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A Rough Look at the Shifting Effects on Learning Through Student Work Placement

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ABSTRACT

The use of internship as a means of informal education is relatively commonplace. This is evident by the vast amount of literature dedicated to workplace learning, however very little research to date has explored the impact of international culinary internships on students. This paper addresses the void in research by exploring the nuances associated with culinary internships and in particular investigates the 2006 and 2007 student cohorts studying in the Dublin Institute of Technology for the degree award of BA in Culinary Arts. The paper examines the internship preparation and experiences examining the impact of internship on the student's attitudes towards learning. A picture for this research is build by providing background information on the School of Culinary Arts and its development over the last decade.

The paper explores definitions of competencies and concludes that, the students "voice" needs to be acknowledged. This is achieved through the analysis of relationships between variables using Pearson correlation coefficient and conducting independent sample tests and Eta squared to develop a pattern and draw conclusions. It was established that culinary students' engaged in International internship projects such as, Leonardo da Vinci and the Erasmus internship programs benefit from the cultural experience and different methods of culinary production employed in other countries, leading to a more positive learning approach. This paper is the first of a series of papers that will explore the dynamics of International culinary internships.

Research Rationale

In 1993 the Dublin Institute of Technology (DIT) was established an autonomous institute "to provide vocational and technical education and training for the economic, technological, scientific, commercial, industrial, social and cultural development of the state" (Duff, Hegarty, & Hussey, 2000). The DIT is comprised of six higher education colleges formerly attached to the City of Dublin Vocational Education Committee. The six colleges became faculties of the DIT and the School of Culinary Arts and Food Technology forms part of the Faculty of Tourism and Food. In 1996 the Department of Culinary Arts in the School of Culinary Arts and Food Technology, adopted a strategy to develop an undergraduate degree that had as its core curriculum the subject of culinary arts.

The title Culinary Arts is used to illustrate the multidisciplinary dynamics of a culinary degree, gastronomy, psychology, foodservice, food product development, culinary science, culinary arts performance, oenology and wines, nutrition and entrepreneurship including research in ethnology anthropology and sociology. The adopted strategy shifted the dynamics of the Department from a vocational educator of chefs and waiters to a vocational and liberal focus and the development of the BA honours Degree in Culinary Arts validated in 1998. In 2005 the structure and implementation of the internship process changed when the BA in Culinary Arts program moved from a year on year academic delivery to a modularised structure that assessed the students at the end of each module. The module structure allows six modules in each semester, with two semesters in each academic year.

Under the modularisation structure the BA students engaged in a period of paid/unpaid National work-placement in year two and funded International work-placement in year three. In year three of the program the students engage in a twelve-week period of Erasmus funded European internship. However, some students opt for non-funded internship outside of the EU, such as the USA. An industry mentor working within the culinary organisation is identified to assess the students' culinary and work-based achievements. The assessment is based on an appraisal form to test the students' competency in the workplace and is provided by the year tutors of the BA in Culinary Arts.

The move in 1998 by the Department of Culinary Arts into a vocational-liberal education approach raises a number of questions yet to be explored. For instance, the method of assessing the student competencies while during International internship has not moved at the same pace as the internal vocational-liberal education attitude to pedagogy. The current appraisal measurement only assesses the "motor skills" and fails to take into account the development of 'self' as a learner while on internship. This research explores the attitudes of BA in Culinary Arts students and assesses how internship impacts on the development of the student self and their attitude towards learning.

Defining Competency

The Department of Culinary Arts new vocational and liberal approach advocated a combination of behaviourist and cognitive principles when educating people to perform complex tasks, such as those found within professional occupations. The Department developed a system of task analysis which includes training domains such as: "cognitive strategy"; "intellectual skills"; and "attitudes" in addition to less cerebral domains such as: "information"; and "motor skills". Gagné & Briggs (1979), suggests that each of these areas require a different developmental development approach. For example "motor skills" may benefit from the application of certain behaviourist principles, whereas "cognitive strategy" and "intellectual skills" point to towards more cognitive approaches. The BA Culinary Arts program philosophy is grounded in the notion of the value of knowledge for its own sake. This is complemented by a grounding in the application of content and methods of the culinary arts discipline; the development of self-motivating study habits and skills; the development of a critically reflective, analytical and problem solving approach to the theories and concepts, and the assumptions on which they are based; The skills and competency necessary for professional practice.

