



The GULL Story

Part 2: Pathways

By Richard Teare

Global University for Lifelong Learning
Enabling YOU to make a difference in OUR world

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Overview

The purpose of this article is to profile the GULL pathways for work and community-based learning and to outline some of the innovative ways in which they can be used to facilitate on-going development with professional certification. Further details can be found in the 'GULL pathways' briefing resource @ www.gullonline.org. See: 'About GULL' link from the Home page.

GULL offers three generic pathways, each with five steps (or certification points) to professional Bachelor, Master and Doctor degree. The GULL system is made available to organizations via its network of representatives and they are authorized to offer in-house learning solutions (e.g. an own brand corporate business/enterprise school) that map organizational priorities and inputs against GULL pathways and certification points. One of the ways in which we do this is to discuss, agree and document accelerated pathways with customized linkages between existing organizational development work and the appropriate entry levels to GULL pathway certification points. The purpose here is to recognize prior learning and to assist the user organization to create continuing development pathways for employees. We also help GULL users to define exceptional entry criteria, so that where appropriate, they can address specific challenges 'just in time' like succession planning and career progression. Although the GULL system defines the 'size' of outputs in terms of word count, we are continually seeking new and innovative ways of recognizing learning outcomes. An example is provided that uses visual and photographic evidence of learning and application.

Professionalism is largely a function of skills acquisition and development and so GULL sponsors the Skills Academy UK. The purpose of the Academy is to promote action learning as a method of acquiring and developing personal and professional skills in the context of lifelong learning.

Key words: Lifelong learning, action learning, professional certification, organizational learning

Professional Bachelor (B) and Master (M) level pathways

The B level pathway is for those in the age range 18-25. The M level pathway is for those with more life and work experience - typically 26-30 years of age at the time of entry. There are no prior entry requirements for B and M level work and both pathways can be integrated with training, projects and other activities at all five incremental steps.

The B and M level pathways share the same approach, outcome requirements and minimum durations for each level. To progress from Entry level (L1) to Professional degree level (L5) the participant documents learning outcomes via a series of practical applications (termed outputs).

Level 1: Level 1 (B Entry & M Entry) introduces the process of action learning using (i) a story format to reflect on two recent prior learning events and (ii) a personal learning statement form to prepare an outline plan for learning. Typically, the three outputs (two story summaries and a personal learning statement) can be completed in four weeks.

Using the story format

Level 1 commences with a briefing session during which the group facilitator introduces the story and personal learning statement formats. The [story form](#) sub-headings are: (1) Story overview - an executive summary of a recent experience; (2) What went well and why? (3) What didn't go well and why? (4) What could I have done differently and how? (5) What did I learn?

The [personal learning statement](#) guidelines are: Step 1: Consider your current job or community role: (1) What is going well? (2) What could I do better? Step 2: Consider the current activity you are undertaking: (3) What would I like to accomplish for myself? (4) For my team/colleagues and/or customers? (5) For my department/section/organization? Step 3: Consider future possibilities: (6) What new/different types of work would I like to experience? (7) Where do I see myself in 12 months time? (8) What new skills and behaviours will I need to achieve my 12 month goal? (9) In summary: What do I need to learn (list the key points arising from questions 1-8 inclusive).

Level 2: Level 2 (B Cert & M Cert) supports an individual or team activity using a diary format to manage, record and reflect on selected activities and experiences over a ten week period. After this, the return on outputs form is used to capture and review the outcomes.

Using the diary format

The diary format provides a practical approach to learning from doing. The aim is to help the participant to 'action learn' by capturing new insights, experiences and reflections - as they occur. It serves as an 'activity manager' so that busy people can reflect in an informal yet structured way on selected activities, events and experiences.

The diary format uses weekly and monthly summaries with learning coach and reviewer support, to facilitate learning from routine activities. The format uses questions like: 'What went well?' and 'What you might do differently?' The three diary formats are: Daily summary form (optional); Weekly summary form; Monthly summary form.

Daily summary (optional): Headings: (1) List of today's activities; (2) What went well and why? (3) What didn't go well and why? (4) What could I have done differently and how?

