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

<table>
<thead>
<tr>
<th>Collection code</th>
<th>Content</th>
<th>Delivery</th>
<th>Infrastructure</th>
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<tbody>
<tr>
<td>Integrated code</td>
<td>(Connective specialization)</td>
<td>(Delivery alignment)</td>
<td>(Infrastructural linkages)</td>
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</table>

- direction of moves towards integration
- tendencies to resist integration
ICAЕW (up to 2006)

ACA Qualification

- Professional Stage (exam oriented)
- Advanced Stage (exam oriented)
- Work Experience (hours clocked up)

- Accounting Audit & Assurance
- Tax Financial Reporting
- Business Management Business Finance
- Business Life Cycle Business Environment Case Study

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

ADVANCED STAGE

- Ethics
  - Case Study

PROFESSIONAL STAGE

APPLICATION MODULES

- Ethics
  - Business Strategy
- Financial Management
- Financial Accounting
- 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

Work experience puts your learning in context

Integrated ethics training throughout to support business decision-making
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

- School/University is continuous period of education
- meant to prepare you for life/work
- work oriented learning is separate from the work even if just about the work, not a project of the learner
- 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 new episode in lifelong learning.
Lifelong Learning (5)

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

Thin Conception

Non-Discursive

Thick Conception
Dimensions of (Knowledge) Practices

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

QAA Descriptors

Conference Discussion

Thin Conception

Non-Discursive

Discursive

Thick Conception
Dimensions of (Knowledge) Practices

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

- QAA Descriptors
- Conference Discussion
- Paying attention
- Body Language

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

Subject content

QAA Descriptors

Publications and conference discussion

Thin Conception

Non-Discursive

Discursive

Primary

Certain practical behaviours

Thick Conception
### Dimensions of (Knowledge) Practices

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<td>Thick Conception</td>
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<tr>
<td>Writing, Examining, Grading</td>
<td></td>
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<tr>
<td>Introductory level teaching practices, taking notes</td>
<td>Holding research conversations, Peer review</td>
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<tr>
<td>Paying attention in class</td>
<td>Exercising good (=professional?) Judgement</td>
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Dimensions of (Knowledge) Practices - Accountancy

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<th>Thin Conception</th>
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<td>Non-Discursive</td>
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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

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

Thin Conception
- being "professional" (surface appearance) - secondary

Thick Conception
- being professional (Judgement) - secondary

Non-Discursive