|  |
| --- |
| **Course in Action Learning**  Version #, Month Year (For ASQA use only – approval date)  *[Please do not change the font size or border of this field]* |

VERSION HISTORY

|  |  |  |
| --- | --- | --- |
| Version 1 | 13/7/2021 | Second draft |

**Section A: Copyright and course classification information**

|  |  |
| --- | --- |
| 1. **Person in respect of whom the course is being accredited** | **Cother Consulting Pty Ltd** |
| 1. **Address** | Mr R F Cother  Director  Cother Consulting Pty Ltd  3/178 Military Road, Semaphore, SA 5019  Postal address  PO Box 107  Semaphore, SA, 5019  Email address:  bobcother@actionlearning.edu.au |
| 1. **Type of submission** | Initial accreditation |
| 1. **Copyright acknowledgement** | **Enterprise units:**  The copyright owner of the units of competency developed for inclusion in this course is Cother Consulting Pty Ltd.  **Training package units**  The following units of competency:   * BSBCMM411 Make presentations * BSBPEF302 Develop self-awareness   are from the Business Services Training Package administered by the Commonwealth of Australia.  © Commonwealth of Australia |
| 1. **Licensing and franchise** | Cother Consulting Pty Ltd will establish licensing or franchising arrangements with interested parties and reserves the right to levy a licensing or franchising fee. Information on such arrangements can be obtained from Robert Cother, Director, Cother Consulting Pty Ltd, PO Box 107 Semaphore SA 5019, Australia, email bobcother@actionlearning.edu.au. |
| 1. **Course accrediting body** | Australian Skills Quality Authority (ASQA) |
|  |  |
| 1. **AVETMISS information** | |  |  | | --- | --- | | ANZSCO Code—6 digits  [Australian and New Zealand Standard Classification of Occupations] | 224711 Management Consultant 224712 Organisation and Methods Analyst | | ASCED Code—4 digits  [Field of education] | Field of Education: 1205 Employment skills programmes | | National course code | TBA by ASQA | |
| 1. **Period of accreditation** | TBA by ASQA |

**Section B: Course information**

|  |  |
| --- | --- |
| **1. Nomenclature** | |
| * 1. **Name of the qualification** | **Course in Action Learning** |
| * 1. **Nominal duration of the course** | There are no AQF Volume of Learning requirements for a ‘Course in Action Learning’. A statement on the Volume of Learning is not applicable. |
| **2. Vocational or educational outcomes** | |
| **2.1 Purpose of the course** | Successful completion of the Course in Action Learning will attest that the recipient has the specific skills and knowledge to be an effective action learner. This will mean that organisations with a critical mass of staff with these skills will be able to make action learning an integral part of the way they operate; they will become true ‘learning organisations’.  More generally, successful completion of the Course in Action Learning will confirm that the recipient has developed the foundation skills associated with action learning. The recipient will be able to articulate their personal strengths, weaknesses and career aspirations, and corroborate these with evidence from their assessments. This will enable a current or prospective employer to determine how they might make best use of that person for mutual benefit of the organisation and the individual.  The course addresses the two predominant styles of action learning; single problem action learning and multiple problem action learning. Both styles draw on a common skill set but single problem action learning emphasises working effectively with others while multiple problem action learning emphasises self awareness and self management. With single problem action learning a distinction has been drawn between action learning to undertake a joint research project and action learning to implement a project plan. The former emphasises thinking critically and problem solving, the latter enterprise, responsibility and accountability. Successful completion of the Course in Action Learning will signify that the action learner is competent in all three settings. |
| **3. Development of the course** | |
| **3.1 Industry / enterprise / community needs** | 1. Summary of industry/enterprise/community need for the course.  In Australia, as in other OECD countries, employers report difficulties in finding young people with the required workplace skills. Employers seek young people not only with technical skills, but also ‘employability skills’ (aka ‘foundation’, ‘enterprise’, ‘21st Century’, ‘deep’, ‘future’ or 'human' skills). Job seekers with these skills earn higher wages. Future jobs will require more of these skills. They are common across all occupations and industries. Such skills are difficult to develop in a classroom with traditional instructor-led delivery. They are acquired through practice and experience, working with others in a work environment.[[1]](#footnote-0)  Current thinking also suggests that employability skills are best learnt when integrated with technical skills development rather than in isolation.  Action Learning is a process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organization. It helps organizations develop creative, flexible and successful strategies to pressing problems[[2]](#footnote-1)  Action learning is particularly effective for developing employability skills. Two international examples are of particular interest; the approaches implemented in the Basque State in Spain by TKNIKA, the state VET authority[[3]](#footnote-2), and the Mexican university, Tecnológico de Monterrey[[4]](#footnote-3). In both cases students develop employability skills through action learning in collaborative teams. Formative and summative assessments for these skills are conducted against specific action learning skill sets or rubrics using a range of assessment methods including direct observation, peer feedback and personal reflection. In both cases, the assessment of action learning skills occurs concurrently with the assessment of technical skills required for trade or professional qualifications.  Learning from these two examples, a “Course in Action Learning” (ie a skill set) has been proposed rather than a full qualification, to encourage delivery alongside other qualifications. However the Course in Action Learning could also be delivered as a stand alone program.  Unlike a full qualification, a Course in Action Learning need not be specific to any one level. The course could be integrated with the delivery of qualifications from Level III to Level VI.  The Course in Action Learning is specifically designed for work-based delivery.  The value proposition of this approach for an employer is that:   * A trainee spends less time away from work attending offsite training, because more of their learning occurs in the workplace * The trainee is working on real projects of benefit to the business * The trainee is developing employability skills as well as technical skills   The value proposition for the trainee is:   * Less time is spent outside work hours attending classes or undertaking course work because more of their learning takes place in the workplace during normal working hours * Learning is focused on real problems relevant to their jobs; things that they are required to work on in any event * They are developing employability skills that broaden their future career options.   2. Provide a summary of evidence of the industry / enterprise / community support for the course.  (To be added based on results of consultation)  3. Describe the consultation and validation activities that took place and how those activities contributed to the development of the course, its structure and any enterprise units developed.  (To be added based on results of consultation) |
| **3.2 Review for renewal of accreditation** | Not applicable |
| **4. Course outcomes** | |
| **4.1 Qualification level** | While this course meets an identified industry/enterprise or community need it does not have the depth and breadth required of a qualification. |

