Structured Work Placement within the School of Culinary Arts and Food Technology: A Focus on Mobility Matters and Measured Outcomes

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Structured Work Placement (SWP) within the School of Culinary Arts and Food Technology (SCAFT):
A focus on 'mobility matters' and measured outcomes.

Session Presenters:
❑ *Frank Jacoby*
❑ *Stephen Shanley*
❑ *Dr. Frank Cullen*

Professional Development as Outcome of the Professionalisation Process

Hall (1968, p.57) suggests that 'the presence of professionals in an organisation affects the structure of the organisation, while at the same time, the organisational structure can affect the professionalisation process'.

Further outlining related phenomena affecting the social structure of Western societies of the 20th century, Hall specifically lists 'the increasing professionalisation of the labour force' as those 'occupational groups that have held the status of "marginal professions" and which have subsequently intensified their efforts to be acknowledged as full-fledged professions' (Hall, 1968, p.58; Snizek, 1972; Ritchie and Genoni, 2002; Swailes 2003).

Professional Development as Outcome of the Professionalisation Process

The structure of the professional model according to Wilensky (1964) and adopted by Hall in his study of professionalisation notes that one must recognise the attitudinal or dispositional characteristics which include the individuals' vocational sense or 'sense of calling'.

The attitudinal attributes of professionalism reflect the manner in which the practitioners view their work, coupled with the underlying assumption that there is some correspondence between attitudes and behaviour, for it is such attitudes or dispositions which comprise an integral part of the work of the professional.

A New Identity for the Culinary Arts

- The development of the Culinary Arts discipline is representative of what Becher (1989) has identified as a 'distinct academic tribe and/or territory' which is inextricably linked with various forms of capital i.e. cultural and social.

- Becher's theoretical framework for distinct disciplinary cultures illuminate the nature or specifics of the body of knowledge, and the associated fields or 'territories' of professional/disciplinary groupings or 'tribes'.
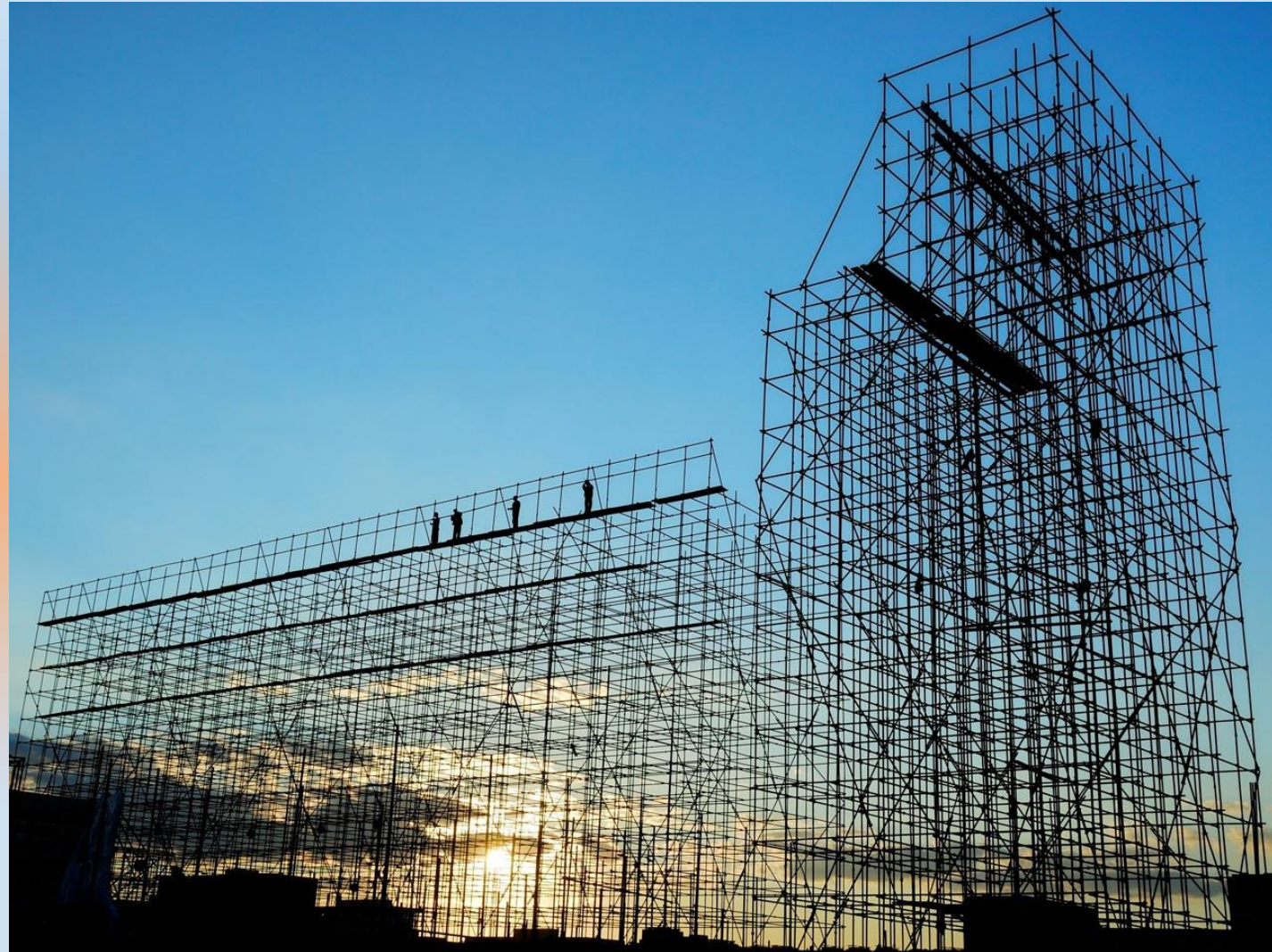
The Professionalisation Process and Identity Formation

