



APS Learning Quality Framework and Design Standards

May 2022

Commissioner's Foreword

As Chair of the APS Learning Board, I am pleased to present the APS Learning Quality Framework and Design Standards (the Framework), a key deliverable under the [Highly Capable, Future-Ready: APS Learning and Development Strategy and Action Plan](#).

The APS faces many challenges in the post COVID-19 recovery era. We must be able to adapt and grow in order to continue to deliver for Government and the Australian community. To do this means we must transform the way we develop workforce capability. This Framework supports all contributors to APS learning and development to do just that.

Our focus is on maintaining a world-class public service able to handle the challenges that will inevitably come our way. This Framework sets out the standards to identify, develop and deliver higher quality, more effective and innovative learning experiences. It is this which will enable the APS workforce to learn and develop at the speed and complexity of change.

This Framework is a product of collaboration between many contributors to APS learning and development. I look forward to working with the APS Learning Board and the APS Learning and Development community to implement this Framework and continue to build a highly capable and future-ready workforce.

Mr Peter Woolcott AO

Commissioner, Australian Public Service Commission
Chair, APS Learning Board

I acknowledge the Traditional Owners and Custodians of the land on which we operate. We pay our respect to the Elders, past, present and emerging, acknowledging their history and continued connection to Country.



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01



Introduction



What is the purpose of the APS Learning Quality Framework?



A highly capable and future-ready APS workforce; always learning and adapting to deliver for the Government and Australians.

We are in the midst of a technological revolution that is fundamentally altering the way we live, work and relate to one another.

Formal learning through workshops and eLearning is no longer enough to provide the level of responsiveness and adaptation needed in the environment of constant change outlined in the APS Workforce Strategy 2025. There is abundant opportunity to learn from our work and others every day, which must be leveraged to drive APS performance.

Encouraging a culture of continuous individual and organisational investment in learning, sharing of learning resources, and partnering across the APS will be crucial. Our people will need not only to develop new skills but stay open to new ideas and new ways of working.

Supporting people to learn at the current pace of change experienced across the APS requires us to shift the approach. The Learning Quality Framework and Design Standards will build capability to develop, share and distribute learning experiences for a highly capable and future-ready APS.

How will the learning quality framework enable the future of learning?

Fuelling a culture of learning

Empower leaders, managers and individuals through developing the mindsets and tools needed to drive workplace learning.

Enhancing user experience and accessibility by design

Increase access to learning content through mobile devices and well-designed learning portals.

Practitioner led learning

Experts guiding the learner with professional and applied knowledge and practical tools.

Efficiency and innovation in learning approaches

Selection of the most appropriate learning experiences which target and engage users, including strategic and purposeful ways to effect performance impact.

Applying the continuous learning model

Learning design activates all elements of the APS continuous learning model to achieve performance support.

Learning in the flow of work

Learning increasingly happens in the flow of work by providing content that is accessible at the point of need and motivation

Embed the continuous learning model across the APS

Learning design considers the range of potential learning experiences and methods to meet an identified need for more efficient and effective capability development.

How is the Learning Quality Framework guided by the APS Learning and Development Strategy Principles?

The APS Learning and Development Principles underpin the APS Learning Quality Framework as a whole and should be used to inform the application of the quality standards.

The four standards of the APS Learning Quality Framework describe at a high level, quality learning in the APS (Purposeful, User-Centric, Adaptable and Impactful). The application of these standards will provide equitable access to high quality and impactful learning across the APS.

The APS Learning and Development Strategy Principles

We take every opportunity to learn from our work and others every day

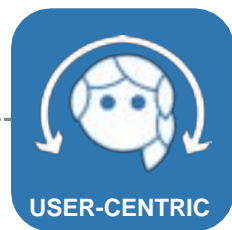
We share responsibility for learning between individuals, managers and leaders

We optimise technology to enable access to high quality learning and support for everyone, anywhere, anytime

We create efficiencies by developing common solutions that scale and adapt

Our learning initiatives are inclusive, accessible and focused on user needs

We align our learning experiences to organisational strategy and demonstrate its effectiveness and performance impact



The APS Continuous Learning Model guides decision-making when using the Learning Quality Framework to determine the most appropriate approach.

APS Learning Quality Framework

What are the benefits to the APS learning ecosystem?



- ✓ Support the development of a high performing, future-ready APS workforce
- ✓ Provide access to high quality and relevant learning opportunities anywhere, anytime
- ✓ Empower APS managers, leaders and business areas to invest in the development of their people through a range of approaches
- ✓ Guide investment in and sharing of learning experience in the most effective and efficient way
- ✓ Translates the APS Learning and Development Strategy into practical tools for application



Senior Leaders

Assurance the learning experiences offered is of high quality, aligned to organisational strategy, and is a cultural tool for continuous learning.