|  |  |
| --- | --- |
| **4.2 Foundation skills** | Foundation skills applicable to the outcomes of this course are identified in the units of competency.  Foundation skills encompass language, literacy, numeracy and employability skills. The industry-aligned capabilities framework developed by Jackson et al[[5]](#footnote-4) at Edith Cowan University has been chosen for assessing foundation skills for the Course in Action Learning. This is an established capabilities framework developed in consultation with industry. Permission has been granted by the authors to use the framework in the enterprise units.  The framework identifies 10 core capabilities as follows; working effectively with others, communicating effectively, self-awareness, thinking critically, data and technology, problem solving, enterprise, self-management, responsibility and accountability, professionalism. Each of these capabilities is broken down into specific, clear and observable behaviours that are evidence of the capability. |
| **4.3 Recognition given to the course** | Not applicable |
| **4.4 Licensing/ regulatory requirements** | Not applicable |

|  |  |
| --- | --- |
| **5. Course rules** | |
| **5.1 Course structure**   1. **Outline of structure of the course and rules for completion.**   To achieve the qualification Course in Action Learning, the learner must complete five units shown below. The enterprise units may be taken in any order. Units BSBCMM411 Make presentations and BSBPEF302 Develop self-awareness are to be taken concurrently with one or more of the enterprise units.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Unit code | Unit title | [ABS Field of Education](https://heimshelp.education.gov.au/resources/field-of-education-types) | Pre-requisite | Nominal hours | | **Core units** | | | | | | TBA by ASQA | Perform effectively in an action learning set undertaking a joint research project | 120505 Work practices programmes | Nil | 60 | | TBA by ASQA | Perform effectively in an action learning set implementing a project plan | 120505 Work practices programmes | Nil | 60 | | TBA by ASQA | Perform effectively in an action learning set undertaking individual projects | 120505 Work practices programmes | Nil | 60 | | BSBCMM411 | Make presentations | 100707 Verbal presentations | Nil | 30 | | BSBPEF302 | Develop self-awareness | 080305 Personal Management Training | Nil | 30 | | **Total nominal hours (core units)** | | | | **240** | |  | | | | |   **2. The unsupervised activities that the learner will need to engage in to complete the course**  Learners will need to undertake the following unsupervised activities either alone or in collaboration.   * Communicating with stakeholders * Meeting with stakeholders * Surveying stakeholders * Preparing presentations * Making presentations * Gathering and assembling data and information * Researching topics * Analysis * Solution generation * Experimentation to test and evaluate possible solutions * Implementing actions committed to in set meetings * Leading implementation actions * Monitoring implementation * Observing outcomes * Evaluating outcomes * Documenting and disseminating outcomes * Planning effective use of time * Keeping a personal learning log or diary * Reflecting on learning * Planning and pursuing personal development   **3. Early exit points where there is a vocational or general education outcome**.   * The learner could exit the course after completing any one or two of the enterprise units and have developed action learning skills that are immediately applicable in the workplace or community.   **4. Statement of Attainment**  A Statement of Attainment will be issued for any unit of competency successfully completed if the full Course in Action Learning is not completed. | |
| **5.2 Entry requirements** | 1. **Essential entry requirements**   Entrants to the Course in Action Learning must be:   1. An employee, trainee or work experience intern working for an employer that is prepared to sanction suitable action learning projects in the workplace and allow the entrant to work on projects during normal working hours.   OR   1. A member of or volunteer for an incorporated or unincorporated not for profit community organisation that is prepared to sanction suitable action learning projects that fall within their remit, and allow the entrant to work on the projects during normal operating times of the organisation. 2. **Recommended entry requirements**   It is recommended that entrants are sixteen years of age or older and have language, literacy and numeracy skills sufficient to discuss and debate ideas, research and analyse data and information, make short presentations, participate in meetings, write short reports.   1. **Limitations to entry**   Students seeking entry to this course will be subject to an interview process to ensure that they understand how action learning differs from conventional training and are keen to take an action learning approach to their learning and development. |

