the key domains of learning relevant to **hospitality**.

LEARNING DOMAINS	HOSPITALITY THRESHOLD LEARNING OUTCOMES	
	Level 7 Bachelor Degree	Level 9 Masters (Coursework) Degree
<b>SERVICE AND EXPERIENCE DESIGN</b>	Graduates will be able to apply knowledge and skills to design and deliver hospitality services and experiences.	Graduates will be able to apply advanced knowledge and skills to design and deliver innovative and sophisticated hospitality services and experiences.
<b>INTERDISCIPLINARY INQUIRY</b>	Graduates will be able to integrate a broad and coherent elementary, theoretical and operational knowledge of hospitality as an interdisciplinary field of research and practice.	Graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of hospitality as an interdisciplinary field of research and practice.
<b>COLLABORATION</b>	Graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.	Graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.
<b>PROBLEM SOLVING</b>	Graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine hospitality problems.	Graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate and implement new ideas for solving complex hospitality problems.
<b>PROFESSIONAL RESPONSIBILITY</b>	Graduates will be able to reflect on their own conduct and the performance of others to improve their own interpersonal and hospitality operational skills and knowledge.	Graduates will be able to critically reflect on the performance of self and others and demonstrate initiative and professional responsibility in dynamic hospitality settings.

# Appendix 7:

## Learning outcomes descriptors for Levels 7 and 9 Events programs

This specification informs the design and accreditation of bachelor and masters (coursework) degree qualifications. The table below proposes the key domains of learning relevant to **events**.

LEARNING DOMAINS	EVENTS THRESHOLD LEARNING OUTCOMES	
	Level 7 Bachelor Degree	Level 9 Masters (Coursework) Degree
<b>SERVICE AND EXPERIENCE DESIGN</b>	Graduates will be able to apply knowledge and skills to design and deliver event services and experiences.	Graduates will be able to apply advanced knowledge and skills to design and deliver innovative and sophisticated events services and experiences.
<b>INTERDISCIPLINARY INQUIRY</b>	Graduates will be able to integrate a broad and coherent elementary, theoretical and operational knowledge of events as an interdisciplinary field of research and practice.	Graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of events as an interdisciplinary field of research and practice.
<b>COLLABORATION</b>	Graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.	Graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.
<b>PROBLEM SOLVING</b>	Graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine events problems.	Graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate and implement new ideas for solving complex events problems.
<b>PROFESSIONAL RESPONSIBILITY</b>	Graduates will be able to reflect on their own conduct and the performance of others to improve their own interpersonal skills and independent learning capabilities in routine events settings.	Graduates will be able to critically reflect on the performance of self and others and demonstrate initiative and professional responsibility in dynamic events settings.

# Appendix 8:

## Learning outcomes descriptors compared for Level 7 Tourism, Hospitality and Event programs

This table, informed by the previous tables, permits direct comparison across the three areas at **Level 7**.

LEARNING DOMAINS	LEVEL 7 THRESHOLD LEARNING OUTCOMES		
	Tourism	Hospitality	Events
<b>SERVICE AND EXPERIENCE DESIGN</b>	Graduates will be able to apply knowledge and skills to design and deliver sustainable tourism services and experiences.	Graduates will be able to apply knowledge and skills to design and deliver hospitality services and experiences.	Graduates will be able to apply knowledge and skills to design and deliver event services and experiences.
<b>INTERDISCIPLINARY INQUIRY</b>	Graduates will be able to integrate a broad and coherent, elementary, theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.	Graduates will be able to integrate a broad and coherent theoretical and operational knowledge of hospitality as an interdisciplinary field of research and practice.	Graduates will be able to integrate a broad and coherent theoretical and operational knowledge of events as an interdisciplinary field of research and practice.
<b>COLLABORATION</b>	Graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.	Graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.	Graduates will be able to work together with key stakeholders to acquire and convey knowledge and ideas effectively to achieve shared goals in unambiguous contexts.
<b>PROBLEM SOLVING</b>	Graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop and evaluate solutions for straightforward tourism problems.	Graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine hospitality problems.	Graduates will be able to apply cognitive skills to collect, analyse and synthesise information to develop solutions and evaluate outcomes for routine events problems.
<b>PROFESSIONAL RESPONSIBILITY</b>	Graduates will be able to 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.	Graduates will be able to reflect on their own conduct and the performance of others to improve their own interpersonal and hospitality operational skills and knowledge.	Graduates will be able to reflect on their own conduct and the performance of others to improve their own interpersonal skills and independent learning capabilities in routine events settings.

