

## **Narrative Format: Progression levels 3, 4 & 5 briefing**

### **Global University for Lifelong Learning (GULL)**

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

GULL offers three pathways (Professional Bachelor, Master and Doctor) to Government recognized certificates, diplomas and degrees, each with five levels or certification points.

#### **Professional Bachelor pathway**

Typical entry profile: 17-25 years of age and those in this age range and older with limited literacy skills.

The Professional Bachelor pathway is for those who are younger in age and with relatively limited life and work experience. It is also for participants in this age range and older who have not had the opportunity to learn to read and write in their own language. Participants in this second category can attain Professional Bachelor levels 1 Entry and 2 Certificate based on oral evidence of learning. Beyond this, participants must develop basic reading/writing skills in their own language in order to attain Bachelor level 3. All activities and levels can be customized for full integration with any on-going work or community activity.

Foundation levels: Bachelor level 1 Entry and level 2 Certificate

Progression levels: Bachelor level 3 Diploma; level 4 Associate degree and level 5 Professional degree.

#### **Professional Master pathway**

Typical entry profile: 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.

The Professional Master degree pathway is for those in senior work or community roles (no other qualification is required) and for those aged 26 and above who have completed the GULL professional Bachelor degree. Please note that the GULL professional Master pathway should not be used as a 'fast track' development route for young graduates with an academic Bachelor degree. This is because experience and seniority are the essential entry criteria on which the pathway to professional mastery is founded. All activities and levels can be customized for full integration with any on-going work or community activity.

Foundation levels: Master level 1 Entry and level 2 Certificate

Progression levels: Master level 3 Diploma; level 4 Advanced Diploma and level 5 Professional degree.

#### **Professional Doctor pathway**

Typical entry profile: 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.

The Professional Doctor degree pathway is for work and community leaders (no other qualification is required) and for those aged 30 and above who have completed the GULL professional Master degree. Please note that the GULL professional Doctor pathway should not be used as a 'fast track' development route for young post graduates with an academic Master degree. This is because maturity (the ideal age profile is late 30s and beyond) and a leadership role are the essential entry criteria on which the pathway is founded. All activities and levels can be customized for full integration with any on-going work or community activity.

Foundation levels: Doctor level 1 Entry and level 2 Certificate

Progression levels: Doctor level 3 Diploma; level 4 Advanced Diploma and level 5 Professional degree.

To illustrate how these pathways can be integrated with a workplace or community environment, please see Appendix 1.

#### **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 approach encourages self-directed action learning so as to build self-confidence and independent lifelong learning skills - right across the age and life stage spectrum. 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. 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.

There are two certification options for all level 5 awards. These are: Bachelor/Master/Doctor of Professional Studies (Specialism) where the specialism is determined by the context, the inputs (as appropriate) and the applications OR Bachelor/Master/Doctor of Management (a generic award).

### Advancing with GULL: Progression levels 3, 4 & 5\*

Professional Bachelor (B), Master (M) and Doctor (D) pathways

Levels:	Narrative format elements:
B, M & D level 3 Duration 10 weeks	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.
B, M & D level 4 Duration 12 weeks	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.
B, M & D level 5 Duration 14 weeks	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.

\*See also: Options for using the project review form below.

#### Using the project review form

Individually completed by GULL participants undertaking group or individual project work at professional Bachelor, Master and Doctor levels 3, 4 and 5.

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. There are many situations in which a narrative format project review can be used to document project work undertaken individually or in small groups. For example, if an individual project has multiple strands or facets or if the GULL participant opts to reflect on a recently completed project.

#### Options for using the project review form:

(1) Combining project reports with the project review form - If the project review form is used in conjunction with either group or individual written reporting and formal presentation work, one project review form (750 words) should be individually completed.

(2) Individual narrative reporting - If the project review form is used as an alternative to group or individual reporting, the participant can either complete:

- Four project review forms (each being 750 words) to document four different stages of a project (e.g. the proposal, the plan, progress and the outcomes) or to document four different project activities OR
- Two project review forms (each of 1500 words) to document different stages of a project or to document two different project activities OR
- One project review form (3000 words) to document the outcomes of a single project - either in progress or recently completed.