Weekly summary: Provides the input to the monthly summary and the basis for a weekly discussion with a personal learning coach. Headings: (1) List of the main activities this week; (2) What went well and why? (3) What didn't go well and why? (4) What could I have done differently and how? (5) What have I learnt this week? (6) Discussion points for my learning coach (7) Discussion outcomes.

Monthly summary: The monthly summary is submitted to the learning coach for written comment and thereafter to the facilitator (who is also the internal reviewer) for feedback and sign-off. Headings: (1) List of the main activities this month; (2) What went well and why? (3) What didn't go well and why? (4) What could I have done differently and how? (5) What have I learnt this month and what do I need to learn next? (7) Written comment from the learning coach; (8) Feedback from the internal reviewer.

To complete the **return on outputs form**: (1) Provide a summary of the training, action learning or other development activity undertaken. (2) What were the key learning outcomes? (3) Describe the personal learning (and any other benefits for you) arising from this activity. (4) Describe the organizational learning (and any other benefits for the organization) arising from this activity. (5) Explain the value of the outcomes from this activity (e.g. improvements, cost reduction etc.) (6) List your recommendations for implementing these outcomes and outline any further action required.

Finally, look again at **the personal learning statement**: Re-write the list of things you want to learn. Include the timeframe, the resources or support that you will need and reflect on how you will know what you have accomplished.

Level 3: Level 3 (B Dip & M Dip) consists of a team project that runs over a ten week period, concluding with a second return on outputs form.
(B) Diploma
(M) Diploma

Level 4: Level 4 (B Assoc & M Dip A) commences with a detailed reflection on prior learning (the career review) that builds on the personal learning statement. The main level 4 element is either a free-standing individual project or an individual component (inputs and outputs) of a team project.
(B) Associate
(M) Adv Diploma

Level 5: Level 5 (B Prof / B Mgt & M Prof / M Mgt) focuses on an individual project that is graded 'Pass' (50-69); 'Credit' (70-79) or 'Distinction' (80+). Level 5 concludes with a structured reflection on the outcomes from the entire journey (levels 1-5 inclusive) in the form of a learning review. This draws from the story and diary formats, the return on output submissions, the career review and the learner's individual log book. Level 5 outcomes are verified by an external reviewer.
(B) Prof Bachelor
(M) Prof Master

Professional Doctor (D) level pathways

The D level pathway is for those: (i) with a Master level degree qualification (or equivalent), (ii) currently holding a senior managerial, professional or community role who are (iii) at least 30 years of age at the time of entry. This pathway can be integrated with on-going development or any other activity that will sustain a progressive study. To progress from Entry level (L1) to Professional degree level (L5) the learner documents learning outcomes in the form of a series of incremental outputs (chapters 1-6, concluding with an outcomes article). These outputs, collectively known as the thesis, should demonstrate a workable solution to a significant workplace or community challenge. The D level pathway also makes extensive use of the diary format (as described for B & M levels) so that participants can reflect on the preparatory work needed to complete each chapter of the thesis.

Level 1: Level 1 (D Entry) consists of two weekly summaries and chapter 1 of the thesis (Proposal).
(D) Entry

Level 2: Level 2 (D Cert) consists of one diary format cycle (5 weeks) and chapter 2 (Review of prior work).
(D) Certificate

Level 3: Level 3 (D Dip) consists of one diary format cycle (5 weeks) and chapter 3 (Approach).
(D) Diploma

Level 4: Level 4 (D Dip A) consists of one diary format cycle (5 weeks), chapter 4 (Progress report) and chapter 5 (Recommendations).
(D) Adv Diploma

Level 5: Level 5 (D Prof/D Mgt) consists of one diary format cycle (5 weeks), chapter 6 (Outcomes report) and the outcomes article. Level 5 outcomes are verified by an external reviewer.
(D) Prof Doctor

Why use GULL to create your CBS?