'I act because of who I am,' not because of a rational interest or set of learned values (Somers and Gibson, 1994, p.53).

A Model for Learning in Working Life

The paradigm of WBL focuses on action-in-the-world, on connectivity, on complexity, on potential, and is based on the belief that learning changes both the learner and the learner's environment. It focuses on the agentic power of the learner at both individual and group levels and prefers an andragogical, and even a heutagogical rather than a pedagogical or training model of learning.

In WBL organisation learning is contingent on the situatedness and communal nature of learning with the worker-learner being both influenced by, and influencing, the workplace. The WBL paradigm considers it essential that programme design is practice-centred with learning tasks constructed and emerging from the lived world of work practice enabling co-creation, co-generation and collective ownership of knowledge

Murphy, 2008

Learning at the Workplace

EMPLOYEES' LEARNING PROCESSES

- work experience
- education and training
- social background

LEARNING AT
THE WORKPLACE

Working Practice

THE TECHNICAL-
ORGANISATIONAL
LEARNING ENVIRONMENT

- division of work and work content
- autonomy and application of qualifications
- possibilities of social interaction
- strain and stress

THE SOCIAL-CULTURAL
LEARNING ENVIRONMENT

- communities of work
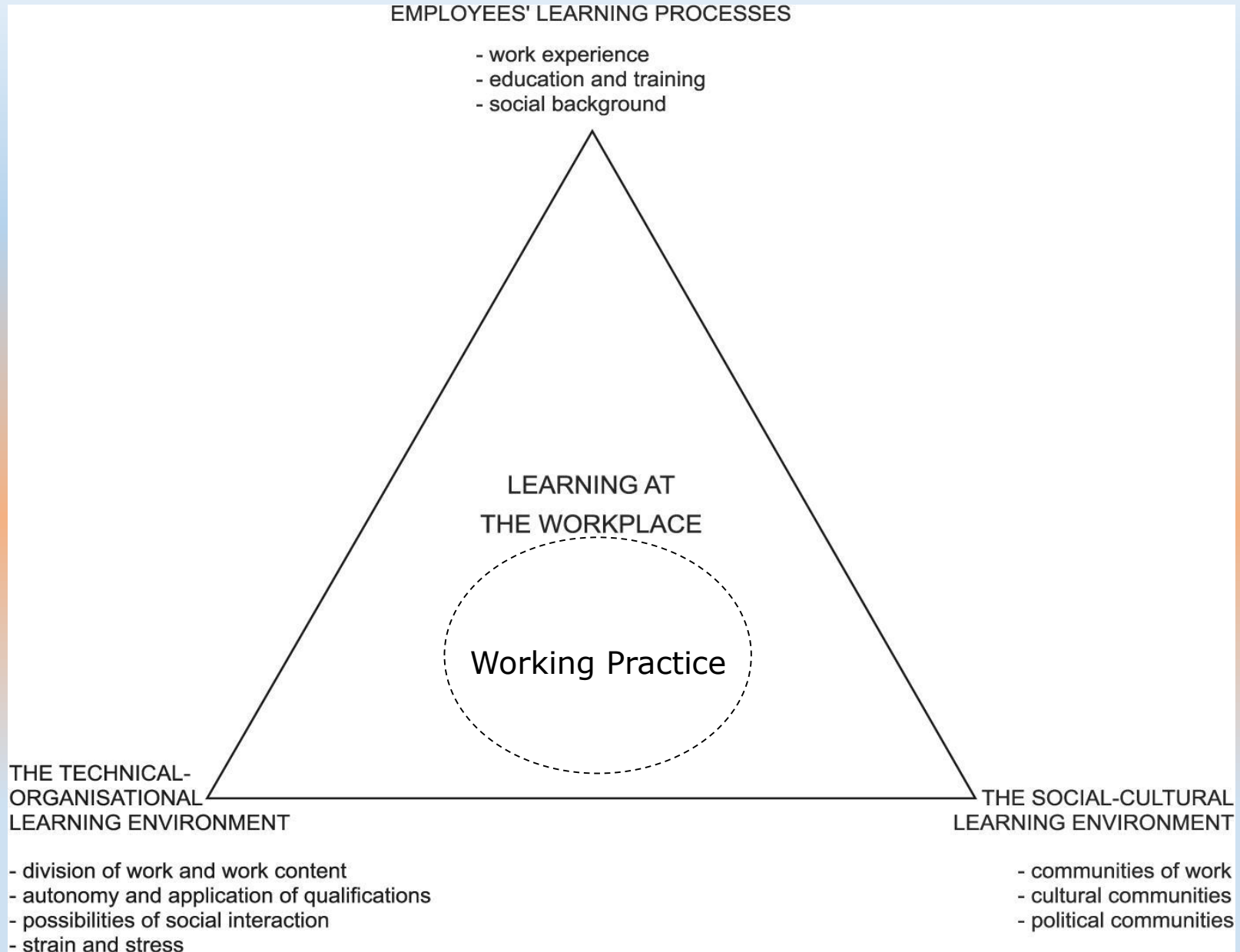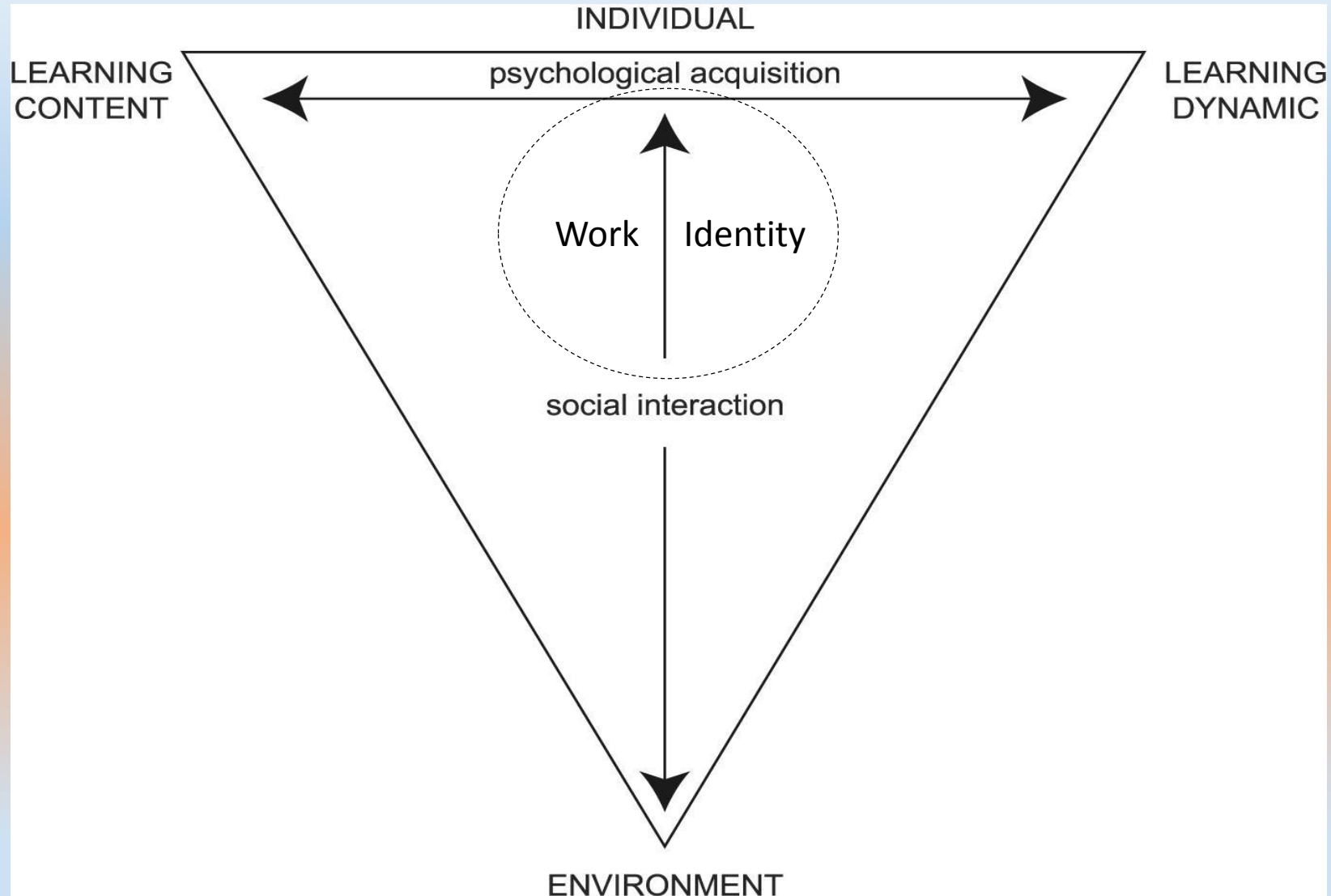- cultural communities
- political communities