## Guide notes on the project review questions:

### What did you do?

Start by stating the purpose of your project - what was the problem or challenge? What were your objectives?

In overview, what action did you take? How long did you spend on the project activity and what resources did you use? What were the outcomes? Have you addressed the problem or challenge? What happens next?

### What went well and why?

Please comment on all aspects of the project activity as appropriate (e.g. purpose, plan, progress, outcomes).

### What didn't go well and why?

Please comment on all aspects of the project activity as appropriate (e.g. purpose, plan, progress, outcomes).

### What could I have done differently and how?

Please comment on all aspects of the project activity as appropriate (e.g. purpose, plan, progress, outcomes).

### What did I learn, how will my learning help others and what are the next steps?

Please comment on the personal learning outcomes from your project.

Please comment on the benefits for others (your colleagues and own organizational setting).

### Learning coach written comments

Please ask your learning coach to add a written comment about the relative effectiveness of the project as a vehicle for your personal and professional development and on the outcomes and benefits for all stakeholders.

### Internal reviewer/verifier written comments

A written comment should be included on satisfactory completion of the project activity. Ideally the written comment should be related to a face to face discussion about the outcomes.

## Using the learning summary form

Individually completed by GULL participants using the narrative format. The learning summary form should be completed prior to the review meeting at professional Bachelor, Master and Doctor level 5 (as appropriate).

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).

## Guide notes on the learning summary questions:

As a guide, aim to write between 1500 words (minimum) and 2000 words (maximum).

### What have you learnt about yourself?

Reflect on the starting point (e.g. a personal learning statement) and the stages of your learning journey:

- What have you learnt about yourself? (e.g. strengths, gaps, potential)
- What new or improved skills have you acquired or developed?
- What changes do you see in yourself (e.g. changes in habits, attitudes and specific behaviours)?
- How has your own professionalism been enhanced by your GULL experience?

### What have you learnt from others?

Thinking about your web of personal and professional support, what have you learnt from:

- Your learning coach(es), facilitator(s) and specialist advisers?
- Fellow GULL participants?
- Project sponsors, clients and significant others?

### What have you learnt from your project work and other outputs?

Projects and other outputs should provide a vehicle for your own learning and a way in which you can work with others to find implementable solutions that yield lasting benefits for the workplace and/or the community. Aim to identify the way(s) in which you have developed as a result of leading and/or participating in project work.

### What have you accomplished in terms of your own personal and professional development?

Experienced action learners know how to advance and sustain their own personal and professional development. What have you achieved so far? Aim to identify all the areas of learning and development that are helping you to be a more effective person and professional.

Thinking ahead, what do you need to learn next? How will you accomplish your goals?

What is your plan for learning for the next 12 months?

How will you use your expertise in action learning to sustain your own personal and professional development?

How will you use your expertise in action learning to help others in your workplace and the wider community?

Learning coach written comments

Please ask your learning coach to add a written comment about your overall personal and professional development attainments and on the outcomes and benefits for all stakeholders.

Internal reviewer/verifier written comments

A written comment should be included on completion of the learning summary form. Ideally the written comment should be related to a face to face discussion about the outcomes.

**Using the outcomes review form**

Individually completed by GULL participants prior to the review meeting at professional Bachelor level 5; Master level 5 and Doctor level 5 (as appropriate).

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 (your name, job or community role, your email address and other contact information (as appropriate) and the date when the level 5 award was completed;
- (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.

**Guide notes for completing the outcomes review form:**

As a guide, aim to write between 750 words (minimum) and 1000 words (maximum).

Personal profile

In order that others might build on your outcomes, it is important that colleagues in your workplace or community can contact you. Please specify:

- Your name
- Job or community role and location
- Your email address and other contact details (as appropriate)
- Pathway (e.g. Bachelor, Master, Doctor) and the date when you completed your level 5 award.