According to Garavan & McGuire (2001), the use of a competency-testing framework as a basis for workplace learning is relatively commonplace. It is suggested that competency appraisal is not a new concept in terms of measuring students' performance in the culinary industry. Paloniemi (2006) suggest that competence and expertise is one of the most valuable assets of individuals, organisations and societies. The competency measurement approach fits comfortably into the academic structure/strategy for work-placements. However, the meaning of the word competency is far reaching for example Quek

(2005) identifies generic competencies as "skills, abilities and attribute that complements the field of specialisation of employees for work performance". Paloniemi (2006) identifies the meaning of competencies in Britain as an individual's capability to perform task that have been assigned to them. In Germany competencies are more broadly defined to include Knowledge, skills and professional identify (Paloniemi, 2006). Garavan & McGuire (2001) defines competencies in terms of specific attributes that employees use to perform work.

In general the competency literature advocate the assumption that competencies are work-based attributes, work related skills and abilities to perform job related tasks. Whereas, generic competencies include higher level skills such as, leadership skills, interpersonal skill, intellectual skills and attitudes that involve cognitive strategy in addition to less cerebral domains such as, information-gathering to perform the task/motor skills required to do the specific job. It is generally acknowledged that a certain level of competency and generic competency are required to carry out a task or develop a certain level of understanding. However, what educators often fail to recognise, is that, where changes are implemented the role of the students' voice needs to be acknowledged. Failure to hear the students' voice will eventuality lead to an "epistemological gap" between lecturers and students, thus leading to the dilution of the student's achievable competencies, see (Kinchin, 2004). If failure to hear the students' voice can lead to an epistemological gap, then a strong argument can be make to suggest that the students' voice should be parallel to any suggested changes in order to avoid creating a mismatch between the students' learning approaches, the programs philosophy and the ultimate development of the student's competencies. Where epistemological gaps (mismatches) develop they are likely to have a negative impact on the quality of the learning that takes place, (Kinchin, 2004).

Understanding the Epistemological Effects

In the literature epistemology is identified as a social shared perception of the nature of knowledge and provides a philosophical grounding for identifying what types of knowledge are possible and/or acceptable (Bauer, Dagmar, Hans, Christian, & Helmut, 2004; Bryman, 2000; Cohen, Manion, & Morrison, 2001; Crotty, 1998; Garavan & McGuire, 2001). Little is known about the epistemological beliefs of culinary work-placement or whether an "epistemological gap" exists between lecturers and students conceptualisation of work- placement knowledge. For instance, how do the students'

idiosyncratic beliefs about the work-placement influence their learning? How much do the epistemological beliefs of the lecturing team affect the students learning while out on work-placement?

Bauer et al. (2004) suggests that the idiosyncratic beliefs about the nature of knowledge and how it is required have a decisive impact on learning. It is suggested that Crotty (1998) is supported by Bauer et al. (2004) identification of a number of epistemologies that effect how humans view the nature of knowledge. Crotty (1998 p.8) postulates that the objectivist view "holds that meaning and therefore meaningful reality exists as such, apart from the operations of any consciousness". Whereas the constructionism rejects this view claiming that "there is no objective truth waiting for us to discover it. Truth, or meaning, comes into existence in and out of our engagement with the realities in our world", (Crotty, 1998p.8). Crotty also identifies a third epistemological stance "subjectivism" this view suggests that "meaning does not come out of an interplay between the subject and the object but is imposed on the object by the subject"(p.8). Fenwick (2001) argues that knowledge unfolds in systems, whereas, cognition co-emerges with the environment, individuals and their activities. Thus, Fenwick postulates that the enactivist theory provides a better epistemology towards the co-emergent conceptualisation of work knowledge.

These epistemologies all indicate the notion of personal assumptions about learning and how, as individuals we interact with the environment around us. This suggests that our epistemological perception of the world and the nature of knowing are personal paradigms that configure how we as individuals, recognise, approach and make use of our realities. According to Reybold (2001), the "view of personal epistemology links knowing to the knower's sense of self". I suggest that Fenwick (2001) enactivism epistemology stance, supports Reybold's view of personal epistemology, according to Fenwick (p.243-4), "individuals are independent knowledge-constructors" Fenwick suggests that the understanding of the knowing processes as situated within the biological and discursive systems of cognition that flows continually, are mutually participative and cannot be traced to any particular epistemological construction of meaning.

This research suggests that an on going process of discourse to identify the personal epistemologies that govern the direction of the learning and in particular these activities that have a direct impact on the students' epistemology and formulation of experiences, such as, work-placement learning is necessary. Beckett cited in Fenwick (2001p.246) suggests that working knowledge (work-placement) is "organic learning" which "brings to awareness what is learned in the doing of the work, while the work is begin undertaken". Beckett also proposes that the organic learning is the 'gluing together' of the experience 'thoughts, feelings and actions.' I believe that the "organic learning" in the initial National work-placement undertaken by the BA in Culinary Arts students has a major impact on their perception, values concepts, attitudes, and disposition towards to learning, resulting in either an negative or positive shift in the student's epistemological beliefs towards the International work-placement. According to Maggioni, Riconscente, & Alexander (2006) whether explicit or tacit, beliefs remain influential forces in personal learning and development".