The GULL system is purpose designed for organizations to use as the core component of an own brand in-house corporate business school (CBS), enterprise school/academy or similar entity. The main reasons for integrating learning and work and the benefits of own branding can be found in the 'Learning at work' article series. To access this, go to 'About GULL' from the Homepage @ www.gullonline.org. The four articles explore: (1) The case for learning at work; (2) Recognizing learning at work; (3) Valuing learning at work; (4) Return on investment (ROI) from learning at work.

Aside from dramatic cost savings, greater convenience and customization benefits, a compelling reason for investing in a CBS framework is made by Reg Revans. He explains why the rate of learning (organizational and individual) must be equal to or greater than the rate of change. If not, the organization (and its people) will not keep pace. He also explains why formal teaching and training can actually slow down the rate of learning! You can view this video footage at the GULL website Media section. A similar point is made by the futurist Patrick Dixon in his book 'Futurewise' where he argues that the only way to cope with a changing world is to keep on learning.

The best case for adopting an own brand approach is made though by those who have actually done it! The rationale is especially convincing when the GULL system user can see for the difference that their own CBS is making. The following testimonial is taken from a speech made by the Regional General Manager, Value Hospitality Group, at the GULL Malaysia CBS launch event on 28 April 2008.

Case example: Value Hospitality Group, Malaysia.



John Augustin
Regional General Manager
Value Hospitality Group, Malaysia

My name is John Augustin and I am the Regional General Manager for the company in East Malaysia. We manage nine hotels at the moment - ranging from four star to two star properties. We are in the people business. We employ 850 staff in our hotels and it is a very labour intensive industry. We have come to realize that the people we hire typically leave school as soon as they can and, unable to find job openings in other industries because they lack qualifications, discover that they can work as a bell boy or train to become a chef. At this point, they start their journey in the hospitality business.

The industry has grown rapidly in Malaysia, so quickly in fact that there has been a shortfall in manpower of around 50,000 people since about 1985. Due to the shortage, hotels are constantly searching for staff with a basic educational background and/or prior knowledge and experience of the hotel industry. The problem is so great that there are many managers in executive positions who have few if any qualifications.

Our company has many initiatives that are not typical of the hospitality business. We operate a quality circles quality control system and a six sigma programme coupled with an innovative problem diagnosis system. When we launch projects like these, it is a slow and difficult process - mainly because of the comparatively low levels of educational attainment in our workforce. But then we heard about GULL and we sat and talked to their representative about this challenge. Value Hospitality views its employees as assets and we are always ready to invest in ways that will assist with their development. We are in the business of dealing with people and so we need our people to be as effective as possible in this regard - 24 hours a day, 365 days a year. We have sent people away for academic study in the past (at Bachelor and Master degree levels) and they came back and told us that they had learnt a lot of things, but not many of these were related to the industry or to our business. The GULL system offers a different way. I realized that our work environment is the place where our people should be able to learn too. The agenda should be related to the things that they do everyday at work and in their life. The advance would be to do this in a systematic way so that our staff can test and apply the things that they already know and make changes where necessary to ensure that our business operates as effectively as possible.

The former Minister of Tourism encouraged us to use local people in the frontline roles. But we have a problem with our own local people because they don't aspire to be receptionists or waiters, let alone a bell boy. The problem is even worse for Value Hospitality: we are at the bottom of the preferred list of prospective employers because the hotel school graduates want to work for Shangri La, Hyatt, Mandarin Oriental, Sheraton and the other big international brands. So, returning to our partnership with GULL, we can see that there is an opportunity to improve the prestige and appeal of our company. I have a cadre of executives who are very good at what they do - they possess the technical knowledge and experience, but they lack the certification. Today, we are embarked on a programme that will give this group of managers the opportunity to advance their learning and professionalism, to be certified and to hold a certificate that confirms that they know what they are doing. I'm happy because many of our people are progressing on either the professional Bachelor or Master degree pathway and I can see that their performance in the company has improved - they have raised the bar!

The CBS concept is all about putting to better use the things that we all know - and that's exactly what we want for all our employees. Now that we have our own corporate business school, we can help our staff to be truly expert professionals with the prospect of securing a job anywhere if they choose to leave us. We guarantee employability - not a job for life - we cannot operate like a social welfare institution.