Summary of the workplace or community challenge and project

State the title or the focus of the main project that you undertook (aim to do this in about 50 words)

Outline the nature of the problem or challenge that you undertook, the reason(s) for your investigation and the purpose and key objectives of your work (about 150 words).

Summary of the workplace or community outcomes and benefits

Specify clearly and concisely the major outcomes and benefits of your work, using sentence format and bullet points (as appropriate). Wherever possible, please provide concise details of the evidence of return on investment (time, resources) and any measures and financial data that support the outcomes of your work (about 600 words).

Summary of the personal and professional benefits

Outline the personal and professional benefits that you have derived from your action learning journey. Give examples as to how you have grown and developed during the process (both character and competence) and indicate how you plan to utilize your new skills and abilities to assist/support others (about 200 words).

## Resources for GULL participants and their web of support

### 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 5 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.
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.

### Briefing resources

Narrative format progression levels 3, 4 & 5 overview	Provides an accompanying explanation with diagrams to illustrate the GULL narrative format approach at Progression levels 3, 4 & 5.
Introducing the learning log	Use in conjunction with levels 4 and 5 in particular to assist with gathering evidence for inclusion in the learning summary form (level 5).
Planning and writing guide	Use as a guide for project work at levels 3, 4 and 5.
Briefing for facilitators	Use as a guide when facilitating for new entrants - a project option at levels 3, 4 and 5.

## Appendix 1: The GULL narrative format at work and in the community

### Professional Bachelor pathway

Typical entry profile: 17-25 years of age and those in this age range and older with limited literacy skills.

Level (L) progression →				
L1: Entry	L2: Certificate	L3: Diploma	L4: Associate degree	L5: Bachelor degree
Foundation	Foundation	Progression	Progression	Progression
PLS, DF, RO	PLS, DF, RO	DFMS, PRF	PRF	PRF, LSF, ORF
Focus: Routine activity	Focus: Routine and task	Options: SGP or FP or combination	Options: SGP or FP or combination	Options: SGP or FP or combination
Time: 7 weeks	Time: 7 weeks	Time: 10 weeks	Time: 12 weeks	Time: 14 weeks

### Professional Master pathway

Typical entry profile: 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.

Level (L) progression →				
L1: Entry	L2: Certificate	L3: Diploma	L4: Adv. Diploma	L5: Master degree
Foundation	Foundation	Progression	Progression	Progression
PLS, DF, RO	PLS, DF, RO	DFMS, PRF	PRF	PRF, LSF, ORF
Focus: Routine activity	Focus: Routine and task	Options: SGP/FP/LP or combination	Options: SGP/FP/LP or combination	Options: SGP/FP/LP or combination
Time: 7 weeks	Time: 7 weeks	Time: 10 weeks	Time: 12 weeks	Time: 14 weeks

### Professional Doctor pathway

Typical entry profile: At least 30 years of age holding 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.

Level (L) progression →				
L1: Entry	L2: Certificate	L3: Diploma	L4: Adv. Diploma	L5: Doctor degree
Foundation	Foundation	Progression	Progression	Progression
PLS, DF, RO	PLS, DF, RO	DFMS, PRF	PRF	PRF, LSF, ORF
Focus: Routine activity	Focus: Routine and task	Options: SGP/FP/LP or combination	Options: SGP/FP/LP or combination	Options: SGP/FP/LP or combination
Time: 7 weeks	Time: 7 weeks	Time: 10 weeks	Time: 12 weeks	Time: 14 weeks

#### Abbreviations:

##### Foundation levels 1 & 2:

PLS - Personal learning statement  
DF - Diary format reflection cycle  
RO - Return on outputs form

##### Project options: Bachelor levels 3,4 & 5:

SGP - Small group project  
FP - Facilitation project (guide new entrants)

##### Progression levels 3, 4 & 5:

DFMS - Diary format monthly summary form  
PRF - Project review form  
LSF - Learning summary form  
ORF - Outcomes review form

##### Project options: Master and Doctor levels 3, 4 & 5:

SGP - Small group project  
FP - Facilitation project (guide new entrants)  
LP - Leadership project (individual or shared)