Reybold (2001) identified a model of self when studying the epistemology of Malaysian women that yielded a grounded theory of personal epistemological development. The study found that the epistemological development of self had three phases '(a) distinguishing a personal model of self from a cultural model of self, (b) negotiating conflict between the models of self, and (c) redefining the personal model of self' (p.417). Relevant to this study is Reybold's findings of the contributing factors that bring about a shift in personal epistemological development of the respondents' perspectives of truth and reality. Reybold (2001) found that education and interaction with other students and cultures provided a dominant change agent in the personal epistemological perspectives. Reybold study suggests, that higher education programs that engaged students in International mobility programs, such as, these found in the Europe Life Long Learning Strategy provide a platform for the development of "relativistic thinkers and contextual knowers", (p.426). Mezirow (1991) as cited in Reybold (2001) maintains, that the nature of the structure that influences the way learners construe an experience will be altered when the learner finds the experience to be dysfunctional. Maggioni et al. (2006) findings support this argument, Maggioni research found a reciprocal relationship between students' beliefs and learning.

These influences on learning have been identified in several other studies (Kinchin, 2004; Korde, 2005; Lopez, 1998; Manen, 1995; Reybold, 2001). These studies are far reaching and explore such domains as, the cognitive process for knowledge restructuring, personal epistemological development, some studies identify the relationships between teachers and students, were others have examined the concepts of epistemological beliefs on workplace learning and culture.

In the educational forum this increasing body of research has fostered a growing awareness of the influence beliefs have on student cognitive development and facilitates us in the understanding of the interactions between beliefs and knowledge, (Maggioni et al., 2006). Reybold (2001) research claims that learning is a synergistic, complementary collage of educational experiences that incorporate 'formal, non-formal and informal' occurrence that impact on the development of personal epistemology. Reybold (2001) also found that women who studied abroad for extended periods, viewed themselves as 'critical thinkers, relativists' and spoke of a 'new-found freedom" from parental and socio-cultural restrictions. This new found freedom allowed students to shape their own education. In relation to work-placement this would suggest the informal learning experience that builds in a level of freedom, (freedom of choice, freedom to challenge the learning domain, freedom to experience independent survival, and freedom from hierarchical conflict, rather that discourse should they say 'no') would provide an enhanced positive development of the student's epistemology towards work place learning.

Research Question

To what effect does the School of Culinary Arts beliefs and student support structures for the National work-placement in year two influence the students-learning and approach to the International work-placement in year three?

Design and Methodology

The purpose of this research was to explore the attitudes in relation to work-placement and identify if gaps exist between third, fourth year students and lecturers of the BA in Culinary Arts. The analytical approach was a survey questionnaire that comprised of 35 statements based on a Likert scale of 1 to 5, one equalled strongly disagree and five strongly agree with the statement. The questions elicited information about students' and lecturers attitude towards the work-placement structures and learning.

Comparisons were made to establish the magnitude between what the students' and lecturers believe about work-placement learning and support. Five questions elicited information on demographic data, namely age, gender, financial status of the student's household, did the student receive payment while on work-placement, the questionnaire also established if the student organised his/her own work-placement and the lecturing experience of the responding lecturers. This process was deemed necessary to establish if a pattern existed between these variables and the students' beliefs/attitudes, towards the work-placement. A final draft questionnaire was validated by a pilot test. The pilot test was conducted using a similar structure to the actual sample questionnaire but on a smaller sample (n=10) this process was conducted over a two week period. Two third year students failed the validation question in the survey and their response was deemed void. The fourth year students had finished a National work-placement in year two of the program and a Leonardo da Vinci funded International work-placement program in year three. Given that the population sample size N was small for each group it was deemed necessary to sample all the population to approach a normal distribution and achieve a representative sample of attitude and beliefs. The analytical tools applied in this study, were: frequency distribution and cross-tabulation techniques. Independent sample tests were applied to compare attitudes between third and fourth students and lecturing staff, and between male and female respondents. "Eta squared" was calculated to establish the magnitude of the difference in the means results of the Independent sample tests, using the formula:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N1 + N2 - 2)}$$

The magnitude effect measurement is .01 small effect, .06 medium effect and .14 large effect.

Unstructured interviews were also conducted with randomly selected cohorts of third and fourth year students to enriching the quantitative feedback. The approach was casual and asked the students to discuss their work-placement experiences.

Sample Demographics

The Culinary Arts student valid population sample N= 43 consist of 30 female and 13 male. A sample of n= 26 students were third year students, 18 female and 8 male. The fourth year students sample consist of n= 17, including, 12 female and 5 male. A sample size n = 14 BA in Culinary Arts lecturing staff represented the total population of lecturers on this program, 5 female and 9 male.