# Appendix 9:

## Learning outcomes descriptors compared for Level 9 Tourism, Hospitality and Event programs

This table, informed by the previous tables, permits direct comparison across the three areas at **Level 9**.

LEARNING DOMAINS	LEVEL 9 THRESHOLD LEARNING OUTCOMES		
	Tourism	Hospitality	Events
<b>SERVICE AND EXPERIENCE DESIGN</b>	Graduates will be able to apply advanced knowledge and skills to design and deliver meaningful, high quality, sustainable tourism services and experiences.	Graduates will be able to apply advanced knowledge and skills to design and deliver innovative and sophisticated hospitality services and experiences.	Graduates will be able to apply advanced knowledge and skills to design and deliver innovative and sophisticated events services and experiences.
<b>INTERDISCIPLINARY INQUIRY</b>	Graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of tourism as an interdisciplinary field of research and practice.	Graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of hospitality as an interdisciplinary field of research and practice.	Graduates will be able to demonstrate a critical, advanced, contemporary and integrated theoretical and operational knowledge of events as an interdisciplinary field of research and practice.
<b>COLLABORATION</b>	Graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.	Graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.	Graduates will be able to work together with diverse stakeholders to integrate complex knowledge and convey ideas effectively to achieve shared goals in ambiguous contexts.
<b>PROBLEM SOLVING</b>	Graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate, implement and evaluate new solutions for complex tourism problems.	Graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate and implement new ideas for solving complex hospitality problems.	Graduates will be able to apply cognitive, creative and reflective skills to collect, analyse and synthesise information to generate and implement new ideas for solving complex events' problems.
<b>PROFESSIONAL RESPONSIBILITY</b>	Graduates will be able to 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.	Graduates will be able to critically reflect on the performance of self and others and demonstrate initiative and professional responsibility in dynamic hospitality settings.	Graduates will be able to critically reflect on the performance of self and others and demonstrate initiative and professional responsibility in dynamic events settings.

# Appendix 10:

## One selected domain example comparison between Tourism, Hospitality and Events

This table, informed by the previous tables, permits direct comparison across the three areas at **Level 7**.

	<b>EXAMPLE: SERVICE AND EXPERIENCE DESIGN (AQF 7)</b>		
	Tourism	Hospitality	Events
<b>TASKS THAT DEMONSTRATE THE DOMAIN IN SITU</b>	<ul style="list-style-type: none"> <li>■ assessing visitor motives, expectations, and satisfaction;</li> <li>■ auditing and critiquing the experiences offered by a destination and its competitors;</li> <li>■ staging, packaging or marketing a sustainable visitor experience.</li> </ul>	<ul style="list-style-type: none"> <li>■ assess customer needs, wants, expectations and satisfaction;</li> <li>■ critique service delivery;</li> <li>■ enhance the customer experience.</li> </ul>	<ul style="list-style-type: none"> <li>■ assess customer needs, wants, expectations and satisfaction;</li> <li>■ critique service delivery and logistics;</li> <li>■ enhance the customer experience;</li> </ul>
<b>BODIES OF KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>	<ul style="list-style-type: none"> <li>■ SERVQUAL (including Confirmation-Disconfirmation Paradigm), blueprinting, service failure and recovery, Service Dominant Logic and Servicescapes.</li> </ul>	<ul style="list-style-type: none"> <li>■ Event management, event attendee motivations and satisfaction, event logistics and staging and human resource management in the event context.</li> </ul>
<b>ASSESSMENT EXAMPLE</b>	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>	<ul style="list-style-type: none"> <li>■ Review and improve a food-service operation that considers consumer behaviour, organisational capacity, financial performance and circumstances, aesthetics, human dynamics and ergonomics.</li> </ul>	<ul style="list-style-type: none"> <li>■ 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.</li> </ul>

# Appendix 11:

## Australian Qualifications Framework

This specification informs the design and accreditation of bachelor and masters (coursework) degree qualifications.