Agency Business Teams

Equipped to support and enable employees to build technical and specialist skills and knowledge.

Agency L&D Teams

Practical guidance for identifying, building and distributing learning experiences, both for sophisticated L&D teams, as well those with less resources.

APS Professions

A consistent approach to provision of quality learning experiences across the professions to deepen capability in specific disciplines.

External Partners

Understand the expectations of the APS when partnering to design, develop and deliver learning experiences.

Specialist Hubs

Increase the reach of learning experiences designed to develop specialist capabilities.

APS Academy

Support the APS to provide stewardship on the quality of learning through a clearly defined and consistent approach to the selection and provision of learning experiences available across the system.

Individuals, Managers and Teams

Ensure access to consistently high quality, impactful learning, wherever and whenever they need it.

02

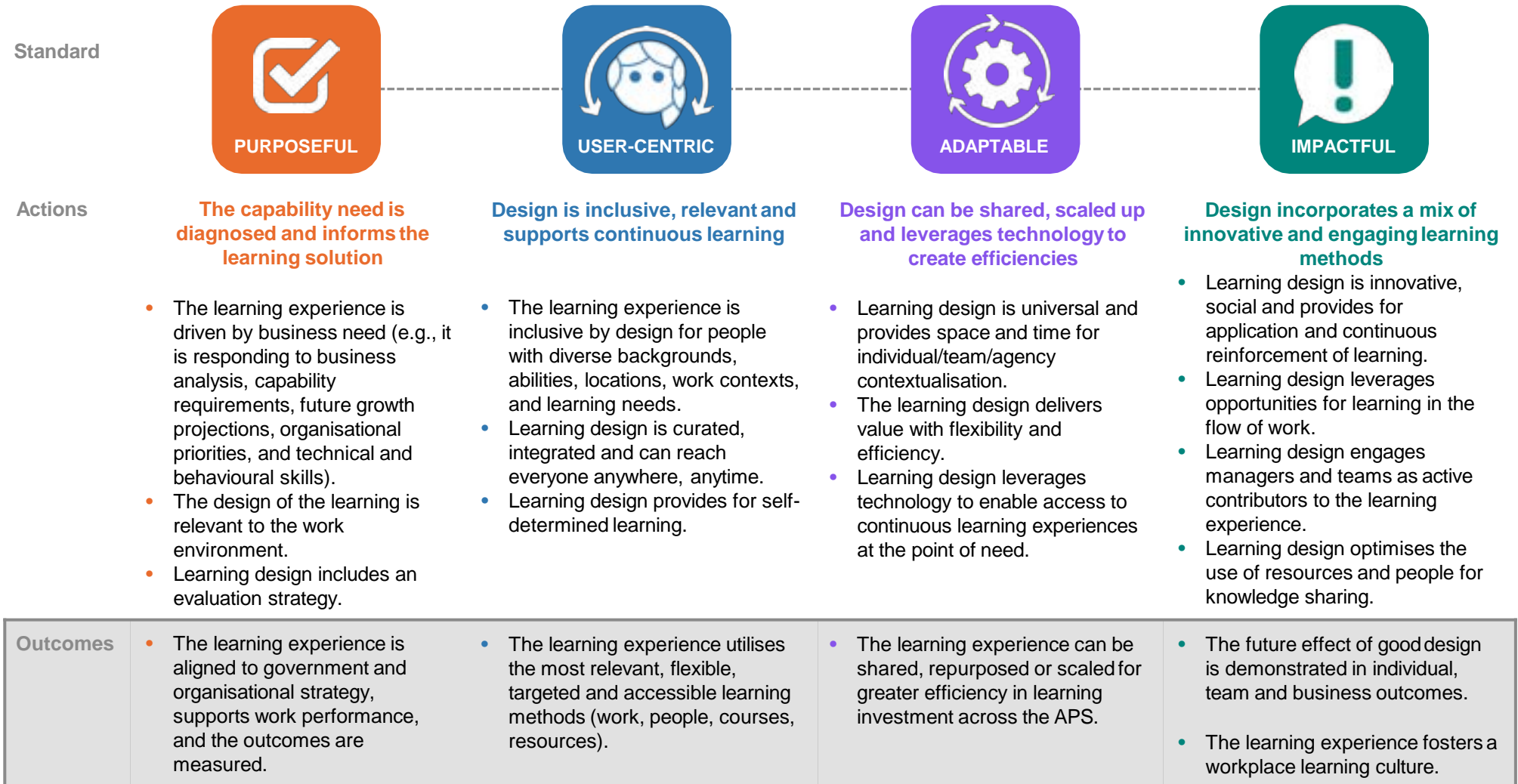


APS Learning Quality Framework



What is the APS Learning Quality Framework?