|  |  |
| --- | --- |
| **6. Assessment** | |
| **6.1 Assessment strategy** | Assessment must be conducted in accordance with the *Standards for Registered Training Organisations (RTOs) 2015* or its successor.  Assessment should place particular emphasis on the foundation skills. As stated in Section 4.2 above, the industry-aligned capabilities framework developed by Jackson et al[[6]](#footnote-5) at Edith Cowan University has been chosen for assessing foundation skills.  The framework identifies 10 core capabilities. Each of these capabilities is broken down into specific, clear and measurable behaviours that are evidence of the capability. Jackson et al recommend that an achieved/not achieved approach is used rather than rating scales such as Likert or weak/good/excellent.  Enterprise units identify the particular foundation skills relevant to each performance criterion. Both formative and summative assessments should be used. It is not necessary for the learner to display the foundation skill in every instance to be deemed competent in that foundation skill, providing they show progressive improvement and ultimate competence. Additional evidence of a particular foundation skill may be drawn from any performance criterion, not just those nominated.  For the enterprise units, evidence must be captured from action learning activities relevant to the type of action learning being assessed ie joint research project, project plan implementation or individual projects.  Assessment may be integrated with assessment for other qualifications.  For group tasks, assessment must be based on a qualified assessor’s documented observations of the individual’s performance in the group, or, video recorded evidence clearly showing each learner’s performance in the group.  Supporting evidence may include:   * Additional video or audio recordings of the event * Photographs of the event * Reflective journal or recorded reflections related to the event * Notes and/or written workings emanating from the event * Presentations and reports produced by the set that relate to the event * Peer and/or stakeholder observations of the learner’s performance in the event * Discussion with the learner and/or the set relating to the event   For individual tasks, assessment may be based on some combination of:   * Video recorded evidence of the individual performing the task * Documented observations made by a qualified assessor of the individual performing the task * Audio recording of the individual task event * Photographs of the event * Reflective journal or recorded reflections related to the event * Notes and/or written workings emanating from the event * Presentations and reports produced by the individual that relate to the event * Stakeholder observations of the learner’s performance in the event * Discussion with the learner and/or the set relating to the event   The individual learner must be notified of and agree to evidence in any form being captured and used for assessment. Learners should be encouraged to capture their own evidence.  In all cases the assessor must ensure that the evidence is valid, sufficient, authentic and current.  Cother Digital Pty Ltd has developed a software system, myLearningMap, specifically designed to capture and map evidence from action learning events. myLearningMap can take synchronised input from multiple lap top computers and mobile devices. This allows for multi-directional video recording. Text and voice observations, photographs, scanned documents, electronic files, can be captured and uploaded in real time or after the event. Such items of evidence are automatically synchronised to a common timeline.  Using the myLearningMap mobile app, learners can capture all such evidence via their mobile phone. This is particularly useful when gathering evidence of individual tasks performed outside the set meetings. All content uploads to a secure server.  myLearningMap allows an assessor to review a group learning event and tag significant instances of each participant’s performance. Using the software, these instances of video, along with associated supporting evidence can be readily mapped to relevant performance criteria and foundation skills.  It is strongly recommended that Registered Training Organisations delivering the Course in Action Learning use a system such as this for evidence gathering and assessment.  Recognition of Prior Learning (RPL) will be offered to applicants at time of enrolment.  Assessment of the training package units imported into the course must be consistent with the assessment guidelines in the parent training package.  These units are:   * BSBCMM411 Make presentations * BSBPEF302 Develop self-awareness |
| **6.2 Assessor competencies** | All assessment must be undertaken by assessors who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015*.  The assessment of units of competency imported from training packages must reflect the requirements for assessors specified in the relevant training package.  These units are:   * BSBCMM411 Make presentations * BSBPEF302 Develop self-awareness |

