



Global University for Lifelong Learning

Enabling YOU to make a difference in OUR world ...



Outcomes mapping - An overview

Linking training and development to GULL pathways

What is outcomes mapping?

Outcomes mapping provides a way of recognizing and certifying learning outcomes that arise from training, short courses and a wide range of other activities.

The objective is to enable participants to convert inputs (like training and short course tuition) into learning outcomes (or outputs) that yield evidence as to how training principles and other input-based instruction and/or resource materials were used and applied in practice.

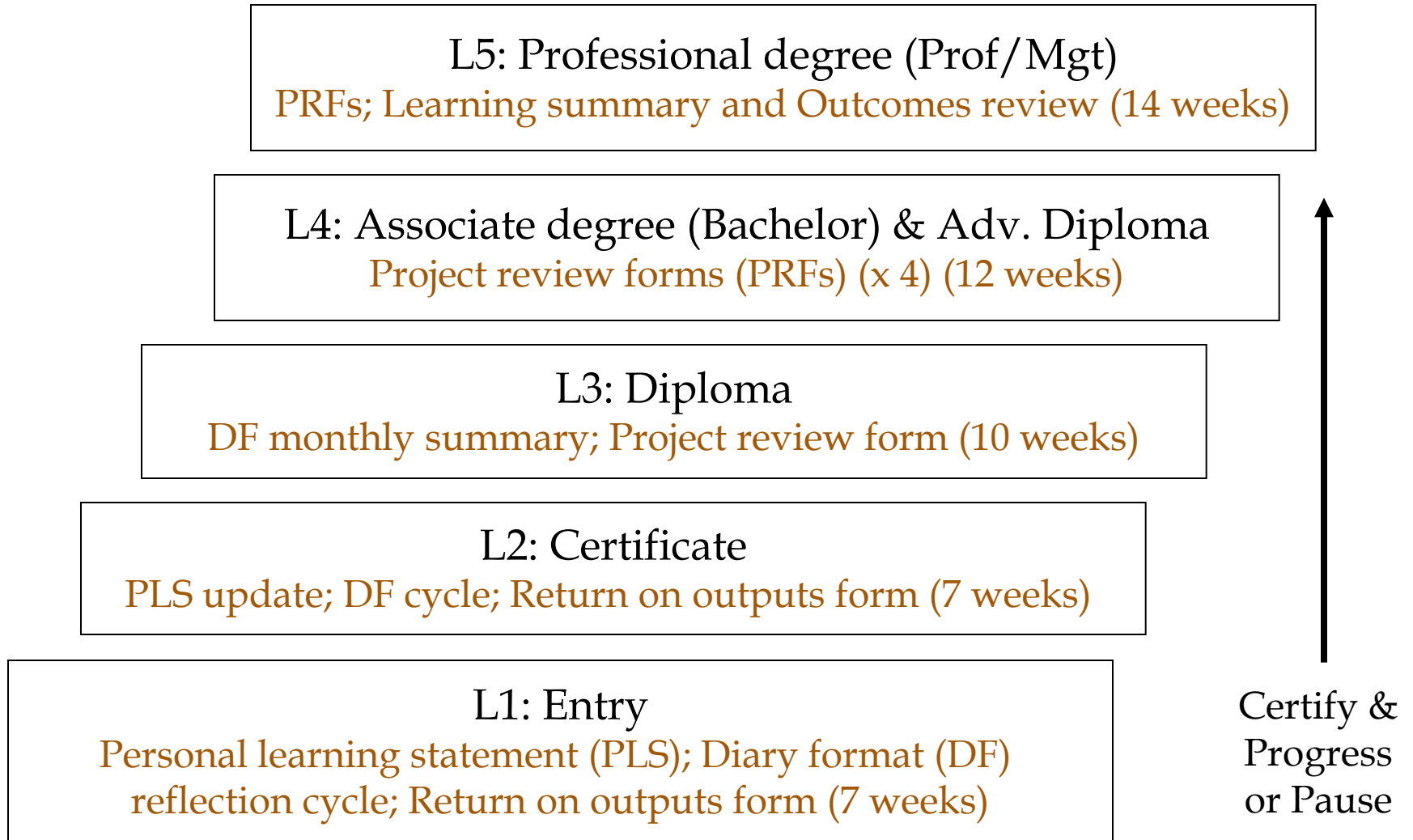
There are many ways in which participants can gather their evidence of learning and to assist with this, GULL recommends the use of its diary-based narrative format. The narrative format can be used to augment any existing methods that are used by participants to gather evidence of progress and attainment.