The APS Learning Quality Framework is a principle-based model for assessing, building and distributing appropriate learning initiatives. The four standards of the Framework, described through their actions and outcomes, provide all contributors to capability development across the APS with a consistent approach to high-quality learning design. The detail of how to analyse the quality of your learning experience is outlined in the **Design Standard Guidelines**.



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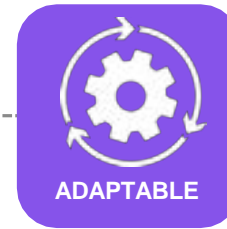
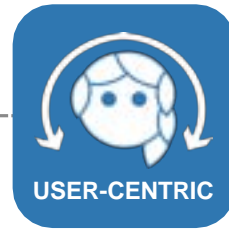


The Design Standard Guidelines



How to use the design standard guidelines

Throughout the guidelines, you are provided detailed about how your learning experience aligns to each element.



Each guideline is accompanied by a reference number (see right) that identifies which element in the quality framework it links to.

Reference	Guideline
P1	The learning need is informed by the organisational strategy
P2	The learning need is informed by data
P3	The learning need is defined
P4	The purpose of the learning is clearly stated
P5	There is a plan to measure effectiveness / impact
UC1	The type of learning experience is integrated and relevant to the work of the organisation
UC2	The learning experience is available at the point of motivation/need
UC3	The learning experience is inclusive by design (equitable across the diversity of individuals and their needs – ability, literacy, location, role, language, background)
UC4	Supports self-determined and continuous learning
A1	Harnesses existing learning experiences
A2	The learning experience is scalable and sharable wherever possible
A3	Investment is commensurate with the outcome required and maintenance of the learning experience
A4	Employs technology appropriate for achieving the learning outcome
I1	Learning design leverages opportunities for learning in the flow of work
I2	Encourages learning with and through people
I3	Engages teams, managers, and leaders in the learning experience
I4	The learning experience is innovative and captivating to all users
I5	The learning experience enables reflection and application
I6	Learning effectiveness is measured
I7	Learning impact is measured

These guidelines describe the types of actions expected in the design and review of learning experiences being offered to the APS. They are aligned to the APS Learning and Development Strategy and informed by the APS Learning and Development Action Plan.

Summary of the design standard guidelines



Reference	Guideline
P1	The learning need is informed by the organisational strategy
P2	The learning need is informed by data
P3	The learning need is defined
P4	The purpose of the learning is clearly stated
P5	There is a plan to measure effectiveness or impact or both
UC1	The type of learning experience is integrated and relevant to the work of the organisation
UC2	The learning experience is available at the point of motivation or need or both
UC3	The learning experience is inclusive by design (equitable across the diversity of individuals and their needs – ability, literacy, location, role, language, background)
UC4	Supports self-determined and continuous learning

Reference	Guideline
A1	Harnesses existing learning experiences
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I6	Learning effectiveness is measured
I7	Learning impact is measured

Design Standard Guidelines



PURPOSEFUL

ACTION

The capability need is diagnosed and informs the learning solution

- The learning experience is driven by business need (e.g., it is responding to business analysis, capability requirements, future growth projections, organisational priorities, and technical and behavioural skills).
- The design of the learning is relevant to the work environment.
- Learning design includes an evaluation strategy.

OUTCOME

The learning experience is aligned to government and organisational strategy, supports work performance, and the outcomes are measured.

Reference

Guideline

Reference	Guideline
P1	The learning need is informed by the organisational strategy
P2	The learning need is informed by data
P3	The learning need is defined
P4	The purpose of the learning is clearly stated
P5	There is a plan to measure effectiveness / impact



Design Standard Guidelines



USER-CENTRIC

ACTION

Design is inclusive, relevant and supports continuous learning

- The learning experience is inclusive by design for people with diverse backgrounds, abilities, locations, work contexts, and learning needs.
- Learning design is curated, integrated and can reach everyone anywhere, anytime.
- Learning design provides for self-determined learning.

OUTCOME

The learning experience utilises the most relevant, flexible, targeted and accessible learning methods (work, people, courses, resources).

Reference	Guideline
UC1	The type of learning experience is integrated and relevant to the work of the organisation
UC2	The learning experience is available at the point of motivation or need or both
UC3	The learning experience is inclusive by design (WCAG compliant and equitable across the diversity of individuals and their needs, for example, ability, literacy, location, role, language, background)
UC4	Supports self-determined and continuous learning

Design Standard Guidelines



ADAPTABLE

ACTION

Design can be shared, scaled up and leverages technology to create efficiencies

- Learning design is universal and provides space and time for individual/team/agency contextualisation.
- The learning design delivers value with flexibility and efficiency.
- Learning design leverages technology to enable access to continuous learning experiences at the point of need.

