Citation for published version


DOI

Link to record in KAR

https://kar.kent.ac.uk/24476/

Document Version

UNSPECIFIED

Copyright & reuse
Content in the Kent Academic Repository is made available for research purposes. Unless otherwise stated all content is protected by copyright and in the absence of an open licence (eg Creative Commons), permissions for further reuse of content should be sought from the publisher, author or other copyright holder.

Versions of research
The version in the Kent Academic Repository may differ from the final published version. Users are advised to check http://kar.kent.ac.uk for the status of the paper. Users should always cite the published version of record.

Enquiries
For any further enquiries regarding the licence status of this document, please contact: researchsupport@kent.ac.uk

If you believe this document infringes copyright then please contact the KAR admin team with the take-down information provided at http://kar.kent.ac.uk/contact.html
Professional Expertise, Integration and Lifelong Learning

Martin Gough
University of Kent
A.M.Gough@kent.ac.uk
“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>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated code</td>
<td>(Connective specialization)</td>
<td>(Delivery alignment)</td>
<td>(Infrastructural linkages)</td>
</tr>
</tbody>
</table>

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

ACA Qualification

- Professional Stage (exam oriented)
- Tax Financial Reporting
- Business Management Business Finance
- Business Life Cycle Business Environment Case Study

Work Experience (hours clocked up)

→ firm-controlled in-house training is formally separate
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

\[\downarrow\] 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

1. Individual vs Group vs Social (=societal) vs Institutional

2. Discursive vs Non-Discursive

3. Thick vs Thin (Luntley)

4. 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 Thin Conception

QAA Descriptors

Non-Discursive Thick Conception

Thin Conception

Non-Discursive
Dimensions of (Knowledge) Practices

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

QAA Descriptors vs. Conference Discussion
Discursive Thin Conception
Non-Discursive Thick Conception

Dimensions of (Knowledge) Practices

Discursive
QAA Descriptors
Conference Discussion

Thin Conception
Paying attention

Non-Discursive
Thick Conception
Dimensions of (Knowledge) Practices

- Discursive
  - QAA Descriptors
  - Conference Discussion
- Non-Discursive
  - Paying attention
  - Body Language
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
- Non-Discursive
  - Thin Conception
  - Certain practical behaviours
- Thick Conception
  - Primary
Dimensions of (Knowledge) Practices

Discursive

Writing, Examining, Grading

<table>
<thead>
<tr>
<th>Thin Conception</th>
<th>Thick Conception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory level teaching practices, taking notes</td>
<td>Holding research conversations, Peer review</td>
</tr>
<tr>
<td>Paying attention in class</td>
<td>Exercising good (=professional?) judgement</td>
</tr>
</tbody>
</table>

Non-Discursive

Secondary
Dimensions of (Knowledge) Practices - Accountancy

- Discursive
  - Institute or firm mission statements - primary & secondary

- Non-Discursive
  - Thick Conception

- Thin Conception
  - Thick Conception
Dimensions of (Knowledge) Practices - Accountancy

Thin Conception

Discursive
Institute or firm mission statements - primary & secondary

Non-Discursive

Thick Conception

ticking & bashing
- hot & cold review
(Judgement) - primary
Dimensions of (Knowledge) Practices - Accountancy

<table>
<thead>
<tr>
<th>Thin Conception</th>
<th>Discursive</th>
<th>Thick Conception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute or firm mission statements - primary &amp; secondary</td>
<td>ticking &amp; bashing - hot &amp; cold review (Judgement) - primary</td>
<td></td>
</tr>
<tr>
<td>being &quot;professional&quot; (surface appearance) - secondary</td>
<td>Non-Discursive</td>
<td></td>
</tr>
</tbody>
</table>
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