Figure 1: Illeris 2004 – A model for learning at the workplace, developed by Jørgensen and Warring 2001, (p.432)

The Process and Dimensions of Learning

The process and dimensions of learning (p. 436)

Learning in Working Life
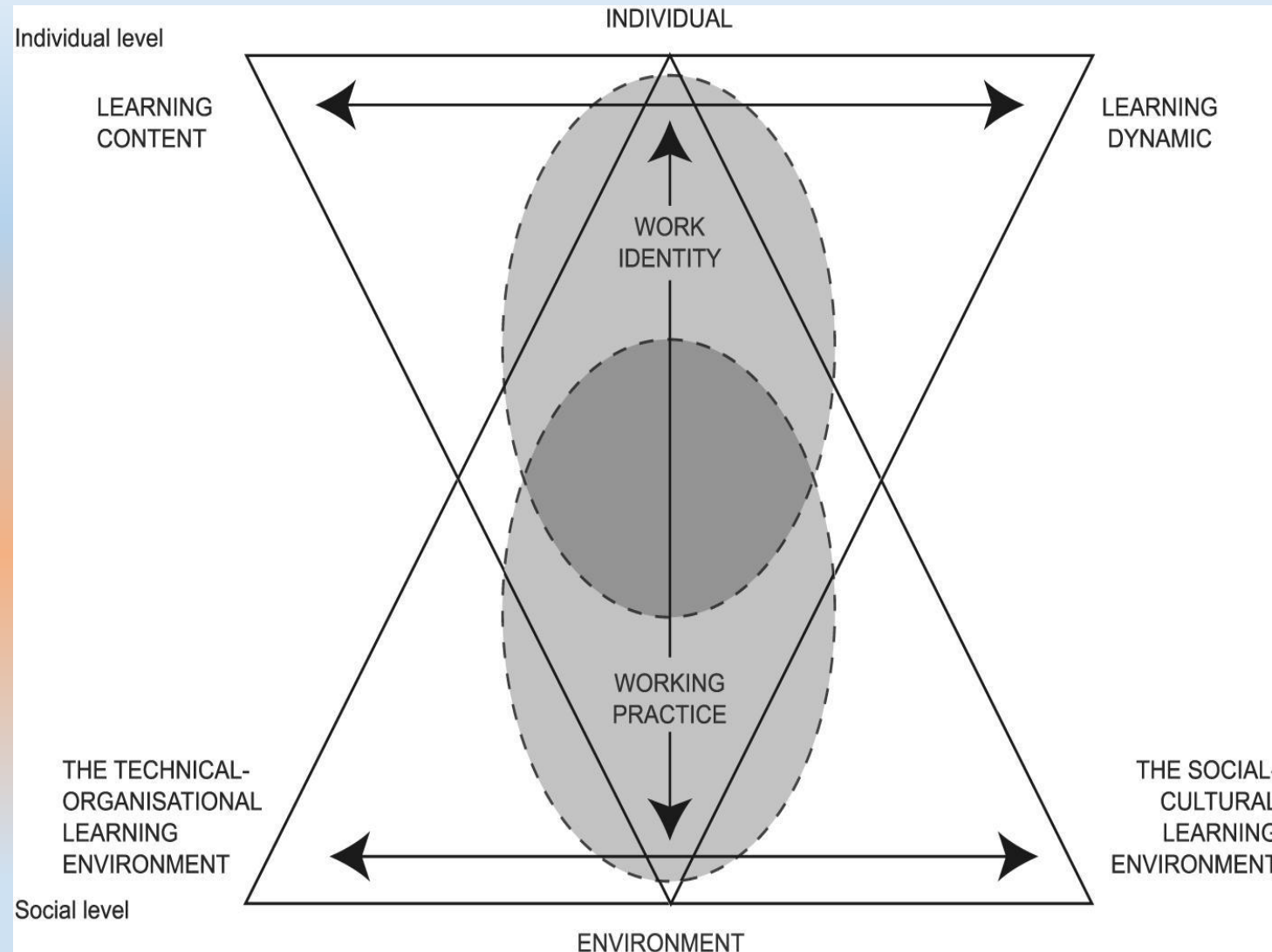
Workplace Learning vs College Knowledge

1. A formal partnership around learning is established between the educational institution and an external organisation. These partnerships are often formalised by a contractual arrangement or memorandum of understanding and they are designed to benefit both parties.

2. Each learner negotiates an individual plan with both the university and the organisation. It is also essential that learners are seen and identified as employees of the external organisation.

Workplace Learning vs College Knowledge

3. The programme is centred on the needs of the workplace rather than being framed by a disciplinary or professional curriculum. Work is the curriculum.

4. Learners are engaged in a process of recognition of current competencies. Current competencies refer to what they can do now, not what they can demonstrate they have achieved in the past.

Workplace Learning vs College Knowledge

5. The programme is centred on the needs of the workplace rather than being framed by a disciplinary or professional curriculum. Work is the curriculum.