|  |  |  |
| --- | --- | --- |
| **7. Delivery** | | |
| **7.1 Delivery modes** | | **Explanation of terms**  Delivery modes identify whether or not a course or unit is delivered via internal, external or workplace-based delivery – or a combination of these modes.   * **Internal delivery** is where the student and the trainer attend scheduled training in real time. Locations may include; workshop, laboratory, simulator and classroom-based training even when the training is delivered remotely using video or internet links. * **External delivery** is where the student undertakes training in their own time and location using training materials provided online or by correspondence. The student does not usually have to undertake training at a particular scheduled time. This type of training is often referred to as self-paced learning and trainer contact is usually limited to feedback on submitted work. * **Workplace-based** includes training activity conducted in the workplace by the training organisation or the employer; for example, industrial/work experience, field placement, fully on-the-job training or structured workplace training delivered at a place of employment.   **1.** **Essential delivery modes**  For the unit *Perform effectively in an action learning set undertaking a joint research project,* set meetings will be workplace-based ie conducted internally at a workplace or other sites relevant to the project. This facilitates direct observation of the activities under investigation and direct contact with stakeholders.  For the unit *Perform effectively in an action learning set implementing a project plan*, all project activities will be workplace-based ie conducted externally at workplaces or sites specific to the project. This enables set members to effectively organise and lead the implementation.  For the unit *Perform effectively in an action learning set undertaking individual projects*, set meetings can be conducted internally at any convenient location. These meetings can be face-to-face or online. Unsupervised activities undertaken between set meetings will be conducted externally at workplaces or sites relevant to each individual’s project.  **2. Limitation to delivery modes**  Projects must address fresh workplace or community problems that are of real importance to the organisations concerned and have no predetermined solution. Case studies, simulations or role plays are not sufficient. (EVIDENCE OF ENDORSEMENT OF THIS REQUIRED HERE) |
| **7.2 Resources** | | **Essential facilities and equipment**   * Access to each site * Access to records and data required for each project * Meeting room on site * WiFi connection on site * Permission to photograph and video team activities * Permission to photograph and video relevant operations for the purpose of analysis by the set * Confidentiality agreements between all parties covering the above * Suitable software to capture, assemble and assess evidence against units of competence for each learner.   **Trainer competence**  All delivery must be undertaken by trainers who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015.*  **Training package requirements**  The delivery of units of competency that have been imported from training packages must reflect the requirements for trainers specified in the relevant training package.  These units are:   * BSBCMM411 Make presentations * BSBPEF302 Develop self-awareness |
| **8. Pathways and articulation** | | |
| **8.1 Pathways and articulation** | **Potential pathways for course participants following course completion into other vocational education and training (VET) courses.**  The Course in Action Learning includes two units of competency from the Business Services Training Package. Completion of those units provides pathways into Business Services Training Package qualifications.  Course participants may be able to obtain credit for one or more of the five units from the Course in Action Learning in numerous training package qualifications that allow for a limited number of units to be imported from other training packages or accredited courses. This may be particularly applicable where the delivery of the Course in Action Learning is integrated with the delivery of another qualification.  **Formalised articulation arrangements.**  Formalised arrangements are those for which written agreements are in place between institutions for the articulation of students.  No such agreements are currently in place for the Course in Action Learning. | |

|  |  |
| --- | --- |
| 1. **Ongoing monitoring and evaluation** | |
| **9.1 Ongoing monitoring and evaluation** | The Director of Cother Consulting Pty Ltd is responsible for the monitoring and evaluation processes during the accreditation period.  The course will be reviewed on an annual basis by the Course Advisory Committee. The committee consists of the Director, Quality Manager, industry experts and nominated trainers/assessors.  The review will evaluate course content against the course accreditation standards to inform compliance and determine any amendments that may be required.  Specific attention will be given to the enterprise units, focusing on whether the content of the units continues to meet industry need.  As part of their responsibilities, the committee will review any changes to the *Standards for* *VET Accredited Courses 2012 and the Australian Qualifications Framework.*  Training package units imported into the course will be reviewed for currency and ongoing suitability to ensure intended course outcomes are being met.  Prior to any application for renewal of accreditation a separate round of consultation and validation will occur with key stakeholders to ensure the ongoing need and support for the course; and that the packaging rules and enterprise units continue to meet industry standards and requirements.  **Changes to the course resulting from course monitoring and evaluation.**  ASQA will be notified of any changes to the course resulting from course monitoring and evaluation. |

**Section C—Units of competency**

1. **Units of competency imported from training package/s and/or other accredited courses**

