

Féidearthachtaí as Cuimse  
Infinite Possibilities

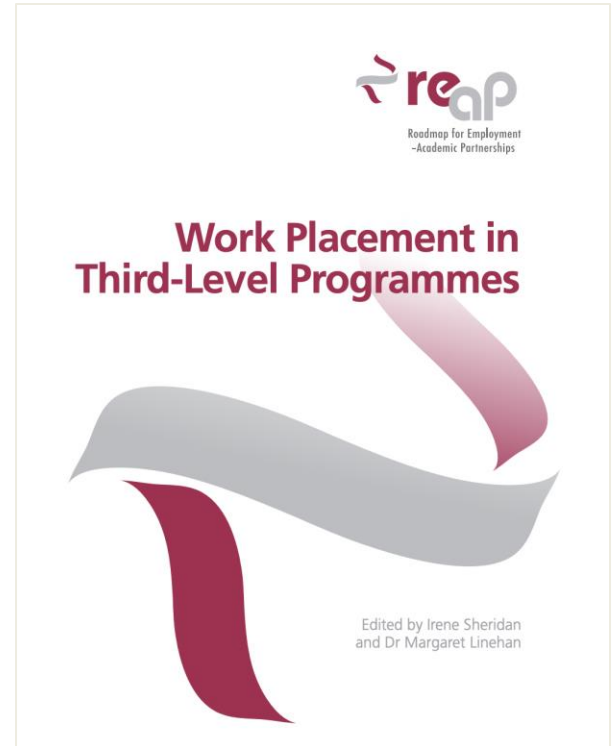
# Work placement in Food programmes in the School of Food Science & Environmental Health

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QQI Conference



# Food Industry Work Placements - Concerns

- *Ineffective communication with industry*
- *Unstructured, lacking detail*
- *Insufficient opportunities*
- *No learning agreement*
- *Assessment*
- *ECTS and timing*



# Food Industry Work Placements

## Semi-structuring/defining

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Suitable placement activities - please select a range of the following:

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1. Technical: using Food industry machinery or instruments
  2. Technology: using IT software applied to food industry
  3. Process development and control: for example manufacturing, analytical, quality control
  4. Product development: New Product Development (NPD), chemical analysis, microbial analysis, sensory tests, shelf-life analysis, production, QA/QC, packaging
  5. Safety and quality procedures: Health and Safety, HACCP, auditing, Standard Operating Procedures (SOPs), regulatory affairs
  6. Research and implementation: legislation, allergies, labelling
  7. Business strategic planning: NPD market research, strategic planning, innovation
  8. Business sales related: customer service, sales and marketing
  9. Business supplier related: approvals, product specs, accreditation certs, sourcing new suppliers, ingredients and materials
  10. Food based projects - Research and report writing
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# Technology Enhanced



**GoogleForm**

- Completed by company
- Specifies placement activities and role
- Provides company, supervisor and application information

Workload Management

**GoogleSheet**

- Output from GoogleForm
- A record of all placement opportunities
- A record of student applications and successful appointments

Productivity Enhancement,  
Effective Communication  
and Collaboration

Quality Assurance  
of Placement suitability

**GoogleDoc**

- Mirror of GoogleForm
- Generates 'Placement Advertisement' to notify students of opportunities

Quality Assurance of  
Learning and Assessment

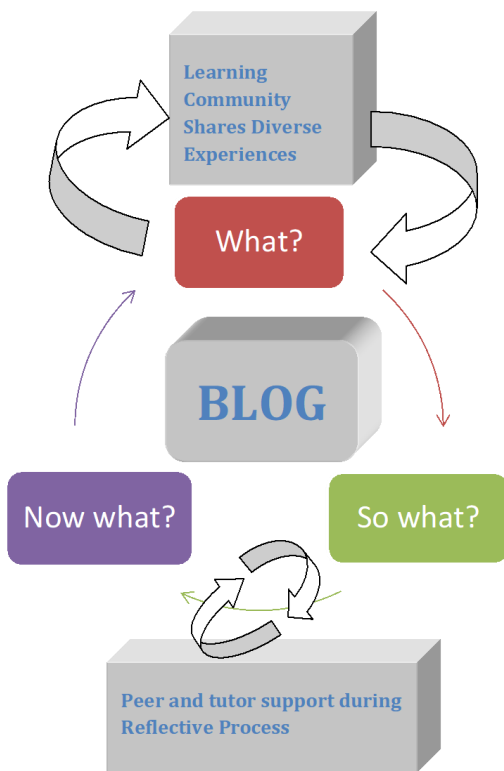
**GoogleDoc**

- Unique Student Learning Agreement created
- Mid-placement review record
- End of placement assessment record