OUTCOME

The learning experience can be shared, repurposed or scaled for greater efficiency in learning investment across the APS.

Reference	Guideline
A1	Harnesses existing learning experiences
A2	The learning experience is scalable and sharable wherever possible
A3	Investment is commensurate with the outcome required and maintenance of the learning experience
A4	Employs technology appropriate for achieving the learning outcome



Design Standard Guidelines



IMPACTFUL

ACTION

Design incorporates a mix of innovative and engaging learning methods

- Learning design is innovative, social and provides for application and continuous reinforcement of learning.
- Learning design leverages opportunities for learning in the flow of work.
- Learning design engages managers and teams as active contributors to the learning experience.
- Learning design optimises the use of resources and people for knowledge sharing.

OUTCOME

The future effect of good design is demonstrated in individual, team and business outcomes. The learning experience fosters a workplace learning culture.

Reference	Guideline
I1	Learning design leverages opportunities for learning in the flow of work
I2	Encourages learning with and through people
I3	Engages teams, managers, and leaders in the learning experience
I4	The learning experience is innovative and captivating to all users
I5	The learning experience enables reflection and application
I6	Learning effectiveness is measured
I7	Learning impact is measured



04



Case Studies



DIGITAL PROFESSION

DIGITAL PROFESSION TRAINING PROGRAM

“ Digital Fundamentals is designed to facilitate introductory and beginner-level training to uplift digital capability.

DIGITAL PROFESSION



WHAT WAS THE PROBLEM YOU NEEDED TO SOLVE?

User research conducted in Jan 2021 identified a need across the APS to develop fundamental digital skills.

WHAT DID YOU DO?

The Digital Profession:

- leveraged user research, feedback from the membership and our understanding of the digital landscape to identify the most effective training from our partner, Deloitte Digital
- established entry and practitioner skillset levels
- partnered with industry to engage digital expertise to deliver the program of learning, and
- implemented a program of adaptable and scalable learning free for all members of the digital profession.

All participants were required to join the Digital Profession to continue their development and share their learning with other members of the profession.

HOW DO YOU KNOW IT WAS SUCCESSFUL?

Participants were asked to provide feedback and reflect on how they apply the learning within their role and/or their agencies. The Digital Profession Training Program provides training to current practitioner members across the federal, state, territory and local governments.

Guidelines highlighted:

- ✓ Informed by organisational strategy.
- ✓ Informed by data.
- ✓ Contextualised to the work of the APS.
- ✓ Scalable and shareable.
- ✓ Encourages learning with and through people.
- ✓ Learning in the flow of work.

HR PROFESSION

HR FOUNDATIONAL LEARNING SERIES



A structured way to build and uplift strategic HR skills across the APS

APS HR
PROFESSIONS STRATEGY



WHAT WAS THE PROBLEM YOU NEEDED TO SOLVE?

The HR profession is recognised in the APS as a key change leader and an enabler of a trusted APS, united in serving all Australians. However, there was a lack of commonly accepted capability requirements or baseline HR training.

WHAT DID YOU DO?

The HR Professional Stream reached across the APS to identify existing learning experiences and utilised practitioner expertise and user testing to repurpose existing and create new content to develop a HR Foundational Learning Series for all APS1 – EL1 employees.

The learning design:

- was scalable with content applicable across the APS
- embedded additional learning activities into the experience e.g. joining the APS HR Community of Practice, and
- partnered with the APS Academy to ensure the learning modules were accessible across the APS and on a variety of devices.

The new HR Foundational Learning Series is now available for all APS1 – EL1s who want to build or refresh their understanding of key HR topics. The eLearning modules are housed on the APS Academy LMS and give practitioners a solid foundation in HR, including specific considerations and concerns we encounter in the APS.

HOW DO YOU KNOW IT WAS SUCCESSFUL?

There is no data available to date, however there is a plan to measure learner satisfaction.

Guidelines highlighted:

- ✓ Informed by organisational strategy
- ✓ Harnesses existing learning experiences
- ✓ Supports continuous learning
- ✓ Encourages learning with and through people
- ✓ Enables reflection and application

IP AUSTRALIA

GUIDED DIGITAL CONFLICT OF INTEREST DECLARATION FORM



World leading IP system that builds prosperity for Australia

IP AUSTRALIA VISION

WHAT WAS THE PROBLEM YOU NEEDED TO SOLVE?