Lecturer age and experience profile

Students Age Profile		Lecturer Age Profile		Lecturing Experience	
Years	Response	Years	Response	Years	Response
18 – 24	= 37	25 – 29	= 1	1 – 5	= 1
25 – 29	= 3	30 – 35	= 1	6 -10	= 5
30 – 35	= 2	36 – 40	= 4	11-15	= 5
36 – 40	= 1	40+	= 8	16-20	= 1
40+	= 1			20+	= 2

Results

Results indicated that a gap exists between the attitudes of third year students and that of the lecturers and fourth year students. Students engaged in the International work-placement indicated a more positive attitude towards work placement learning, see table 1 and 2 for statements and results. In 87 percent of cases a lecturer arranged the National work-placement and the students had little or no input in the decision making, a mean of 18 percent indicated that they where well prepared for the National placement. In contrast, 44 percent of the fourth year students indicated that they arranged the International placement in juxtaposition with the year tutor and 56 percent arranged their own placement, under guidance. This joint approach was the more favoured. A mean value of 67 percent of fourth year students indicated that they where well prepared for the International placement in year three and six percent felt they required more preparation. In strong contrast only 19 percent of third year student who had finished the National work-placement indicated that they where well prepared. The pedagogy approach to prepare students for International placement begins nine months before the departure dates. This approach is funded under the Leonardo da Vinci projects and provided for cultural pedagogy evenings that include input from native speakers from the students identified country for the placement. A counselling workshop is arranged to deal with and discuss any issues that the students might have and contracts setting out a clear agenda are signed by the school, host organisation and student. A WebCT discussion board platform is used to maintain contact with the students out on International placement. This approach provides a support networking system between students and lecturers. 95 percent of fourth year students found the pedagogy implementation to be positive and supportive. The same pedagogy systems are not in place for the National work-placement, thus only 27 percent of the third year students indicated the Departments approach was supportive following the National placement.

This research supports Kinchin (2004) findings that the students' voice needs to be acknowledged. In particular the results showed large gaps between the attitudes of third and fourth year students, statements, 1,7,8,9,10,11,12,13,17,22,23,26,27 and 28 indicated a magnitude $\geq$ .14. These results indicated that a complacency exist with the Departments pedagogy approach to the National work-placement. The relationship between respondents' that received cash imbursement while on placement and these that did not received cash imbursement was measured against their happiness, and if they felt used by the restaurant while on placement.

The research also measured if the respondents that did not get a cash imbursement as a reward for their contribution to the restaurant, were more likely to learn new culinary skills. Ten third year students indicated that they received a cash imbursement from the restaurant and sixteen did not receive any cash imbursement. The International student placement n=17, all received Europe Mobility funding, thirteen of these students received small cash imbursement from the restaurants, the International partners generally provide between €50 and €100 plus room and board, four respondents indicated that they did not receive a cash imbursement. There is no conclusive evidence to suggest that students that did not obtain cash imbursement were more likely to learn new culinary skills. The correlation results indicated [r=.261, n=26 third year students, p=.184]. 90 percent of third students that received cash imbursement from the placement restaurant indicated that they learned new culinary skills, as opposed to 56 percent of students that did not receive cash imbursement. In terms of the International placement 69 percent of the respondents that received cash imbursements indicated the learned new skill and 75 of the respondents who did not receive cash indicated they learned new culinary skills. Similarly a large number of permutations were investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity. 70 percent of students that received cash imbursement also indicated that they where very happy with the National work-placement These results suggest that National work-placement restaurants that provide a cash imbursement to the student also take a vested interest in their investment forcing students to learn more. Similar results were obtained when respondents were asked it their attitude to learning had improved following the work-placement, 60 percent of students that received cash imbursement indicated their attitude has improved, as opposed to only 31 percent of students that did not receive the imbursement, [r =.299, n = 26, p = .196] these results suggest that cash imbursements impacts on the attitudes of learners.

Respondents were asked to indicate if the felt their work placement contributed was valued. 100 percent of the respondents that had undertaken International placement indicated that their contributing was valued by the restaurant. Whereas, 70 percent of respondents who had undertaken National work-placement that received cash imbursements indicated this as a factor and only 37 percent of respondents that did not receive a cash imbursements indicated their contribution was valued by the restaurant. With a correlation coefficient of [r = .077, n = 26, p = .170] we can accept that students who receive some form of payment are more likely to feel valued by the host restaurant. In terms of the students engaged in repetitive work that limited learning 50 percent of National work-placement respondents that received cash imbursements and 62 percent of respondent that did not receive cash indicated this was a factor, [r = .594, n = 26, p = .190]. Again strong contrast was identified between respondents that engaged in the National work-placement, to these respondents that had undertaken the International work-placement. Only 38 percent of respondents that received cash imbursement and 25 percent of respondents that did not receive cash imbursement while on out on International placement indicated that the work was repetitive and limited learning [r = .846, n = 17, p = .176]. These results suggest that apart from the generic competencies "skills, abilities and attribute that complements the field of specialisation of employees for work performance" as identified by Quek (2005).The International work-placement provides a greater opportunity for culinary arts students to learn new and different way to produce food. This learning is enforced through the interaction with a different cultures and methods of production, thus reducing the feeling of repetitive work and increasing their culinary skills and knowledge.

