

Storytelling for Apprenticeships - Food Technical Professional

Prevention Based Experience

Frank Yiannis is a champion of Food Safety Culture and was responsible for helping direct the industry to not simply enforcing food safety measures but ensuring that they are part of a companies culture. Training is at the heart of this but as highlighted by Yiannis (2015) "Are you simply imparting knowledge or are you influencing behavior and providing prevention-based experience too?" He went on to provide evidence of better ways of training "that not only imparts knowledge and skills, but "experience" too."

Storytelling is not only a useful way for imparting knowledge and skills during the contact time but is a way to get apprentices to link with their professional life and create evidence that is rich in experience for their portfolios.

Apprentices need to be encouraged to share their experiences. In their work place they will have a number of experiences that will be useful in the context of any module that they are attending, including; current issues, history and experience, observed practices and different perspectives (due to the product/factory type).

Find space to let them tell their stories....

Seek out the learnings....

In contact time and module delivery, the use of stories and pictures is a valuable tool that provides real experience for the learner - it gives them examples that they can then relate to their own place of work. For example - in a food microbiology lecture, taking learners through the reasons for swabbing and an indication of swabbing locations, demonstrates very little experience. In contrast, stories coupled with pictures provide a much richer experience. The photos show a simple piece of equipment that is apparently clean but on investigation was the source of *E.coli* into the product through poor cleaning. The detailed story behind these pictures gives real insight into the consequences and issues in poor hygiene.



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The power of emotion

Stories and food safety have long been used as a training tool. Some stories capture the audience through an emotional reaction such as the recent national allergen control stories.

The recent issues in allergen control with Pret A Manger shocked the country because of the horrific details that were told by Natasha's father. Despite her father administering two EpiPen injections, Natasha died in a hospital in Nice within hours of eating the Pret sandwich.

"Natasha said that she still couldn't breathe and desperately looked at me, she said 'Daddy, help me, I can't breathe'," Mr Ednan-Laperouse said in a statement.

Natasha was not the first person to die of anaphylactic shock but her story has changed food safety legislation.



Natasha Ednan-Laperouse died in a hospital in Nice after collapsing on a BA flight

Apprentices have been encouraged to tell their stories in a number of ways in addition to the reflective pieces in their portfolios or assignments e.g.;

- Drawing their journey of how they have ended up on the apprenticeship
- Sending 'holiday postcards' from their 20% OTJ experiences and discussing them in the module block or as part of their portfolio

Apprentices each have their own stories to tell. These will be varied by the background, age, experience and point in their career. Additionally their job role will vary to that of their peers. In open cohorts, this variety is hugely beneficial for peer learning. The photos demonstrate some of the variety in 20% OTJ learnings - controls for defrosting pork pies to planting in South America!



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