In May 2021, a question on notice highlighted the low number of conflict of interest declarations at IP Australia over the past two years risked compliance with the Publish Service Act and the PGPA Act. Accessing data from the two systems used to report and manage conflict of interest declarations was also difficult.

WHAT DID YOU DO?

The People and Organisational Development team developed an automated online conflict of interest declaration form using Intelledox automation software in partnership with various HR teams in IP Australia. Pop-ups in the form guide staff with relevant regulations and policies, decision making support and information on what to input into certain fields. The form can be completed in the flow of work and comes with a short [video clip](#) introducing the form and explaining why staff are required to complete it.

The online form provides support in the moment of need in the flow of work. With the use of technology, IP Australia have implemented a solution that offers an easy way for staff to comply with IP Australia's obligations in declaring conflict of interest.

While the form was not purposely built for onboarding, it is completed within the first 3 months of a new starter commencing at IP Australia. The project also involved upskilling the owning team in Intelledox so they could edit and update the form as required.

HOW DO YOU KNOW IT WAS SUCCESSFUL?

Following implementation of the form, there was a 70% increase in the number of conflict of interest declarations and a reduction in the number of enquiries made to the People and Organisational Development team.

IP Australia now has a system that can be readily transitioned to an Aurion future state without significant change for users that enables timely and accurate data reporting and internal controls that can withstand scrutiny.



Guidelines highlighted in this case study.

- ✓ Informed by data.
- ✓ Available at the point of motivation or need.
- ✓ Employs technology appropriate for achieving the outcome.
- ✓ Leverages opportunities for learning in the flow of work.

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Appendices



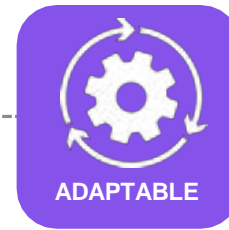
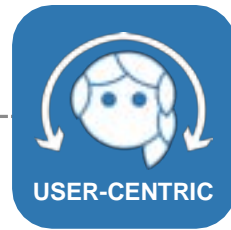
Appendix A:



The design standard guidelines:
descriptions and examples

How to use the design standard guidelines examples

To assist in the application of the guidelines, descriptions and examples have been developed for each. These examples show that there are a number of ways the standards can be applied to the variety of agency contexts, to the range of skills, knowledge and behaviours required, and to the full spectrum of ways to innovate for learning experiences with the APS Continuous Learning Model.

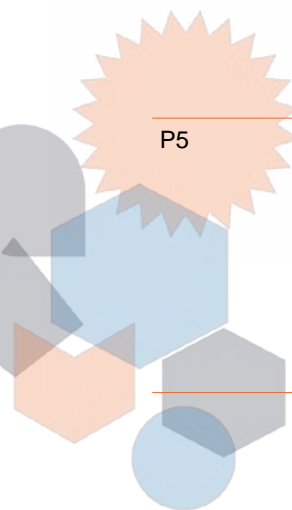


Each design standard includes a description of the guideline, the corresponding reference number and an example.

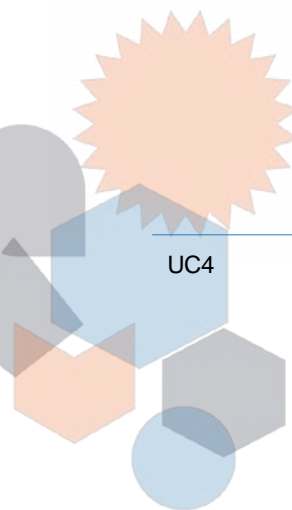
Reference	Guideline	Description	Example
P1	The learning need is informed by the organisational strategy	The identified learning need aligns to a strategic objective and supports the organisation in meeting its priorities. Learning experiences are assessed against their ability to support either the current or future capability needs of the organisation.	A staff member in service delivery has identified an interest in understanding data analysis. The team has a new system being introduced which will provide increased data, creating an emerging requirement to build this capability into the future. Given this capability is also identified in the agencies workforce plan and manager supports the requirement and ensures there are opportunities to apply the learning in the workplace and share this new knowledge across the team.
P2	The learning need is informed by data	Data, qualitative and/or quantitative, is collected to support the selection, design, development and delivery of learning experiences for the target audience.	The context reveals that there is a need to increase capability in data management. To validate the problem statement, the learning designer asks the staff and stakeholders about the problem, the skills and capability of the team, as well as examples. Analysis of the inputs showed varying levels of capability within the team and across organisation, the learning designer also identifies the team are not currently tapping into the agency's data analytics team and they could provide some existing resources and mentoring to support them in building this capability.
P3	The learning need is defined	The performance need being addressed is clearly articulated and stated before a learner engages in the learning experience to enable them to opt in or out depending on the relevance to them and their work context.	A senior leader has identified that there is a need for training on how to interpret complex data to stakeholders. The team have varying levels of experience in this area and are offered a selection of learning experiences to support them, based on their individual need. Each learning experience includes a short statement to describe who the target audience is, and why this learning will be beneficial.
P4	The purpose of the learning is clearly stated	Learning outcomes are clear statements of what the learner is expected to be able to do, know about and/or value from the experience.	A new team member has been asked to produce this months financial report. The new team member is provided with a guide on data visualisation in the agency. The introduction to the guide provides a clear statement that the user guide will define commonly used acronyms, discuss where to request agency data and clear instructions for developing the regular monthly report. The guide also includes the contact details for SMEs, the Data Professionals network and links to additional resources.
P5	There is a plan to measure effectiveness/impact	There is plan to apply the agencies evaluation framework to the learning experience to understand the impact and benefits to organisational performance. The learning designer identifies the data sources that will be used to determine the effectiveness of the learning experience. These could include attendance and relevance of the learning experience from both the individual and manager perspective.	The learning team identifies a Top3 list that they think will be useful for a manager who has raised a capability gap in the teams understanding of finance and books in decision making. The learning team ask the manager to send the link to their team and highlight the importance of managing this risk in the production of their dashboards and to facilitate a discussion. The learning designer sends a quick survey to the team to find out if they found it useful, and who else they would recommend it for. The learning designer also follows up with the manager a month later to seek feedback on the impact this had to the teams understanding of the issue.