6. Learning projects are undertaken in the workplace. These are oriented to the challenges of work and the future needs of the learner and the organisation. Module outcomes and modes of assessment are aligned as part of an inclusive learning plan, whereby an overarching and trans-disciplinary framework of standards and levels are being applied to the assessment of student learning

Two Fields of Learning: a comparison between the fields of HE and workplace learning

	Higher Education	Workplace Learning
1.	Learner-centred discourse well established	Learner-centred discourse hardly visible (sometimes competency-centred, sometimes production-centred)
2.	Two primary perspectives: teacher, learner	Three primary perspectives: trainer, learner employer (and subsets of these: manager/supervisor)
3.	Learning of the client (student) is the raison d'être	Learning enables other ends: production/well-being
4.	Primarily public benefit interests	Primarily market-oriented interests (even in public sector)
5.	Accepted assumption of transferability of ideas across contexts	Transferability of ideas contentious
6.	Grounded in the experience of learning	Grounded in the experience of working

(David Boud 2004)

Foundations of Best Practice in WBL

❖ The activity is beneficial for all parties: learner, university and partner organisation

❖ Learning in the workplace is an integral part of the curriculum

❖ Intended learning outcomes that include generic attributes are clearly defined

❖ Critical reflection on learning from experiences in the workplace is an integral part of the activity