	<b>LEARNING OUTCOMES DESCRIPTORS</b>	
	Level 7 Bachelor Degree	Level 9 Masters (Coursework) Degree
<b>PURPOSE</b>	Graduates at this level will have a broad and coherent knowledge for professional work.	The Masters Degree (Coursework) qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice or scholarship as a pathway for further learning.
<b>KNOWLEDGE</b>	The Bachelor Degree qualifies individuals who apply a broad and coherent body of knowledge in a range of contexts to undertake professional work and as a basis for independent lifelong learning.	Graduates at this level will have: <ul style="list-style-type: none"> <li>■ a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice;</li> <li>■ knowledge of research principles and methods applicable to a field of work and/or learning.</li> </ul>
<b>SKILLS</b>	Graduates of a Bachelor Degree will have: <ul style="list-style-type: none"> <li>■ cognitive skills to review critically, analyse, consolidate and synthesise knowledge;</li> <li>■ cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas;</li> <li>■ cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence;</li> <li>■ communication skills to present a clear, coherent and independent exposition of knowledge and ideas.</li> </ul>	Graduates of Masters Degree (Coursework) will have: <ul style="list-style-type: none"> <li>■ cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship;</li> <li>■ cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories, and to apply established theories to different bodies of knowledge or practice;</li> <li>■ cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level;</li> <li>■ communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences;</li> <li>■ technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship.</li> </ul>
<b>APPLICATION OF KNOWLEDGE AND SKILLS</b>	Graduates of a Bachelor Degree will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>■ with initiative and judgment in planning, problem solving and decision making in professional practice and/or scholarship;</li> <li>■ to adapt knowledge and skills in diverse contexts;</li> <li>■ with responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters.</li> </ul>	Graduates of a Masters degree (Coursework) will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>■ with creativity and initiative to new situations in professional practice and/or for further learning;</li> <li>■ with high-level personal autonomy and accountability;</li> <li>■ to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.</li> </ul>

Source: <http://www.aqf.edu.au/wp-content/uploads/2013/05/AQF-2nd-Edition-January-2013.pdf>

# Appendix 12:

## Learning domains compared with other disciplines

	<b>ACCOUNTING</b>	<b>ECONOMICS</b>	<b>ENVIRONMENT &amp; SUSTAINABILITY</b>	<b>FINANCE</b>	<b>GEOGRAPHY</b>	<b>MARKETING</b>	<b>SOCIOLOGY</b>	<b>UK HLSTE<sup>1</sup></b>
	<b>2010</b>	<b>2013</b>	<b>2015</b>	<b>2014</b>	<b>2010</b>	<b>2012</b>	<b>2012</b>	<b>2008</b>
<b>TOURISM, HOSPITALITY &amp; EVENTS</b>								
<b>2015</b>								
<b>INTERDISCIPLINARY INQUIRY</b>	Knowledge	Knowledge	Transdisciplinary knowledge	Knowledge	Knowing	Knowledge	Knowledge and understanding	Knowledge Transdisciplinary inquiry
<b>SERVICE AND EXPERIENCE DESIGN</b>								
<b>COMMUNICATION</b>	Communication and Teamwork	Communication		Communication	Communicating	Communication	Engagement	Communication
<b>PROBLEM SOLVING</b>	Application Skills	Application	Skills for environment and sustainability	Application and judgement	Investigating and problem-solving		Skills	Skills management Skills for sustainability Information management Problem solving
		Data analysis	Systemic understanding	Analysis and interpretation		Analysis		Analysis Interpretation Understanding complexity
	Judgment				Thinking	Judgment		Judgment
<b>PROFESSIONAL RESPONSIBILITY</b>	Self-Management	Reflection	Ethical practice	Discipline awareness	Self-directing and collaborating	Social responsibility		Self-management Professional, civic and personal responsibility Reflection

<sup>1</sup> QAA. (2008). Subject benchmark statement: Hospitality, leisure, sport and tourism. Mansfield, UK: The Quality Assurance Agency for Higher Education.

For further information see the Setting the Standard project website  
[www.tourismhospitalityeventstandards.org](http://www.tourismhospitalityeventstandards.org)