Professional Expertise, Integration and Lifelong Learning

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“Between Workplace & Qualification: Engineering Integrative Learning”

Ethnographic research through streams:
- Work Based Learning & Qualification-Focused Learning

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<th>Delivery</th>
<th>Infrastructure</th>
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<td>Integrated code</td>
<td>(Connective specialization)</td>
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Direction of moves towards integration:
- Tendencies to resist integration
ICAEW (up to 2006)

ACA Qualification

Professional Stage (exam oriented)
- Accounting Audit & Assurance
- Tax Financial Reporting
- Business Management Business Finance

Advanced Stage (exam oriented)
- Business Life Cycle Business Environment Case Study

Work Experience (hours clocked up)

firm-controlled in-house training is formally separate
ICAEW 2006-07 onwards

Advanced Stage

Professional Stage

Application Modules

- Ethics
- Business Strategy
- Financial Management
- Financial Accounting
- Ethics
- Technical Integration - Business Reporting
- Ethics
- Technical Integration - Business Change
- Ethics
- Financial Reporting
- Ethics
- Audit and Assurance
- Ethics
- Taxation

Knowledge Modules

- Ethics
- Business and Finance
- Management Information
- Accounting
- Ethics
- Law
- Ethics
- Assurance
- Ethics
- Principles of Taxation
Lifelong Learning (1)

Assume life-stage model

- School/University is continuous period of education
- meant to prepare you for life/work
- work oriented learning is part of the work and just about the work, not a project of the learner
- University education does not succeed in requirement of preparation because of inappropriate teaching and learning framework
Lifelong Learning (2)

Assume life-stage model

1. School/University is continuous period of education
2. Meant to prepare you for life/work
3. Work oriented learning is **separate** from the work even if just about the work, not a project of the learner
4. University education does not succeed in requirement of preparation for life/work because the continuous learning preparation stage is not complete
Lifelong Learning (3a)

Reject life-stage model

- School/University is period of education in life-course
- life-course involves other learning episodes which constitute parts of life and work
- work oriented learning is part of your life’s learning and not just about the work, also a project of the learner
Lifelong Learning (3b)

Reject life-stage model

- The ACA is an aberration, tending to hinder individual development in life, work and learning

- University education succeeds better in complementing a framework of learning for life and work because of more appropriate teaching and learning framework… although it could do more to foster transdisciplinarity
Lifelong Learning (4a)

Reject life-stage model

School/University is period of education in life-course

Life-course involves other learning episodes which constitute parts of life and work

[nuanced emphasis] Work oriented learning is part of the work but not just about the work, also a project in the learner’s life, at least instrumentally
Lifelong Learning (4b)

Reject life-stage model

University education does not succeed in complementing a framework of learning for life and work because it does not prepare graduates adequately for ACA training as a new episode in lifelong learning.
Reject life-stage model (as for 4a, but...) - last resort!...

University education does succeed in complementing a framework of learning for life and work:

i. it channels graduates neither away from nor towards ACA training (or equivalent) as a new episode and challenge in an individual’s lifelong learning

ii. University education complements a framework of learning for life/work because of a more appropriate teaching and learning framework (although it could do more to foster transdisciplinarity), which can complement the ACA in particular
Dimensions of (Knowledge) Practices

- Individual vs Group vs Social (=societal) vs Institutional
- Discursive vs Non-Discursive
- Thick vs Thin (Luntley)

Primary vs Secondary (Keith Hoskin)

Dimensions of (Knowledge) Practices

Discursive

Non-Discursive
Dimensions of (Knowledge) Practices

- Discursive
- Non-Discursive
- Thin Conception
- Thick Conception
Dimensions of (Knowledge) Practices

- Discursive
- Non-Discursive
- Thin Conception
- Thick Conception

QAA Descriptors
Dimensions of (Knowledge) Practices

- Discursive
  - QAA Descriptors
  - Conference Discussion

- Thin Conception
- Non-Discursive
- Thick Conception
Dimensions of (Knowledge) Practices

- Discursive
  - QAA Descriptors
  - Conference Discussion
- Non-Discursive
  - Thin Conception
    - Paying attention
  - Thick Conception
Dimensions of (Knowledge) Practices

QAA Descriptors

Conference Discussion

Pay attention

Body Language

Thin Conception

Non-Discursive

Discursive

Thick Conception
Dimensions of (Knowledge) Practices

Primary level of practice:
- What defines what your discipline is about uniquely, e.g. explicit subject content

Secondary level of practice:
- What you do which underpins the primary level, relatively generic and more disciplining aspects
  - Hoskin: writing, examining and grading
Dimensions of (Knowledge) Practices

Discursive

Subject content

QAA Descriptors
Publications and conference discussion

Thin Conception
Non-Discursive

Thick Conception
Certain practical behaviours

Primary
Dimensions of (Knowledge) Practices

Discursive

Writing, Examining, Grading

Introductory level teaching practices, taking notes

Holding research conversations, Peer review

Thin Conception

Paying attention in class

Exercising good (=professional?) judgement

Thick Conception

Non-Discursive

Secondary
Dimensions of (Knowledge) Practices - Accountancy

Discursive

Institute or firm mission statements - primary & secondary

Non-Discursive

Thin Conception

Thick Conception
Dimensions of (Knowledge) Practices - Accountancy

- Discursive
  - Institute or firm mission statements - primary & secondary
  - ticking & bashing - hot & cold review
  - (Judgement) - primary

- Thin Conception

- Thick Conception

- Non-Discursive
Dimensions of (Knowledge) Practices - Accountancy

Discursive
- Institute or firm mission statements - primary & secondary
- ticking & bashing - hot & cold review (Judgement) - primary

Thin Conception
- being “professional” (surface appearance) - secondary

Non-Discursive
Thick Conception
Dimensions of (Knowledge) Practices - Accountancy

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