Human resource is a huge challenge in my industry - the turnover rates are very high, but with our own corporate school, we hope that we can become a preferred choice employer in the near future. We really believe in the GULL system and approach.

Getting started: Customizing your CBS

You may be wondering by now if it is difficult to create an in-house corporate school using the GULL system. The fact is that it isn't difficult but it is different in every situation. This is because the starting point(s) should reflect the organization's unique mission, culture and priorities and align with these realities and imperatives from the outset. The customization process involves three preparatory steps.

(1) Identify pathway options for accelerated learning

Accelerated pathways integrate prior learning and on-going development activity. The first step is to list training and other activities (designed to equip participants with personal and professional skills) and then to note the key learning outcomes that participants should have attained. If for example, an employee has received customer service training, how is the employer monitoring the effectiveness of this training? If the trainer has specified the anticipated learning outcomes, then it should be possible for the trainee to review their own performance and record their progress. GULL provides an easy to use format for documenting the outcomes (the return on outputs form) and if employees have completed a development process and can provide evidence of learning, then these outcomes can be linked to an accelerated pathway. The recommended elements for accelerated pathways are listed in Appendix 1. Direct entry options are provided so that the user organization can integrate recent prior learning with on-going development and professional certification. On completion of a direct entry level, the learner normally proceeds to the next level by completing the standard set of elements. Wherever customized pathways are proposed, they are documented (via GULL's customization form) and discussed with an authorized GULL representative prior to start-up.

As GULL pathways and awards focus on learning outcomes, it is also possible to integrate current and on-going training with GULL's output formats (e.g. the story and diary formats). If for example, new employees are given a structured introduction to the organization (e.g. induction training, health and safety training, etc.) the user organization can make use of the GULL system and its output formats to link these input activities to desired outcomes and applications. This helps to maximize the value of training and development and, via GULL's award system, to recognize the impact of sustained active learning by employees. Finally, the user organization can customize the GULL output format specifications (as appropriate) so as to ensure that inputs (e.g. training) and outputs (e.g. documented evidence of learning) are as closely matched as possible. The only system components that are not customizable are the procedures for internal review, external review (for level 5 awards) and the GULL quality assurance process.

(2) Identify criteria for exceptional entry

GULL's general entry criteria are designed to reflect the relationships between age and maturity (life, work and/or community experience) as it is difficult to demonstrate 'professional Mastery' in management or a specialist field without extensive work or community experience as a manager or as a specialist. This is why entry to GULL's professional Master pathway is reserved for those with more life and work experience - typically 26-30 years of age at the time of entry.

However, GULL accepts that user organizations may need to establish their own criteria for exceptional entry in order that development opportunities can be offered at exactly the right moment for specific groups of people. Typically this relates to succession planning and career progression, but it applies in other settings too. For example, in a community where young people have not had the opportunity to complete their studies at school, a corporate school type structure can be used to provide a practical skill development framework with entry to the Bachelor level pathway at 16 years of age (B levels 1, 2 and 3) so that by the age of 18, disadvantaged groups can commence B level 4, by building on two years of skills acquisition, development and application. For details of GULL's exceptional entry criteria, please see Appendix 1.

(3) Identify the most appropriate ways of capturing evidence of learning

It is our firm belief that any learner (no matter how disadvantaged) in any situation or circumstance (no matter how difficult) is capable of sustaining his or her active learning journey - with a minimum of facilitation and specialist support. Why is this? Simply because GULL's approach to action learning works and no single individual carries their burdens alone! If the learner is willing to commit to a learning journey and to our process for learning, then they can accomplish more than they might imagine for themselves and for others. They will work as a member of a small group of fellow action learners who are travelling together - at the same pace - and in support of one another. The aim is to demonstrate the distance travelled on their journey in the form of tangible, trackable learning outcomes and applications.

The GULL system includes formats for individual reflection and for individual and group projects. Our goal is to enable user organizations to forge a natural form of integration between work and/or other activities and active on-going learning. It is for this reason that all our formats can be adapted to fit the circumstances, the learning objectives and the anticipated learning outcomes. Although most learners will provide written evidence of learning and application, there are circumstances in which a written format is not the best mechanism to use. The following case study illustrates this point and explains who a photographic portfolio of evidence would be a more appropriate method.