Conclusion

Before discussing the main conclusions I would like to point out some potential limitation of this paper. The paper only touches on the concepts of work-placement competencies and personal epistemology, and dose not purport to have all the answers to address the issues in the Department of Culinary Arts. Indeed in its current form it is only scraping the surface of this complex area. The paper is the first stage of a four year study into the life skills learned by student while out on work-placement. It is not intended that the study be taken as a generalisation to the total population of students in the Department of Culinary Arts or work-placement itself. What the study dose purport to do is move the agenda and application of the traditional apprenticeship-based model of work-placement into the arena for discourse. It also identifies that gaps will develop between the attitudes of all concerned parties in the work-placement process unless clear objectives are agreed. The paper explored the workplace competency and epistemology issues and corroborates with prior research findings. Although, the research instruments applied in this study are aligned to other studies in similar areas, the statements used to elicit the feedback are indicative to the nature of this research. From an educational point of view the research goes some way to demonstrate that the structural and award approach to the work-placement impacts on students beliefs, values and how they learn. Thus, the research supports assumptions that significant interrelation exists between the student's epistemological beliefs and their appraisal of the National work-placement as either having a supportive or negative impact on their attitude to the International work-placement. The research identified competency as work-based attributes, work related skills and abilities to perform job related tasks. It also identified generic competencies as these that include higher level skills such as, leadership skills, interpersonal skill, intellectual skills and attitudes that involve cognitive strategy. The study also concurs with the assumptions that a certain level of competency and generic competency are required to carry out a task or develop a certain level of understanding. However, the lack of an identifiable instrument to measure the students' generic competencies development while on work-placement heightens the debate for further discourse and research. It also brings into question the lack of debate in terms of the age old method of student appraisal by the Department and host organisations and the possible need to identify, educate and train partners in methods of assessment. Clearly there is a need to develop strong partnership structures that identifies the equilibrium between the needs of the students' educational requirements and that of the host organisations. In achieving this, the Department of Culinary

Arts will enhance the 'organic learning' or 'gluing together' of the work-placement learning and the students academic studies.

Theoretically the emphasis of work-placement learning experience is to enhance the students' broader cognitive, problem solving, and intellectual skills associated with higher level domains as well as the vocational skills. According to Shaw & Green (1999) this would provide a wider set of social and economic benefits to the student and society. However, results showed that work-placement as a means of informal education can prove problematic without a clear agenda of what is expected from all parties involved in the learning process. In many instances, the National work-placement is overly focused on the vocational/professional spheres which are often patchy and less then developmental in the higher level domains. This is to be expected when one considers that, as early as six years age ago employers in the field of Culinary Arts, only engaged in student work-placement with students at level six on the National Framework for Qualifications, rather then level eight in the case of BA Culinary Arts students. Consequently the students experience in many cases appears to be employer-driven and narrowly focused on the short term up-skilling of the employer's labour force. The hypothesis in such instances, is that the magnitude of experience in terms of its negative impact on learning is further heighten without some form of employer contract with a clear and transparent credit and/or payment system that demonstrates the value of the students work-placement.

On the other hand, employers have demonstrated the need to recruit graduates that have the requisite intellectual capabilities, and that have the flexible, adaptable skills and qualities which were once only associated with the small graduate elite, (Hesketh, 2000). The subject of Culinary Arts as a higher level domain of learning is comparatively new in terms of a graduate studies. It would appear on the surface that the training provided by National work-placement employers is tailored to towards their skills requirement. When viewed alongside the generic competencies required of a BA graduate in Culinary Arts, as identified by the program development committee, it suggests there is a gap that needs to be bridged between the educational beliefs of the Department of Culinary Arts and that of the work-placement/employer at National level. Based on student feedback, the results demonstrate a greater understanding by our International work-placement partners then that of the National partners in the work place learning process.

Shifting Effects on Learning Following a Dysfunctional Experience

This research suggest, that the students perspectives of truth and reality shifts with the educational support they receive while out on work-placement learning and the extended International opportunities students are exposed to through mobility projects. These assumptions are based on the finding in table one, see statements results in particular statements 26-35 examined the students attitude to learning while out on the work-placement. Students that had engaged in the Leonardo da Vinci International projects demonstrated a positive epistemology towards learning. These students were given their voice and freedom to select the country, location and were involved in the negotiation process with the host organisation from the outset of the Leonardo da Vinci projects.