* BSBCMM411 Make presentations
* BSBPEF302 Develop self-awareness

1. **The units of competency developed for the course (enterprise units).**

* Perform effectively in an action learning set undertaking a joint research project
* Perform effectively in an action learning set implementing a project plan
* Perform effectively in an action learning set undertaking individual projects

|  |  |  |
| --- | --- | --- |
| **UNIT CODE** | TBA by ASQA |  |
| **UNIT TITLE** | **Perform effectively in an action learning set undertaking a joint research project** |  |
| **APPLICATION** | This unit describes the skills and knowledge required to participate effectively in an action learning set undertaking a joint research project for a host organisation.  Such a set generally has from 3 to 6 members.  Typically, the project addresses a workplace or community problem that is of real importance to the organisation and has no predetermined solution. One or more set members are stakeholders in the problem. One or more are new to the problem and provide fresh eyes. There will be other stakeholders who will need to be consulted as the project proceeds.  Generally, the project will have a sponsor who is a senior manager of the organisation with a keen desire to solve the problem.  Set members collaborate to undertake the action learning project and take joint responsibility for the outcomes. The action learning set may work under the guidance of an action learning facilitator or may be self-managed.  The outcomes are typically a recommended course of action, with justification. The action learning set present their outcomes to the senior management of the host organisation, and other key stakeholders for approval to implement.  The unit applies to individuals working or preparing to work in a broad range of business, government and community organisations where action learning is used to solve complex problems and develop individuals’ capabilities.  No licensing, legislative or certification requirements apply to this unit at the time of publication. |  |
| **COMPETENCY FIELD** | 120505 Work practices programmes | |
| **ELEMENTS** | **PERFORMANCE CRITERIA** | **FOUNDATION SKILLS** |
| Elements describe the essential outcomes of the unit | Performance criteria describe the performance needed to demonstrate achievement of the element. | Foundation skills are skills essential to performance |
| 1. **Launch the set and frame the project** | 1.1 Participate in personal introductions | 2, 7, 9, 16, |
|  | 1.2 Participate in the project briefing with the sponsor and other set members and commit to the set and the project | 2, 10, 30 |
|  | 1.3 Help identify what each person brings to the set, what they want from their participation, and their relationship with the project | 2, 4, 16, 41 |
|  | 1.4 Through observation, active listening and effective questioning, explore the current situation and share initial impressions | 1, 2, 17, 24, 37 |
|  | 1.5 Collectively define and agree on the project scope and measures of success and confirm these with the sponsor | 1, 2, 18, 23, 43 |
|  | 1.6 Decide collectively on agreed ground rules, beliefs and values for the set. | 1, 2, 3, 35, 36 |
|  | 1.7 Reflect on the experience of launching the set and framing the project and summarise what was learnt | 13, 14, 33 |
| 1. **Obtain inputs from stakeholders and other sources** | 2.1 Jointly identify stakeholders and their relevant authority, influence and interest in the project | 1, 2, 26, 37 |
|  | 2.2 Collectively plan stakeholder engagement that fairly acknowledges the interests of all stakeholders | 1, 2, 4, 37, 43 |
|  | 2.3 Jointly engage with stakeholders and document the outcomes | 1, 2, 3, 6, 24, 34 |
|  | 2.4 Work as part of the team to identify data and information required for the project | 1, 2, 21, 22, 24, |
|  | 2.5 Contribute to gathering and assembling data and information and present to the set | 1, 19, 20, 21, 39 |
|  | 2.6 Reflect on the experience of obtaining inputs from stakeholders and other sources and summarise what was learnt. | 13, 14, 33 |
| 1. **Analyse the problem and develop solutions** | 3.1 Share in researching critical and creative thinking processes and explain them to the set | 1, 9, 12, 20, 22, 39 |
|  | 3.2 Collaborate to evaluate thinking processes and select those to be applied by the set | 1, 2, 18, 23, 27, |
|  | 3.3 Work as part of the set to analyse the problem | 1, 2, 17, 21, 23, 24 |
|  | 3.4 Contribute to generating a range of solutions to the problem | 1, 2, 17, 25, 27 |
|  | 3.5 Share in testing and evaluating solutions against the project objectives | 1, 18, 21, 23, 28, |
|  | 3.6 Reflect on the experience of analysing a problem and developing solutions and summarise what was learnt | 13, 14, 33 |
| 1. **Develop and justify a proposed course of action** | 4.1 Jointly develop a proposed course of action | 1, 2, 23, 26, 27 |
|  | 4.2 Collaborate to determine the resources required to implement the course of action | 1, 2, 19, 23, 26 |
|  | 4.3 Jointly justify the proposed course of action taking account of the costs and benefits for all stakeholders | 1, 2, 18, 19, 23, |
|  | 4.4 Collaborate to prepare an implementation plan | 1, 2, 20, 23, 43 |
|  | 4.5 Reflect on the experience of developing and justifying a proposed course of action and summarise what was learnt. | 13, 14, 33 |
| 1. **Communicate recommendations and obtain agreement to proceed** | 5.1 Collaborate to effectively document the set's findings and recommendations | 1, 2, 12, 20, 21, 23, |
|  | 5.2 Jointly present the set's findings and recommendations to the project sponsor and key stakeholders | 1, 2, 3, 9, 11, 16, |
|  | 5.3 Contribute responses to any issues and concerns raised by the sponsor and key stakeholders | 1, 3, 6, 7, 30, 31 |
|  | 5.4 If required, work with the set to modify the proposal to better meet the needs of the sponsor and keystakeholders | 1, 2, 6, 12, 27, 37 |
|  | 5.5 Obtain the agreement of the sponsor and key stakeholders to proceed | 5, 6, 26, 42 |
|  | 5.6 Reflect on the experience of presenting recommendations and obtaining agreement to proceed and summarise what was learnt. | 13, 14, 33 |
| 1. **Demonstrate effective action learning behaviours in set activities** | 6.1 Observe the agreed ground rules, beliefs and values of the set | 2, 34, 36, |
|  | 6.2 Report progress to the set on individual actions agreed in previous meetings | 7, 28, 35, 42 |