Case example: Joy to the World Community Services, Malaysia

Joy to the World Community Services (JWCS) Malaysia was founded by Pastor Joseph Tang and his wife in the early 1990s. It began without any funds or resources and although Joseph pastors three small churches, he knew that his congregation could not afford to support a wider ministry to orphaned children. Today, JWCS cares for more than 100 people and the work is expanding rapidly. It now encompasses the elderly and people with special needs and learning difficulties.

From the outset, Joseph sought to address the funding problem by developing a unique social enterprise model. He calls this 'TSR' - training, service and revenue. Joseph, his family and team are dedicated to providing a firm foundation for the disadvantaged people in their care. But it doesn't stop there!

As the children reach their mid-teens JWCS supports career development in many ways. Some eventually go to university, others are found placements in factories or offices and some learn the skills to start their own businesses. Joseph wants to turn these fledging businesses from a mini market to a hyper market of talented, enterprising youngsters. Joseph has established a video production team and helped to secure commercial contracts for his learners to work on. Craft and Jewellery-making is also popular and here, professional volunteers pass on their skills. The two girls below (left and right) are sisters. Up until the age of 13 they had hardly been to school as they were compelled to care for their disabled mother and baby brother. Now they are ready to start their own business!



Joseph has a bigger vision though. He wants to develop a fully fledged enterprise school so that many more disadvantaged teenagers can learn the practical and technical skills needed to start their own businesses. GULL Asia is now working with Joseph to help him create his own corporate school. His TSR philosophy of social enterprise (training, service and revenue) underpins the desire to see each and every disadvantaged person equipped with as many life, practical and technical skills as possible. The objective is to raise self esteem, confidence and a sense of purpose and optimism.



JWCS believes in active, practical learning and, via the GULL system we can relate the practical learning outcomes (e.g. a photographic portfolio of the development of skills in jewellery-making) to professional certification at Certificate or Diploma level. As we can [SEE](#) the learning outcomes, we don't need those with learning difficulties to capture their learning in conventional written outputs. The important point is the tangible, trackable evidence and the fact that Joseph's learners can [DEMONSTRATE](#) their learning outcomes. The JWCS corporate school reflects GULL's core mission to recognize learning in the community and among the poorest and disadvantaged.

Managing your CBS

The GULL system provides all the resources needed to set-up and manage your own in-house corporate school and run customized pathways to recognized professional awards at Bachelor, Master and Doctor levels of attainment and certification. We know that GULL can help you because every user organization (no matter how large or small) takes ownership of the GULL system and runs it with their own core team. It does not require specialist qualifications, skills or resources to do this either. All you need is: a commitment to the principles of action learning, a desire to help people to learn, the ability to work with people and facilitate professional development and at least one team member with good organizational and administrative skills. When you launch, you will do so with the knowledge that your customized GULL pathways are unique. They will be deeply rooted in your organizational realities and priorities and to ensure you start well, GULL's representatives work with you from the outset and provide on-going support that is interlinked with quarterly and annual self review, audit and quality assurance.

GULL's approach blends working and learning so that these two activities (so often separated) are fully integrated. It is quite possibly the only way to retain, develop and sustain learning for all your employees and to foster, facilitate and recognize skills development and attainment. Furthermore, it is an approach that guarantees high performance at low unit cost and it enables everyone to participate in a holistic, practical and transformational approach to human development. How can we make this rather bold assertion? Because GULL's action learning approach is universally appealing - it works wherever it is applied - whether in the board room or a rural village. It causes the participants to think deeply about learning and about what they would like to accomplish for themselves, their families, communities, companies and for even for their Nation. It yields optimism, enthusiasm for life and for learning, fresh confidence, improved self belief and a desire to keep learning and to share the discovery of a lifetime with others!

GULL is ready to provide YOU with a practical, systemized approach to lifelong learning that helps people to work more smartly, to feel better about themselves and to sustain their own active learning and development.