Curriculum Quality Assurance  
Tailored Student Learning



# Reflective Blog with Rubric



Criteria	Beginning	Developing	Proficient	Strong
<b>Content</b>	Identify some general ideas or issues from outside experiences related to the topic. Experiences are poorly described or are not relevant to the course of study or profession.	Some detail explaining some specific ideas/issues from outside experiences related to the topic. Makes general connections between work experiences and college theory. Experiences are reasonably well described and somewhat relevant to the course of study, but not related well to theory.	Good detail explaining some specific aspects of work experience related to the topic. Makes some connections between what is learned from work experiences to college theory.	<i>In-depth synthesis</i> and well described appropriate aspects of work experiences. Makes clear connections between what is learned from work experiences to college theory.
<b>Graduate Attributes</b>	No reference made to graduate attributes.	Some mention of graduate attributes but little evidence to support skill development.	Discussion on the development of an attribute supported by evidence from placement experience to support.	Critical discussion on the development of an attribute based on evidence from the scenario and discussion on the impact or importance on professional development and future career.
<b>Reflection</b>	No evidence of reflection on performance or personal response to experiences described.	No evidence of reflection on performance but some personal response to experiences described.	Evidence of reflection on performance and good personal response to experiences described.	Evidence of deep reflection on performance and clear personal response to experiences described, together with statement of learning achieved both from the experience and reflection.
<b>Comments</b>	Lack of comments, or comments of a trivial nature with no evidence of empathy with blog group.	Comments of a somewhat trivial nature, and showing only slight empathy with the blog group.	Comments show interest and empathy with blog group, requesting further information, and comparing to own experience. Replying to peer comments and questions is evident.	Comments show empathy with blog group, requesting information, making suggestions, and evidence of deep reflection of others' experiences, and how it to own practice. Replying to peer comments and questions is evident and very meaningful and purposeful.
<b>Frequency</b>	Completely insufficient blog posts.	Sufficient blog posts, but always late.	Sufficient blog posts, rarely late. Comments mostly on time.	Always posts blogs and comments on time.
<b>Style</b>	Poor grammar and spelling, and poor general language usage makes blogs difficult to read or follow. Blog is incorrect length.	Spelling and grammar are good, but little thought out into construction of blog post into a coherent piece. Incorrect length.	Good grammar and spelling, and correct language usage. Blog is correct length.	Good grammar and spelling, excellent language usage, demonstrating style and personal expression. Blog is correct length.

# Advantages – process management



Technology successfully adopted by all stakeholders



Transparency gave confidence to the company



Tailored work-placement



Range of companies and types of opportunities was rapidly increased



Placement allocation process streamlined

# Advantages – Personalised Learning Agreement



Empower students during placement



Structures mid-placement review and enhances feedback



Structures academic tutor site visits and provides QA



Basis for feedback and remedial action if the student is not fully engaging



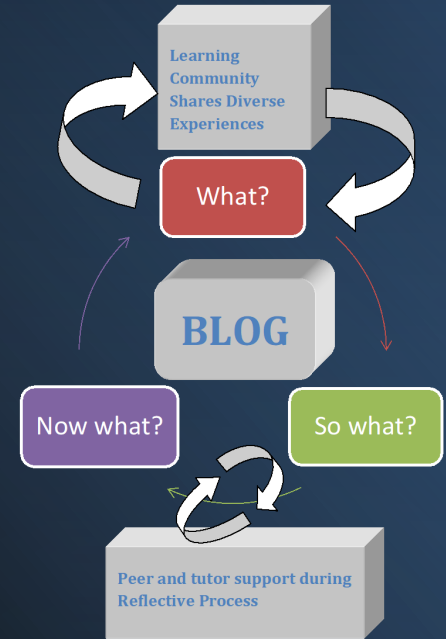
Industry supervisor assessment



Completed and signed learning agreement demonstrates QA of learning outcomes

# Advantages – Blog

- University staff remain abreast of Industry developments
- Students to share experiences and learn from each other
- Students to be supported while separated from the peers
- Active reflection enhances employability
  - Skills development
  - Linking placement experiences to theory
  - Evidence of graduate attributes
  - Articulation





# Key Learnings

1. Technology has improved the management of the work-placement process, from generating ample high-quality and relevant placement opportunities, increasing productivity through better collaboration and communication.
2. Technology has guaranteed the quality of the placement, from defining suitable learning activities, through to the creation of individualised Learning Agreements.
3. The online reflective blog assessments support students' reflection on learning, as well as fostering a community of learning amongst peer groups.

# Thank you

- Dunne, J. L. (2017). Work placement reflective assessments and employability enhanced through highlighting graduate attributes. *Journal of Teaching and Learning for Graduate Employability*.
- Dunne, J. L. (2019). Improved levels of critical reflection in Pharmacy Technician student work-placement assessments through emphasising graduate attributes. *Journal of Teaching and Learning for Graduate Employability*, 10(2), 1-14. doi:<https://doi.org/10.21153/jtlge2019vol10no2art637>
- Dunne, J. (2019) 'Technology enhanced food industry engagement and work placement curriculum quality assurance', Learning Connections 2019: Spaces, People, Practice, University College Cork, Cork, Ireland, 5-6 December, pp. 39-44. doi: 10.33178/LC.2019.09 [LearningConnections2019\(2\).pdf \(ucc.ie\)](#)
- Dunne, Julie (2021) "Technology Enhancement for Quality Assurance and Management of Tailored Industry Work Placements," Irish Journal of Academic Practice: Vol. 9: Iss. 1, Article 4. doi:<https://doi.org/10.21427/yjrx-7p82> Available at: <https://arrow.tudublin.ie/ijap/vol9/iss1/4>