The BA lecturing team were asked to fill out the questionnaires only in relation to the National work-placement as this group was the main focus of the research. Large magnitudes of difference was established, see results in table two and coupled with the interviews, this research identified that a number of gaps exist between, what the students believe about the work-placement and the lecturer's belief. The gaps exist due to the lack of student involvement at National placement selection point, in many cases students are told the location of the placement and these are generally unpaid. It is evident from this research and Kinchin (2004) findings, that if students are given a voice it will have a positive shift in their attitude and learning disposition. The Dublin Institute of Technology is embracing a culture of that allows "student voice" through it quality assurance process. However, the National work-placement process in the Department of Culinary Arts has yet to embrace this culture. The legacy of the lecturer-student apprenticeship model stems back to the traditional chefs work experience associated with the general culinary education in Ireland. The prime aim the apprenticeship-based work experience was to mould and adapt students' skills in the workplace (Guile & Griffiths, 2001). In contrast the International model adopted and developed in the Department of Culinary Arts, places the students' interpersonal, cultural integration and social development at the forefront of the agenda for the International work-placement. This model reflects the educational aims of the Leonardo da Vinci and Life Long Learning strategies, and identifies value in learning through mobility by the co-development of clear objectives for the students, host organisation and the sending partners.

The module requires students to reflect on and reflect in practice, to integrate into the culture as best they can and report back to the next cohort of students that are contemplating their International work-placement in year three. I believe that the two work-placement models adopted in the Department of Culinary Arts have their own merits and weaknesses. However, it can be argued, based on this work and the work of Garavan & McGuire (2001); Guile & Griffiths (2001); Hesketh (2000); Kinchin (2004); Korde (2005) and Lawy (2006) that a move away from the traditional apprenticeship work-placement model, and a move towards providing students with a certain level of input into the decision making process for National work-placement would enhance students learning and bridge the gap between the lecturers, fourth and third years students belief systems.

Finally the following quote encapsulates my belief system in regards to work-placement:

> The modern discovery of inner experience, of realm of purely personal events that are always at the individual's command and thrills, is also a great and liberating discovery. It implies a new worth and sense of dignity in human individuality, a sense that an individual is not merely a property of nature, set in place according to a scheme independent of him….but that he adds something, that he makes a contribution. It is the counterpart of what distinguishes modern science, experimental hypothetical, a logic of discovery having therefore opportunity for individual temperament, ingenuity, invention. It is the counterpart of modern politics, art, religion and ingenuity where individuality is given room and movement, in contrast to the ancient scheme of experience, which held individuals tightly within a given order subordinate to its structure and patterns. (John Dewey as cited in Kolb, 1984, p. p.1).

Statement used to assess fourth and third yeas student attitudes

1. The School is very supportive when placing students for work-placement

2. It is better when the School selects the restaurant for the work-placement

3. I would prefer if I selected the restaurant and location for my work-placement

4. The School has more control if students do not get paid when on work-placement

5. Students should be paid when out on work-placement

6. It is important that students receive a visit by a lecturer when on work-placement

7. My work-placement contribution to the restaurant was valued by the manager/chef

8. I was well prepared by the School for the work-placement

9. It was made clear what was required by all parties (School, restaurant and student)

   for a successful work-placement

10. The work-placement was well structured and organised

11. I had a mentor appointed to me by the work-placement restaurant

12. My attitude towards the International work-placement has improved following

    the National work-placement

13. The National work-placement has had a negative impact on my attitude towards

    the International work-placement

14. It is important that a restaurant mentor is appointed for the work-placement

15. I felt used by the restaurant when on work-placement

16. I was very happy with my work-placement

17. The student should have a greater say in the selecting of the work-placement

18. It was made very clear at the point of application for the program that

    I might have to engage in unpaid placement

19. The work-placement period should be part of the academic year

20. I should be allowed to select a work-placement within culinary/food service industries

    that best suits my interests

21. I found it financially difficult when out on work-placement

22. I had to work in a second job to support myself during the work-placement

23. I have/had financial problems following the work-placement

24. Work-placement provides a great learning opportunity for students

25. I learned new culinary skills in my work-placement

26. I got to practices and hone the skilled I learned in college when on work-placement

27. I was allowed to sit in on management meeting in the work-placement

28. I am a better communicator following my work-placement

29. I feel more comfortable working as part of a team following the work-placement

30. I have more confidents integrating with new people following the work-placement

31. If I had more control when selecting the work-placement I would learn more

32. My attitude to learning has improved following the work-placement

33. The work was repetitive and limited my learning in the restaurant

34. I was allowed to work in different areas of the restaurant/kitchen to facilitate learning

35. The work-placement was a valued learning experience

Table 1. Independent Sample Test Results for statements (1-35)

Respondents N = 26 Third Year BA Students, Fourth Year BA Students 17.