|  | 6.3 Field questions from the set to clarify thoughts, feelings, intentions and the lessons learnt | 7, 8, 29, 33 |
|  | 6.4 Listen actively to thoughts, feeling, and intentions of self and others | 2, 3, 11 |
|  | 6.5 Ask questions to help clarify thoughts , feelings, intentions and lessons learnt | 2, 7, 11, 24 |
|  | 6.6 When appropriate offer ideas and options for consideration | 5, 7, 25, |
|  | 6.7 Participate in discussions on set performance, progress, process, and individual and collective learning. | 2, 3, 8, 13, 29 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FOUNDATION SKILLS**  The industry-aligned capabilities framework developed by Jackson et al[[7]](#footnote-6) has been chosen for assessing foundation skills. Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below including a brief description of how the skill is applied. Permission has been granted by the authors to use the framework for this unit.   |  |  |  |  | | --- | --- | --- | --- | | **Capability** | **Foundation Skill** | **Foundation Skill Reference Number** | **Description** | | Working effectively with others | Task collaboration | 1 | Contribute constructively to group tasks through collaborative communication, problem solving, discussion and planning, on and off line and within agreed timelines | | Team working | 2 | Operate within, and contribute to a respectful, supportive and co-operative group climate | | Social intelligence | 3 | Acknowledge the complex emotions and view points of others and respond sensitively and appropriately | | Cultural and diversity awareness | 4 | Work proactively and appropriately with people from diverse groups | | Negotiation | 5 | Actively listen and demonstrate empathy when putting forward one's perspective to achieve a common goal | | Conflict resolution | 6 | Address contentious issues and matters of conflict with key stakeholders in a constructive and appropriate manner | | Communicating effectively | Verbal communication | 7 | Communicate orally in a clear and professional manner which is appropriately varied according to different audiences and seniority levels | | Giving and receiving feedback | 8 | Seek, give and receive feedback appropriately and constructively | | Public speaking | 9 | Speak publicly with confidence and in a style appropriate to the audience | | Meeting participation | 10 | Participate constructively in meetings | | Non-verbal communication | 11 | Recognise and respond appropriately to non-verbal cues | | Writing communication | 12 | Communicate in a clear, structured and professional manner using written formats most appropriate for the target audience | | Self awareness | Self-reflection | 13 | Reflect on and evaluate personal practices, values, strengths and weaknesses in the workplace | | Self-development | 14 | Actively seek, monitor and evaluate sustainable opportunities for personal and professional learning | | Career self-management | 15 | Develop meaningful and realistic career goals and pathways for achieving them in light of changing labour market conditions and disruptions to industry | | Personal brand | 16 | Develop and promote own personal brand which reflects personal values and clearly articulates strengths, capabilities and achievements | | Thinking critically | Conceptualisation | 17 | Recognise and interpret patterns and concepts in documents and scenarios to understand the "bigger" picture | | Evaluation | 18 | Objectively analyse and make judgements on key points in a range of documents and scenarios | | Data and technology | Numeracy | 19 | Read and analyse numerical data and apply it to a given context | | DIgital literacy | 20 | Select, use and leverage appropriate technology to address diverse tasks and problems | | Using data | 21 | Interpret data and use it in an informed way | | Information management | 22 | Retrieve, interpret, evaluate and appropriately use information in a range of digital and printed formats | | Problem solving | Reasoning | 23 | Use rational and logical reasoning to deduce appropriate and well reasoned conclusions | | Analysing and diagnosing | 24 | Analyse facts and circumstances and ask the right questions to diagnose problems | | Creativity | 25 | Develop a range of solutions using lateral and creative thinking | | Decision making | 26 | Make appropriate and timely decisions, in light of available information, in sensitive and complex situations | | Enterprise | Innovation | 27 | Initiate and support change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems | | Initiative | 28 | Take action unprompted to achieve agreed goals | | Adaptability | 29 | Adapt to change and demonstrate flexibility in approach to all aspects of work | | Self-management | Self-efficacy | 30 | Be self-confident in dealing with the challenges that employment and life present | | Resilience | 31 | Persevere and retain effectiveness under pressure or when things go wrong | | Work/life balance | 32 | Maintain well-being and a productive balance of work and life | | Emotional intelligence | 33 | Recognise own emotions and regulate and adapt to environment or common goals | | Responsibility and accountability | Social responsibility | 34 | Behave in a manner which is sustainable and consistent with company policy and/or broader community values | | Personal accountability | 35 | Accept responsibility for own decisions, actions and work outcomes | | Ethical behaviour | 36 | Behave in accordance with relevant professional standards, values and codes of conduct | | Commercial awareness | 37 | Recognise different organisational structures, industries and sectors and the importance of adapting behaviour and attitudes to varying missions, operations, culture, policies, and systems | | Professionalism | Efficiency | 38 | Achieve prescribed goals and outcomes in a timely and resourceful manner | | Autonomy | 39 | Complete tasks in a self-directed manner in the absence of supervision. | | Time management | 40 | Manage one's own time effectively to accomplish goals | | Relationship building | 41 | Initiate and engage in appropriate conversation, build networks and differentiate between personal friendships and collegial relationships | | Drive | 42 | Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business | | Goal and task management | 43 | Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and schedules. | | |
| **UNIT MAPPING INFORMATION** | No equivalent unit |