Reference	Guideline	Description	Example
P1	The learning need is informed by organisational strategy	The identified learning need aligns to a strategic objective and supports the organisation in meeting its priorities. Learning experiences are assessed against their ability to support either the current or future capability needs of the organisation.	<i>A staff member in service delivery has identified an interest in understanding data analytics. The team has a new system being introduced which will provide increased data, creating an emerging requirement to build this capability. Given this capability is also identified in the agencies workforce plan, the manager supports the request and ensures there are opportunities to apply the learning in the workplace and share this new knowledge across the team.</i>
P2	The learning need is informed by data	Data, qualitative or quantitative or both, is collected to support the selection, design, development and delivery of learning experiences for the target audience.	<i>The census reveals that there is a need to increase capability in data visualisation. To validate the problem statement, the learning designer asks the staff and stakeholders about the problem, the skills and capability of the team, as well as for examples of when this capability would arise. Analysis of the inputs showed varying levels of capability within the team and across organisation, the learning designer also identifies the team are not currently tapping into the agency's data analytics team and they could provide some existing resources and mentoring to support them in building this capability.</i>
P3	The learning need is defined	The performance need being addressed is clearly articulated before engaging in the learning experience. This enables people to determine the suitability of this learning to them and their work context.	<i>A senior leader has identified that there is a need for improved skills in how to represent complex data to stakeholders. The team have varying levels of experience in this area and are offered a selection of learning experiences to support them. Each learning experience includes a short statement to describe who the target audience is, and in what circumstances this learning will be beneficial.</i>
P4	The purpose of the learning is clearly stated	Learning outcomes are clear statements of what the learner is expected to be able to do, know or value from undertaking the experience.	<i>A new team member has been asked to produce this month's financial report. The new team member is provided with a guide on data visualisation in the agency. The introduction to the guide provides a clear statement that the user guide will define commonly used acronyms, issues when interpreting agency data and clear instructions for developing the regular monthly report. The guide also includes the contact details for SMEs, the Data Professions network and links to additional resources.</i>
P5	There is a plan to measure effectiveness or impact or both	There is plan to apply the agencies evaluation framework to the learning experience to understand the impact and benefits to organisational performance. The learning designer identifies the data sources that will be used to determine the effectiveness of the learning experience. These could include attendance and relevance of the learning experience from both the individual and manager's perspective.	<i>A TedX talk is identified that they think will be useful for a manager who has raised a capability gap in the team's understanding of heuristics and biases in decision making. The manager sends the link to their team and highlight the importance of managing this risk in the production of their dashboards and to facilitate a discussion. A quick survey is sent to the team to find out if they found it useful and if they would recommend it to someone else. A month later the manager is asked about the impact this resource sharing had to the teams understanding of the issue and work-related decision making.</i>