❖ Assessment tasks accurately reflect intended learning outcomes and emphasise authentic products and processes

Foundations of Best Practice in WBL

❖Assessment criteria, including levels and standards, are clearly defined

❖All parties are adequately prepared for the activity

❖Learners are supported in the workplace

❖The quality of the activity is subject to continuous improvement

❖The activity is resourced appropriately

Pedagogic Tools

❖Journals and Diaries (where the emphasis is on reflecting on practice by both learner & academic)

❖Portfolios and Learning Plans or Learning Contracts (where the emphasis is more towards workplace practices and assessment by workplace supervisors)

❖Oral Presentation and Written reports which emphasise forms of critical reflection and peer-to-peer assessment and evaluation

Graduate Attributes and Employability

❖ **ENGAGED**

CIVICALLY ENGAGED, SOCIALLY RESPONSIBLE GRADUATES WITH AN INTERNATIONAL OUTLOOK WHO CONTRIBUTE MEANINGFULLY ANDPOSITIVELY IN THEIR PROFESSIONAL, COMMUNITY AND SOCIAL ENVIRONMENTS.

✓ SOCIALLY RESPONSIBLE
✓ UNDERSTANDING OF CIVIC RESPONSIBILITIES
✓ CURIOUS
✓ MOTIVATED SELF STARTERS
✓ ACTIVE TEAM PLAYERS
✓ GLOBAL CITIZENS
✓ REFLECTIVE PRACTITIONERS

Graduate Attributes and Employability

❖ **ENTERPRISING**
GRADUATES WHO HAVE THE SKILLS, KNOWLEDGE AND ATTRIBUTES NEEDED TO APPLY CREATIVE IDEAS AND INNOVATIONS AND TO FIND PRACTICAL SOLUTIONS.

- ✓ INDEPENDENT THINKERS
- ✓ CREATIVE
- ✓ CAREER DEVELOPMENT AWARE
- ✓ SELF STARTERS
- ✓ INNOVATORS
- ✓ ENTREPRENEURS
- ✓ WELL ORGANISED
- ✓ SELF MANAGERS
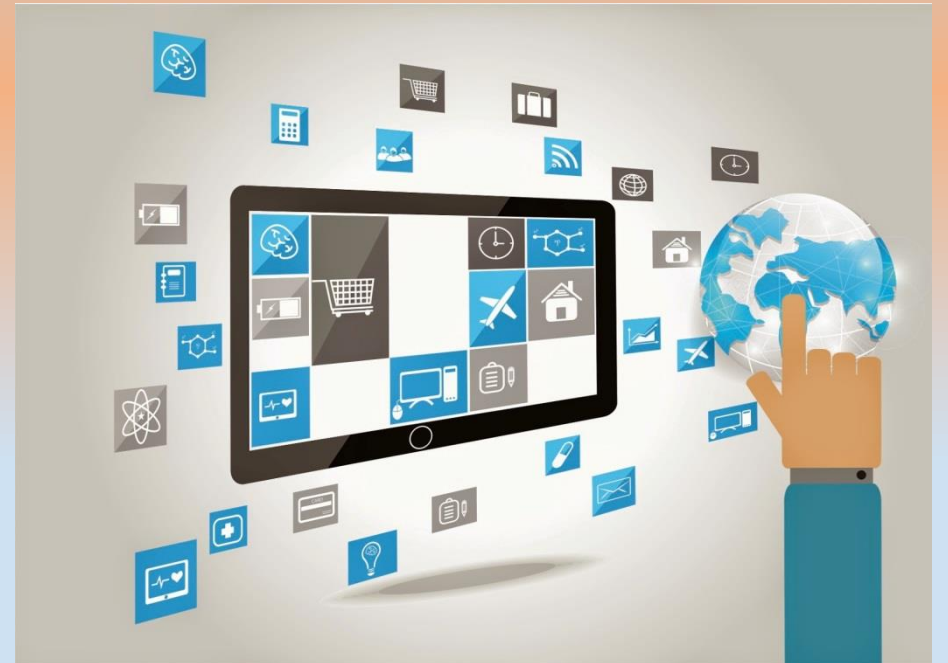
Graduate Attributes and Employability