	Third		**Fourth**						
	Year Students		**Year Students**						
Statements,	Mean	SD	Mean	SD	df	t	p<.05	Eta Sq	Statement
Results									
s1	2.69,	1.22	3.82,	0.80	(41) = -3.646	.002		.245	Reject/Accept
s2	2.58,	1.10	2.17,	1.23	(41) = -1.083	.273		.028	Reject
s3	3.46,	1.39	3.58,	1.27	(41) = -0.306	.765		.002	Accept
s4	2.42,	1.42	2.76,	1.09	(41) = -0.889	.405		.017	Reject
s5	4.50,	0.76	4.05,	0.90	(41) = 1.669	.091		.068	Accept
s6	4.61,	0.75	3.94,	0.96	(41) = 2.434	.014		.140	Accept
s7	3.23,	1.53	4.64,	0.49	(41) = -4.382	.001		.248	Accept
s8	2.30,	1.22	3.82	0.81	(41) = -4.886	.000		.330	Reject/Accept
s9	2.42,	1.36	3.94,	0.75	(40) = -4.703	.000		.300	Reject/Accept
s10	2.15,	1.18	3.82,	0.72	(41) = -5.707	.000		.395	Reject/Accept
s11	2.73,	1.42	2.70,	1.57	(32) = 0.052	.957		.000	Reject
s12	2.80,	1.44	3.88,	1.26	(37) = -2.570	.016		.132	Reject/Accept
s13	2.65,	1.49	1.58	1.12	(41) = 2.664	.112		.133	Reject
s14	4.53,	0.58	4.11,	1.11	(41) = 1.437	.436		.061	Accept
s15	3.11,	1.72	2.70,	1.57	(41) = 0.802	.068		.015	Accept/ Reject
s16	2.92,	1.35	3.70,	1.31	(41) = -1.888	.067		.079	Reject/Accept

s17	3.92, 0.89		3.11, 0.99	(41) = 2.707	.036	.158	Accept
s18	1.69, 1.19		2.62, 1.58	(41) = -2.025	.053	.093	Reject
s19	4.05, 0.90		3.76, 1.39	(41) = 1.926	.094	.097	Accept
s20	4.80, 0.49		4.47, 0.80	(41) = 1.556	.064	.067	Accept
s21	4.15, 1.12		3.47, 1.23	(41) = 1.843	.075	.079	Accept
s22	3.34, 1.64	2.05, 1.43		(37) = 2.710	.010	.152	Accept/Reject
s23	3.65, 1.38		2.58, 1.46	(41) = 2.338	.264	.125	Accept/ Reject
s24	4.34, 0.98		4.64, 0.60	(41) = -1.245	.846	.030	Accept
s25	4.00, 1.05	4.05, 1.14		(41) = -0.170	.886	.001	Accept
s26	3.03, 1.50		4.35, 0.78	(39) = -3.733	.001	.254	Accept
s27	1.38, 0.89	2.35, 1.72		(22) = -2.128	.045	.099	Reject
s28	2.69, 1.22		3.76, 1.48	(30) = -2.482	.019	.131	Reject /Accept
s29	2.69, 1.34		3.82, 1.33	(34) = -2.067	.045	.094	Reject /Accept
s30	2.84, 1.22		3.64, 1.36	(41) = 1.957	.052	.085	Reject /Accept
s31	3.53, 1.27		3.23, 1.34	(41) = 0.737	.460	.013	Accept
s32	3.15, 1.31		4.00, 1.11	(38) = -2.259	.035	.111	Accept
s33	3.57, 1.30		3.11, 1.31	(41) = 1.123	.269	.030	Reject /Accept
s34	2.73, 1.61		3.52, 1.50	(41) = -1.653	.107	.062	Reject/Accept
s35	3.26, 1.58		4.05, 1.29	(41) = -1.782	.082	.072	Accept

Statement used to assess lecturers and third year student attitudes

1. The School is very supportive when placing students for work-placement

2. It is better when the School selects the restaurant for the work-placement

3. Student would prefer if they selected the restaurant and location for my work-placement

4. The School has more control if students do not get paid when on work-placement

5. Students should be paid when out on work-placement

6. It is important that students receive a visit by a lecturer when on work-placement

7. Students work-placement contribution to the restaurant is valued by the manager/chef

8. Student are well prepared by the School for the work-placement

9. It is made clear what is required by all parties (School, restaurant and student) for a successful work-placement

10. The work-placement was well structured and organised

11. Student had a mentor appointed by the work-placement restaurant

12. Students attitude towards the International work-placement have improved following

   the National work-placement

13. The National work-placement has had a negative impact on student's attitude towards

   the International work-placement

14. It is important that a restaurant mentor is appointed for the work-placement

15. I believe that students are used as source of cheap labour by some restaurants when on work-placement.

16. In general students are very happy with the work-placement.

17. The student should have a greater say in the selecting of the work-placement.

18. It is made very clear to candidates before they selected the BA in Culinary Arts programme that

   they might have to engage in unpaid work-placement.