Outcomes mapping and the narrative format

The GULL narrative format provides a practical and flexible approach to work and community-based outcomes mapping so that participants can interlink their roles at work and in the community with reflection, review, improvement and on-going personal and professional development.

Specifically, outcomes mapping can be integrated with GULL's three pathways (Professional Bachelor, Master and Doctor) to Government recognized certificates, diplomas and degrees, each with five levels or certification points.

Professional Bachelor, Master, Doctor pathways



Pathway profiles:

Professional Bachelor, Master, Doctor

Pathway:	Typical entry profile:
Professional Bachelor	17-25 years of age and those in this age range and older with limited literacy skills.
Professional Master	26-35 years of age holding senior work or community roles. It is also for those aged 26 and above who have completed the GULL professional Bachelor degree.
Professional Doctor	At least 30 years of age but ideally for those in their 40s and 50s who hold leadership roles in the workplace or the community. It is also for those aged 30 and above who have completed the GULL professional Master degree.

Review and certification

All GULL awards based on narrative format reporting are ungraded and certified at 'Pass' level. This is because the narrative format is broader-based than GULL's differentiated awards (with Pass, Credit and Distinction categories) as defined by GULL's comprehensive marking and grading criteria.

GULL's awards are outcomes-based and it is only possible to issue certificates when sufficient evidence of attainment has been assembled by the learner and verified by a facilitator. This is because GULL's primary role is to certify evidence of learning and application and it is the responsibility of each and every GULL participant to capture their own evidence in an appropriate and/or specified format.

Progression

If the evidence assembled by the learner is incomplete, he/she does not 'fail' but must continue the process until there is sufficient evidence of attainment to merit the award of a certificate at any given level. On completion of levels 1-4, participants can either pause or progress immediately to the next level.

At level 5 (the professional degree) for all three pathways (Bachelor/Master/Doctor), the participant's portfolio of work and evidence of learning and application must be approved and signed-off by an experienced facilitator and additionally verified by an experienced independent professional. The workplace or community verifier should discuss the candidate's output work with the participant in the presence of the facilitator so as to ensure that the candidate is the author of the work and that the criteria for 'sufficiency' have been met. If not, the candidate must continue until any gaps have been addressed.

Outcomes mapping principles (levels 1 & 2)

Levels and inputs:	Suggested narrative format elements for documenting learning outcomes:
B, M & D level 1 Duration: 7 weeks Training/short course inputs Focus: Key training principles	Personal learning statement (PLS) in week 1; One diary format reflection cycle (linked to training or other instructional inputs) with four weekly summaries (750 words each) in weeks 2, 3, 4 and 5, one monthly summary (750 words) in week 6 and a return on outcomes (RO) form (750 words) in week 7.
B, M & D level 2 Duration: 7 weeks Training/short course inputs Focus: Key training principles	PLS update; One diary format reflection cycle (linked to training or other instructional inputs) with four weekly summaries (750 words each), one monthly summary (750 words) and a RO form (750 words) with timings as for level 1.

Outcomes mapping principles (levels 3, 4 & 5)

<p>B, M & D level 3 Duration 10 weeks Training/short course inputs Focus: Wider applications (WA)</p>	<p>PLS update (week 1); One diary format reflection cycle (linked to a small group improvement project (BL3) or an organizational challenge (ML3, DL3) with four weekly summaries (750 words each) and one monthly summary (750 words) (weeks 2-6) and a project review form (750 words) in week 10.</p>
<p>B, M & D level 4 Duration 12 weeks Training/short course inputs Focus: WA</p>	<p>Typically four project review forms (750 words each) linked to four different stages of a single project or alternatively, to document four different project activities. Timings: submit in weeks 3, 6, 9 and 12.</p>
<p>B, M & D level 5 Duration 14 weeks Training/short course inputs Focus: WA</p>	<p>Four project review forms (750 words each) - application and timings as for level 4; One learning summary form (1500-2000 words) in week 13; One outcomes review form (750-1000 words) in week 14.</p>

Narrative format elements (1):

Personal learning statement

The personal learning statement (PLS) enables every participant to reflect on their own unique agenda for learning and to determine what they would like to accomplish for themselves and for others over a time period of 12 months.