The Skills Academy



Professionalism is largely a function of skills acquisition and development and so GULL sponsors the Skills Academy UK. The purpose of the Academy is to promote action learning as a method of acquiring and developing personal and professional skills in the context of lifelong learning. The Academy is operated by authorized representatives of the Global University for Lifelong Learning (GULL) on behalf of GULL Limited, UK. The Academy provides local/national/regional meetings (as appropriate) and networking opportunities, news and updates. It also provides several skills development routes to GULL awards so that new members can try the action learning method for themselves.

GULL learners on professional Bachelor, Master and Doctor pathways can participate in meetings if they opt to join the Skills Academy or they may join on completion of their level 5 award. It is Skills Academy policy that annual membership fees are set at affordable local rates and these fees are solely determined and payable to the appropriate authorized GULL representative. The names, photographs and email addresses of GULL representatives can be found in the 'Regions' section at the GULL website. Please note that these are the only people who are authorized to represent the Skills Academy. The annual fee ensures that each representative has sufficient funds to organize Skills Academy meetings and provide a news and networking service to their national and/or regional members. On joining the Skills Academy, members receive a certificate of Affiliate membership and there are four additional categories. The levels of membership are as follows:

- Affiliate (ASA) for anyone who would like to join the Skills Academy, participate in its meetings and/or follow a skills development route to GULL's Entry level 1 award.
- Member (MSA) for holders of a Diploma or equivalent award who would like to join the Skills Academy, participate in its meetings and/or follow a skills development route to GULL's level 4 award.
- Partner (PSA) for holders of a GULL professional Bachelor degree (Bachelor of Management or Professional Studies).
- Fellow (FSA) for holders of a GULL professional Master degree (Master of Management or Professional Studies).
- Companion (CSA) for holders of a GULL professional Doctor degree (Doctor of Management or Professional Studies).

How can I get involved?

GULL's motto is: **Enabling YOU to making a difference in OUR world.** If you are interested in using or representing the GULL system, then do please contact me. There are many ways of working with GULL. These include: In your own business (for your employees), in-company or any other kind of organizational setting (for in-house applications such as 'corporate university' or 'academy' initiatives) or by linking the training and/or consulting services you offer to GULL certification. Additionally, if you have the resources needed, you can represent GULL at a country or regional level and in so doing, help many organizations and potentially many thousands of people to participate. If any of these suggestions appeal to you, do please email me on richard@gullonline.org or get in touch by following the 'Contact Us' link at the web site: www.gullonline.org.

Thank you for reading this article. Do please think about what you can offer and how you might inspire others to get involved. Together I believe that we can bring hope and opportunity to the vast numbers of people around the world who are trapped by their situation and circumstances. I look forward to hearing from you.

Richard Teare

President, GULL
Email: richard@gullonline.org



About the author:

Dr. Richard Teare is President, Global University for Lifelong Learning. Richard has been passionately committed to work and community-based learning since the mid-1990s and during the past ten years, he has helped to create learning and development applications for a wide variety of organizations in different parts of the world. Prior to this, he held professorships at four UK universities (Bournemouth, Surrey, Oxford Brookes, Derby). In 1988 he founded and then edited for 20 years, the *International Journal of Contemporary Hospitality Management*. He is now the Managing Editor of *Worldwide Hospitality and Tourism Themes*. Emerald Group publishes both these journals. His academic publications include 20 co-authored and edited text books on aspects of service management, marketing and organizational learning. In 2007, he co-founded the Global University for Lifelong Learning with Edward Mooney, GULL's Chairman.

Reference:

Dixon, Patrick, *Futurewise: Six Faces of Global Change*, Harper Collins, London, 1998.