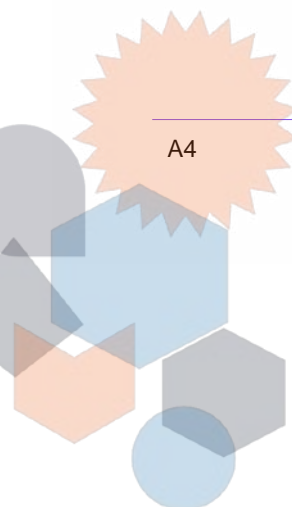


Reference	Guideline	Description	Example
UC1	The type of learning experience is integrated and relevant to the work of the organisation	There is an understanding of the gap between current and required capability to achieve the outcomes of the work area. Learning experiences are then integrated into current activities of the individual. Where required, and appropriate to achieving the business outcomes, there are options for the learning experience to be contextualised.	<i>A new travel system is rolled out across the agency. The project team recognised the range of work contexts and experiences within the current system meant the need for multiple options for individuals and teams to learn how to use the new system. To enable individuals and teams to rapidly upskill in the new process, rather than develop an e-learning module for all staff, the system was embedded with tips and links to relevant policy and procedures. Given the governance team support the travel for a range of board members, a contextual conversation guide for managers and case studies were also developed.</i>
UC2	The learning experience is available at the point of motivation or need or both	Analysis of business processes and human behaviour guide the availability of the learning experience to ensure it can be easily accessed at the point of motivation or need. Where this is not currently known, evaluation of the effectiveness of the learning experience captures these insights to enable this over time.	<i>The project team was planning to release the new system in December anticipating everyone would be winding down towards the end of the year. However the learning team advised that this timeframe would need to be adjusted as a significant number of individuals would be focused on supporting budget and would either be distracted or unavailable to participate in learning experiences at this time.</i>
UC3	The learning experience is inclusive by design (WCAG compliant and equitable across the diversity of individuals and their needs, for example, ability, literacy, location, role, language, background)	All learning experiences meet users needs in relation to ability, literacy, location, role, language and background. Elements of the experience are identical where possible and equivalent if required.	<i>The agency workforce is geographically dispersed and has mixed needs including some with a physical disability. Rather than a face to face session in Canberra with people joining in virtually from different locations the workshop was designed for all participants engage in the content virtually. The software used has been tested and approved for use for participants with low vision.</i>
UC4	Supports self-determined and continuous learning	The learning experience empowers the end user(s) to select the most relevant and appropriate learning for them, considering their current level of capability and preferred approach. This could be enabled by providing a range of multi-modal learning experiences on the capability required, level of current competence, and preference for learning.	<i>E-learning on data visualisation has been designed to commence with a diagnostic assessment tool that enables users to skip certain modules if they demonstrate pre-existing knowledge. The modules include bite-sized audio sections to allow content to be easily digestible, as well as transcripts. Links to further learning, including an in-depth fact sheet and detailed user guide, is included as optional reading for individuals who would like to deepen their knowledge.</i>

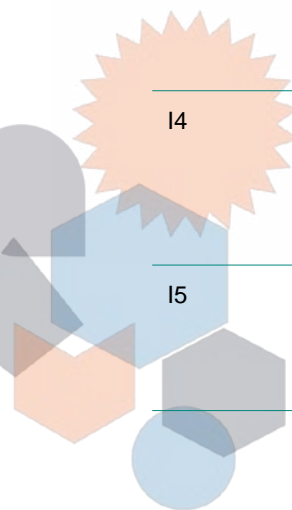




Reference	Guideline	Description	Example
A1	Harnesses existing learning experience	The learning experience is fit for purpose and does not duplicate existing offerings within the agency or across the APS. Efforts are made to align, improve or replace existing experiences.	<i>A large agency has developed a new manager toolkit to provide advice on all the key accountabilities as a manager in the APS, as well as links to policies and procedures, relevant case studies, conversation guides, and courses on offer. A small agency has identified a need to uplift manager capability, rather than start with designing from scratch, they reach out to the L&D community of practice and APS Academy to harness existing learning experiences.</i>
A2	The learning experience is scalable and sharable wherever possible	The learning experience content is not tailored unnecessarily. It enables the application and use across the agency and APS. Where new contents required, all efforts are made to ensure the intellectual property of the learning experience is owned by the APS.	<i>New managers in a climate policy team have identified a need to deepen their capability in new approaches to climate modelling and stakeholder management. They consider which existing learning experiences can be leveraged from across the agency and APS, and where new ones are required, who else may benefit from accessing them. Through consultation with the management team and the L&D community of practice, it is identified that a range of stakeholder engagement experiences are already available. However, there is also a need for updated data modelling learning. This part of the learning they need to create could be shared but the specific approach to weather forecasting required in-house is limited in its application and not scalable across the some parts of the agency and the APS.</i>
A3	Investment is commensurate with the outcome required and maintenance of the learning experience	Considers whole of life cost to the design and delivery of the learning experience. Where a large scale investment is required, assessment of cost and impact is undertaken to identify the most appropriate learning experience from the continuous learning model and the approach to maintain content over time (if required).	<i>A new agency has been established to deliver a new policy function. The agency does not have an LMS and the senior executive team are concerned about how they will rapidly develop the political acumen and policy writing skills in their staff. Rather than developing an online course, they work together identifying practitioners from across the APS who would be willing to work through policy problems and scenarios with the team and share existing resources.</i>
A4	Employs technology appropriate for achieving the learning outcome	Considers the target audience and information architecture within agencies and across the APS landscape to ensure individuals have access to high quality learning experiences. The solution improves discoverability and access to learning experiences.	<i>Following a machinery of government change, staff from two grant management functions are brought together. It is decided that staff and their managers work together to develop an understanding of existing information architecture and develop an implementation plan to consolidate two current disparate support systems so individuals are provided with a standard way of accessing the most up to date information needed to do their work. Before procuring a new platform to host this content, the APS Academy and learning ecosystem is consulted.</i>