❖ **ENQUIRY BASED**
GRADUATES WITH A SPIRIT OF CURIOSITY AND A DESIRE TO LEARN; DRAW UPON EXISTING KNOWLEDGE, GENERATE NEW IDEAS, IDENTIFY PROBLEMS DEVELOP AND APPLY THEORY TO PRACTICE AND ACTIVELY CREATE NEW KNOWLEDGE

- ✓ CRITICAL THINKERS
- ✓ DIGITALLY LITERATE
- ✓ INQUISTIVE
- ✓ PROBLEM SOLVERS
- ✓ QUESTIONING
- ✓ ANALYTICAL
- ✓ CAPACITY FOR INFORMED ARGUMENT

Graduate Attributes and Employability

❖ **EFFECTIVE**
HIGHLY SKILLED, SELF-AWARE AND CONFIDENT GRADUATES WITH THE CAPACITY TO ACHIEVE DESIRED RESULTS, BELIEVING THAT THEY CAN MAKE A POSITIVE DIFFERENCE

- ✓ SELF EFFICACY
- ✓ EXCELLENT COMMUNICATORS
- ✓ INFORMATION LITERATE
- ✓ SELF MANAGERS
- ✓ DECISION MAKERS
- ✓ RESILIENT
- ✓ REFLECTIVE PRACTITIONERS

Effective Team Communications

Graduate Attributes and Employability

❖ **EXPERT {IN CHOSEN DISCIPLINE}**
GRADUATES WITH THE PROFESSIONAL KNOWLEDGE AND CAPACITY TO INDEPENDENTLY PRACTICE, REFLECT, REVIEW AND BUILD UPON DISCIPLINARY EXPERTISE AND JUDGMENT

✓ DISCIPLINARY KNOWLEDGE
✓ EXPERIENTIAL LEARNERS
✓ ACTIVELY INVOLVED WITH EXTERNAL COMMUNITIES
✓ PRACTICE-BASED LEARNERS
✓ WORK-BASED/WORK-RELATED LEARNERS
✓ ETHICAL
✓ LEADERS
✓ PROJECT MANAGERS

Engaged	Enterprising	Enquiry-based	Effective	Expert
Civically engaged, socially responsible graduates with an international outlook who contribute meaningfully and positively in their professional, community and social environments.	Graduates who have the skills, knowledge and attributes needed to apply creative ideas and innovations and to find practical solutions.	Graduates with a spirit of curiosity and a desire to learn; draw upon existing knowledge, generate new ideas, identify problems, develop and apply theory to practice and actively create new knowledge.	Highly skilled, self-aware and confident graduates with the capacity to achieve desired results, believing that they can make a positive difference.	Graduates with the professional knowledge and capacity to independently practice, reflect, review and build upon disciplinary expertise and judgment
o Does your module require students to engage with their local community?	o Does your module require students to creatively generate new ideas?	o Does your module require students to engage with research in the field?	o Does your module require your students to take on leadership roles?	o Does your module require your students to engage actively with their future profession?
o Does your module require students to deal with social issues?	o Does your module require students to find practical solutions to problems?	o Does your module require students to carry out research?	o Does your module require your students to self-manage through large projects?	o Does your module require your students to engage with the ethical requirements of their discipline?
o Does your module require students to develop their knowledge of their future profession?	o Does your module require students to reflect on their own career?	o Does your module require students to critically analyse their own work?	o Does your module require your students to communicate in written form?	o Does your module require your students to complete practical work in their discipline?
o Does your module require students to develop an international outlook?	o Does your module require students to manage and develop own learning journey?	o Does your module require students to critically analyse the work of others?	o Does your module require your students to communicate through presentations?	o Does your module require your students to develop theoretical knowledge of their discipline?
o Does your module require students to work in teams to achieve a common goal?	o Does your module require students to innovate and invent?	o Does your module require students to debate and defend a position?	o Does your module require your students to take and defend decisions?	o Does your module require your students to gain experience in their discipline?
o Does your module require students to take on leadership roles?	o Does your module require students to relate their work to business opportunities?	o Does your module require students to creatively generate new ideas?	o Does your module require your students to reflect on their own learning?	o Does your module require your students to work on real world problems?

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