|  |  |
| --- | --- |
| **TITLE** | Assessment Requirements for Perform effectively in an action learning set undertaking a joint research project |
| **PERFORMANCE EVIDENCE** | The learner must show evidence of the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit when working as a member of at least one action learning set undertaking a joint research project.  Foundation skills relevant to each performance criterion have been nominated. It is not necessary for the learner to display the foundation skill in every instance to be deemed competent in that foundation skill, providing they show progressive improvement and ultimate competence. Additional evidence of a particular foundation skill may be drawn from any performance criterion in the unit, not just those nominated.  There must be demonstrated evidence that the learner has participated effectively, either face-to-face or online, in at least 5 joint research project action learning set meetings for at least 20 hours in total.  Evidence must show that the learner has:   * Observed the agreed ground rules of the set * Contributed effectively to all tasks of the set and individual tasks they have committed to in the set * Reflected upon and applied what they have learnt from their participation in the set |
| **KNOWLEDGE EVIDENCE** | The learner must be able to demonstrate essential knowledge required to effectively do the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:   * Values and beliefs that underpin action learning * Types of problem; critical, routine, wicked and the use of action learning to solve wicked problems * Revans’ action learning formulae L=P+Q, L>C * Learning style models * The action learning cycle * Reflection as the means of converting tacit learning into explicit learning * Typical action learning ground rules * The role of the action learning facilitator * focuses of listening and questioning; head, heart and hands (thinking, feeling, willing) * The action learning questioning techniques * Single problem action learning and the processes, methods and techniques used in this style of action learning * Variants of action learning including virtual action learning and critical action learning |

|  |  |
| --- | --- |
| **ASSESSMENT CONDITIONS** | Skills in this unit must be demonstrated in an action learning set that is jointly researching a community or workplace problem or opportunity.  Both formative and summative assessments should be used.  Assessment may be integrated with assessment for another qualification.  For group tasks, assessment must be based on documented observations of the learner’s performance made by the assessor or video recorded evidence of the learner’s performance in the group. Supporting evidence may include some combination of:   * Video recording * Audio recording * Photographs * Reflective journal * Meeting notes * Written workings * Peer assessment * Discussion   For individual tasks, assessment may be based on some combination drawn from:   * Video recording * Documented observations * Audio recording * Photographs * Reflective journal * Meeting notes * Written workings * Peer assessment * Discussion   **Assessor Requirements**  All assessment must be undertaken by assessors who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015*. |