19. The work-placement period should be part of the academic year.

20. Students should be allowed to select a work-placement within culinary/food service industries

   that best suits their interest

21. Work-placement provides a great learning opportunity for students.

22. Students learn new culinary skills in the work-placement restaurant.

23. Student can practice and hone the skilled they learned in college when out on work-placement.

24. Students are better communicators following my work-placement.

25. I believe students are more comfortable working as part of a team following the National work-placement.

26. Students appear more confident following the National work-placement.

27. I believe that if students had more control when selecting restaurant and location of work-placement restaurant

   Students' attitudes to learning would improve.

28. I believe that the students' attitude to learning improves following the National work-placement.

29. A good work-placement structure reduces repetitive work and facilitates student learning in the restaurant/kitchen.

30. Students should work in different areas of the restaurant/kitchen to facilitate learning

31. Student work-placement is a valued learning experience.

Table 2. Independent Sample Test Results for statements (1-32)

Respondents N = 26 Third Year BA Students, Lecturers N= 14.

Third Year Students   Lecturer

	Mean	SD	Mean	SD	df	t	p<.05	Eta Sq	Statement Results
s1	2.69,	1.22	3.85,	1.35	(24) = -2.686	.009		.160	Reject/Accept
s2	2.58,	1.10	3.14,	1.50	(38) = -1.235	.039		.231	Reject/Accept
s3	3.46,	1.39	3.14,	1.23	(38) = .745	.462		.014	Accept
s4	2.42,	1.41	2.71,	1.72	(38) = -0.540	.595		.008	Reject
s5	4.50,	0.76	4.14,	1.03	(38) = 1.143	.226		.033	Accept
s6	4.61,	0.75	4.70,	.57	(38) =-0.797	.431		.016	Accept
s7	3.23,	1.53	3.57,	1.01	(38) = -0.841	.406		.018	Accept
s8	2.30,	1.22	3.78,	1.05	(31) = -3.998	.000		.296	Reject/Accept
s9	2.42,	1.36	3.64,	1.15	(31) = -2.995	.000		.191	Reject/Accept
s10	2.15,	1.18	3.35,	1.15	(28) = -3.117	.004		.204	Reject/Accept
s11	2.70,	1.42	4.21,	0 .89	(37) = -4.029	.000		.299	Reject/Accept
s12	2.80,	1.44	4.00,	1.24	(30) = -2.736	.010		.165	Reject/Accept
s13	2.65,	1.49	2.50,	1.60	(38) = 0.296	.770		.002	Reject
s14	4.53,	0.58	4.05,	1.16	(38) = .116	.909		.000	Accept
s15	3.11,	1.72	3.75,	1.15	(38) = -0.994	.327		.025	Accept
s16	2.92,	1.35	3.50,	1.16	(38) = -1.413	.168		.050	Reject/Accept
s17	3.92,	0.89	3.57,	1.22	(38) = 0.949	.354		.023	Accept
s18	1.69,	1.19	2.71,	1.43	(23) = -2.273	.033		.120	Reject

s19	4.50, 0.90		4.07,	1.20	(38) = 1.164 .257	.034	Accept
s20	4.80, 0.49		3.92,	1.38	(15) = 2.299 .037	.122	Accept
s21	4.34, 0.97		4.02,	1.26	(38) = 0.155 .878	.001	Accept
s22	4.00, 1.05		3.57,	1.39	(38) = -1.002 .327	.026	Accept
s23	3.03, 1.50		3.64,	1.49	(38) = -1.213 .236	.037	Accept
s24	2.69, 1.22	3.07,	1.20		(38) = -0.943 .334	.023	Reject /Accept
s25	2.96, 1.34	3.07,	1.32		(38) = -0.249 .805	.002	Reject /Accept
s26	2.84, 1.22	3.35,	1.33		(38) = -1.188 .246	.036	Reject /Accept
s27	3.53, 1.27	3.00,	1.41		(38) = 1.189 .246	.036	Accept
s28	3.15, 1.31	3.21,	1.47		(38) = -0.128 .899	.104	Accept
s29	3.57, 1.30		4.00,	1.66	(38) = -0.825 .418	.018	Accept
s30	2.73, 1.61		4.42,	1.15	(35) = -3.836 .001	.279	Reject /Accept
s31	3.26, 1.58		4.07,	1.43	(38) = -1.620 .116	.065	Accept

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