Daily, weekly and monthly summary forms (Diary format reflection cycle)

The diary format reflection cycle provides an opportunity to learn from activities and inputs over a 5 week period, using a diary format to record experiences. The objective is to enable participants to learn by reflecting on activities at work or in the community – as they occur. The diary format draws on four weekly summaries and one monthly summary with learning coach and reviewer support (organized by the learner) so as to enable the participant to fully utilize their work or community role as a vehicle for personal and professional development.

Return on outputs form

The return on outputs form is primarily designed to enable participants to gather and summarize the learning outcomes arising from a diary format reflection cycle. The form enables participants to document personal and organizational learning outcomes, to explain the value of the outcomes by reference to improvements and other examples and to outline recommendations for implementing outcomes and any further action required.

Narrative format elements (2):

Project review form

The project review form provides an opportunity to reflect on one or more strands of project work, the process and approach deployed, its relative effectiveness, alternative courses of action and the steps required to sustain the project. The project review form uses familiar diary format style questions to assist participants with their narrative reporting.

Learning summary form

The learning summary form provides an opportunity to review the learning journey from the outset (at level 1) to the conclusion (at level 5). The form uses a question-based format to enable participants to reflect on the 'highs' and 'lows' of their learning journey and the many sources of learning (e.g. about self, from others and from work or community related outputs). The learning summary form should be completed prior to the level 5 review meeting.

Outcomes review form

The outcomes review form enables participants to summarize and to quantify the outcomes, impact and benefits of their action learning journey. There are four sections: (1) Personal profile; (2) Summary of the workplace or community challenge and project; (3) Summary of the workplace or community outcomes and benefits and (4) Summary of the personal benefits.

Narrative format briefing resources:

Narrative format foundation levels 1 & 2 briefing	Explains the GULL narrative format process for foundation levels 1 & 2.
Narrative format foundation levels 1 & 2 overview	Provides an accompanying explanation with diagrams to illustrate the GULL narrative format process at foundation levels 1 & 2.
Narrative format progression levels 3, 4 & 5 briefing	Explains the GULL narrative format process at progression levels 3, 4 & 5.
Narrative format progression levels 3, 4 & 5 overview	Provides an accompanying explanation with diagrams to illustrate the GULL narrative format process at progression levels 3, 4 & 5.

Narrative format forms:

Personal learning statement (PLS) form [Levels 1, 2 & 3]	Use the PLS to frame a personal agenda for learning (level 1) and to review progress and update as appropriate (levels 2 & 3).
Daily summary form [Levels 1, 2 & 3]	Use for daily notes and to assist with the weekly summary form.
Weekly summary form [Levels 1, 2 & 3]	Use to summarize daily summary form entries and key points for discussion with a personal learning coach. Plan for a 10 minute face-to-face discussion with a coach each week and then add discussion outcomes to the weekly form prior to peer review (with colleagues) and sign-off by a facilitator.
Monthly summary form [Levels 1, 2 & 3]	Use in week five to review and summarize progress over the full cycle. Complete by obtaining a written comment from a personal learning coach and submit for written comments, feedback and sign-off by a facilitator.
Return on outputs form [Levels 1 & 2]	Use to summarize personal and organizational learning outcomes after completing four weekly summaries and one monthly summary.
Project review form [Levels 3, 4 & 5]	Use to reflect on one or more strands of project work, the process and approach deployed, its relative effectiveness, alternative courses of action and the steps required to sustain the project.
Learning summary form [Level 5]	Use to review the learning journey from the outset (at level 1) to the conclusion (at level 5).
Outcomes review form [Level 5]	Use to summarize and to quantify the outcomes, impact and benefits of your action learning journey.

Enabling YOU to make a difference ...

- ✓ Identify what you want and need to learn
- ✓ Learn how to sustain your own learning
- ✓ Become a lifelong learner
- ✓ Learn how to reflect and improve
- ✓ Learn how to use a learning coach/web of support
- ✓ Learn new skills and behaviours by doing ...
- ✓ Learn new skills and behaviours from others ...
- ✓ Correct things that need attention
- ✓ Build self confidence and professionalism
- ✓ Learn how to manage yourself and your career
- ✓ Learn how to use action learning to help others
- ✓ Improve your problem-solving skills
- ✓ Enhance project management & reporting skills



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