Reference	Guideline	Description	Example
I1	Learning design leverages opportunities for learning in the flow of work	Understand the related business processes / activities and identify when to insert opportunities to learn within the flow of work. The individual should be able to access the learning experience in parallel to the activity or work being undertaken. The learning experience provides the path of least resistance to achieve the performance impact, and is not always confined to one method. Consideration has been given to all elements of the continuous learning model.	<i>A manager in an employment policy team has recently read an article on the various perspectives about Government regulation of small businesses. The manager then shares the article and his key take-aways with their team and in the next team facilitates a discussion about how these perspectives could be considered in an upcoming request for new policy proposals. Following the meeting, one team member attends a conference and shares back with the team additional insights and data to inform the teams proposal.</i>
I2	Encourages learning with and through people	The learning experience optimises opportunities for the sharing of knowledge and insights based on the unique experiences and expertise of individuals.	<i>An SME on data visualisation and employment policy organises a ‘lunch and learn’ session to share key knowledge with interested colleagues. The team initiate a community of interest on Gov TEAMS to continue the discussion and open the conversation to others across the APS interested in engaging in the topic. Each week a member posts a topic of conversation or question to the group.</i>
I3	Engages teams, managers, and leaders in the learning experience	Enables the immediate work area to optimise the learning experience by equipping teams and managers to embed the learning in the work of the team. Leaders are encouraged to reward and recognise the effort to enhance capability.	<i>An individual is about to commence a learning pathway in policy development in the APS. Before they attend the first practitioner led session they are asked to have a conversation with their manager about their key areas for development in this area and how they will support them to invest the time and space needed to attend the learning experience and provide opportunities to embed the learning in the work of the team. In addition, the individual and manager agree to identify a mentor to support their ongoing development in this area.</i>
I4	The learning experience is innovative and captivating to all users	The delivery method is accessible, efficient and aligned to the user needs. The application of new modes of learning, and/or innovations are only made where appropriate and supported by insights/analysis.	<i>At an all staff conference on strategic priorities for the new year organisers ask each team member to submit a video to share one key achievement and learning from the year that was, and how this will inform/support them in the new year.</i>
I5	The learning experience enables reflection and application	The learning experience enables consolidation and continued growth in the work place, usually through the support of their manager to apply new skills and knowledge in their current role.	<i>The manager supports their team by using a leadership journal with reflection questions and prompts, as well as tips on how to enable their own team to make use of these tools. These reflections and conversations support the manager and individual to identify additional learning experiences and/or relevant pathways.</i>



Reference	Guideline	Description	Example
16	Learning effectiveness is measured	Feedback, changes to organisational performance, and organisational requirements is used to modify learning experience to maximise effectiveness. The evaluation outcomes are used and shared to encourage ongoing participation in evaluation.	<p><i>Example questions:</i></p> <ul style="list-style-type: none"> - <i>How effective was the learning experience in helping the participant perform their work?</i> - <i>What were the unintended effects (positive and negative) of the learning experience?</i> - <i>To what extent was the learning experience successful in achieving its objectives?</i> - <i>How valuable is the learning experience to the participant?</i>
17	Learning impact is measured	Application of the agencies evaluation strategy is used to assess whether the learning outcomes were achieved and adapt if required.	<p><i>Example questions:</i></p> <ul style="list-style-type: none"> - <i>What difference has the learning experience made to participants, the agency, and the APS?</i> - <i>How has the learning experience produced significant change in how the participants work?</i> - <i>How has the learning experience benefited the participants' careers?</i> - <i>How has the learning experience led to other indirect changes?</i>