Appendix 1:

(1) Accelerated pathway options

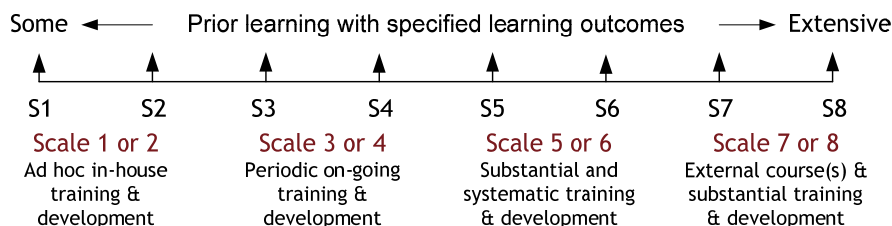
Bachelor (B) and Master (M) level direct entry options (linked to prior learning with verified learning outcomes*)

Direct entry options are provided so that the user organization can integrate recent prior learning with on-going development and professional certification. On completion of a direct entry level, the learner normally proceeds to the next level by completing the standard set of elements. There is no direct entry option to Level 5 work.

Level 1: (B) Entry (M) Entry	Prior learning (PL) (S1 or S2) with entry at L1 Entry based on verified learning outcomes from PL completed within the past 3 months .	Recommended elements:	Duration:
		Return on outputs form (for prior learning)	1 week
		Personal learning statement	1 week
		Minimum duration:	2 weeks
Level 2: (B) Cert (M) Cert	Prior learning (S3 or S4) - direct entry at L2 Entry based on verified learning outcomes from prior learning completed within the past 6 months .	Recommended elements:	Duration:
		Return on outputs form (for prior learning)	1 week
		Personal learning statement	1 week
		1 x 5 wk reflection cycle (Diary format)	5 weeks
		Minimum duration:	7 weeks
Level 3: (B) Dip (M) Dip	Prior learning (S5 or S6) - direct entry at L3 Entry based on verified learning outcomes from prior learning completed within the past 9 months .	Recommended elements:	Duration:
		Return on outputs form (for prior learning)	1 week
		Personal learning statement	1 week
		1 x 5 wk cycle concurrent with team project	
		1 x 6 wk team project (4,500 words each)	6 weeks
		Minimum duration:	8 weeks
Level 4: (B) Assoc (M) Dip A	Prior learning (S7 or S8) - direct entry at L4 Entry based on verified learning outcomes from prior learning completed within the past 12 months .	Recommended elements:	Duration:
		Return on outputs form (for prior learning)	2 weeks
		Career review	4 weeks
		1 x 5 wk cycle concurrent with project	
		1 x 12 wk individual project (12,000 words)	12 weeks
		Minimum duration:	18 weeks

Notes*:

The entry level can be determined by the extent of prior learning (scale positions 1-8 inclusive). If possible, the learner should complete the GULL return on outputs form (citing evidence of prior learning and application) before starting a direct entry pathway (levels 1-4 inclusive).



Users can:

- (1) Offer generic level 1-4 awards (based on self and internal review to verify generic skills) and denoted level 1-4 awards (as for generic awards, with the addition of an independent assessor to verify professional skills attainment).
- (2) Determine the type, scope and blend of elements used - the list of recommended elements is for guidance purposes.
- (3) Opt (as appropriate) to gather evidence for a generic award (two sources of verification) or a denoted award (three sources of verification) based on prior experience and/or verified attainments - without requiring further study.
- (4) Make changes (e.g. updates/improvements) every quarter, based on GULL quality assurance tracking data (QAdmin reports) to address any variances or inconsistencies arising from pathway design.

Doctor (D) level mature candidate options for qualifying participants in the age ranges 40-49 and 50 +)

Option 1 (mature candidates): For qualifying participants in the age range 40-49

D Mgt or D Prof	A thesis in 27-30,000 words, typically with six (6) component parts in the form of learning review articles and resources for current and future application(s).
Typical duration: 6-9 months	

Option 2 (mature candidates): For qualifying participants who are aged 50 +

D Mgt or D Prof	A thesis in 18-20,000 words, typically with four (4) component parts in the form of learning review articles and resources for current and future application(s) .
Typical duration: 3-6 months	

(2) Exceptional entry options

Bachelor pathway	Minimum age on entry to B Level 1 is 16 years; Minimum age on entry to B Level 4 is 18 years
Master pathway	Minimum age on entry to M Level 1 is 23 years; Minimum age on entry to M Level 5 is 24 years
Doctor pathway	Minimum age on entry to D Level 1 is 30 years (with no exceptions)