|  |  |  |
| --- | --- | --- |
| **UNIT CODE** | TBA by ASQA | |
| **UNIT TITLE** | **Perform effectively in an action learning set implementing a project plan** | |
| **APPLICATION** | This unit describes the skills and knowledge required to participate effectively in an action learning set implementing a project plan previously developed through action learning. Such a set generally has from 3 to 6 members where one or more of the members have developed the plan and others have joined them to implement the plan.  Typically the project will have a sponsor who is a senior manager of the organisation, with a keen desire to see the plan implemented.  Set members collaborate to lead the implementation and take joint responsibility for the outcomes. The action learning set may work under the guidance of an action learning facilitator or may be self-managed.  The unit applies to individuals working or preparing to work in a broad range of business, government and community organisations where action learning is used to implement project plans and develop individuals’ capabilities.  No licensing, legislative or certification requirements apply to this unit at the time of publication. | |
| **COMPETENCY FIELD** | 120505 Work practices programmes | |
| **ELEMENTS** | **PERFORMANCE CRITERIA** | **Foundation Skill Reference Numbers** |
| Elements describe the essential outcomes of the unit | Performance criteria describe the performance needed to demonstrate achievement of the element. | Foundation skills are skills essential to performance |
| 1. **Form the set** | 1.1 Participate in personal introductions | 2, 7, 9, 16 |
|  | 1.2 Participate in the project briefing with the sponsor and other set members and commit to the set and the project | 2, 10, 30, |
|  | 1.3 Help identify what each person brings to the set, what they want from their participation, and their relationship with the project | 2, 4, 16, 41 |
|  | 1.4 Collectively review and agree on the project scope and measures of success and confirm these with the sponsor | 1, 2, 18, 23, 43 |
|  | 1.5 Decide collectively on agreed ground rules, beliefs and values for the set. | 1, 2, 3, 35, 36 |
|  | 1.6 Reflect on the experience of forming the set and summarise what was learnt | 13, 14, 33 |
| 1. **Plan the implementation** | 2.1 Collectively review the implementation plan to ensure all set members understand the plan | 1, 2, 17, 43 |
|  | 2.2 Collectively evaluate the plan, suggest modifications if required and confirm these with the project sponsor | 1, 2, 26, 43 |
|  | 2.3 As a set, discuss and agree on the roles and responsibilities of each set member in the implementation | 1, 2, 5, 35, 43 |
|  | 2.4 As a set, discuss and agree on the resources and time required by set members to carry out their roles and confirm these with the sponsor | 1, 2, 5, 40, 43 |
|  | 2.5 Jointly identify stakeholders affected by the implementation, and their relevant authority, influence and interest in the project | 1, 2, 26, 37 |
|  | 2.6 As a set, plan stakeholder engagement in the implementation, fairly recognising the interests of all stakeholders | 1, 2, 3, 4, 37 |
|  | 2.7 Participate in planning the project launch | 1, 2, 20, 26, 27, |
|  | 2.8 Reflect on the experience of planning the implementation and summarise what was learnt | 13, 14, 33 |
| 1. **Implement the plan** | 3.1 Cooperate to launch the implementation to the stakeholder community | 1, 2, 3, 6, 9, 37, 30 |
|  | 3.2 Collaborate to lead the implementation of the plan | 1, 28, 30, 31, 39, 42 |
|  | 3.3 Cooperate to monitor implementation and communicate progress to stakeholders | 1, 12, 20, 38, 42, 43 |
|  | 3.4 Cooperate to involve stakeholders and team members in the implementation and encourage their ideas and input | 1, 2, 3, 5, 27, 29, |
|  | 3.5 Jointly monitor performance against measures of success | 1, 18, 19, 20, 21, 24 |
|  | 3.6 Jointly make adjustments to implementation as required | 1, 26, 27, 29, 32 |
|  | 3.7 At each stage of the implementation, reflect on the experience and summarise what was learnt. | 13, 14, 33 |
| 1. **Conduct regular set meetings during the implementation** | 4.1 Collectively Identify what has been done since the previous set meeting | 1, 2, 10, 38, 43 |
|  | 4.2 Identify differences from what was expected | 1, 2, 10, 18, 24, |
|  | 4.3 Collectively Identify what was not done and why | 1, 2, 10, 35, 39, |
|  | 4.4 Collectively Identify what has been learnt since the last set meeting | 1, 2, 10, 14, 18, |
|  | 4.5 Collaborate to identify the most pressing issues now | 1, 2, 10, 18, 24, |
|  | 4.6 Jointly determine and allocate actions to be completed by the next set meeting | 1, 2, 10, 32, 35, 43 |
|  | 4.7 Cooperate to plan effective use of the allotted time at the next set meeting | 1, 2, 10, 40, 43 |
|  | 4.8 Share in preparing a report on the outcomes of the meeting and action items for the next meeting | 10, 12, 20, 43 |
|  | 4.9 Reflect on the effectiveness of the meeting and share feedback with the set | 2, 13, 14, 33 |
| 1. **Evaluate the project** | 5.1 Collaborate to evaluate the project outcomes against the measures of success | 1, 2, 23, 38, 43 |
|  | 5.2 Share in researching methods of obtaining and processing sponsor and stakeholder feedback | 1, 18, 20, 22, |
|  | 5.3 Jointly develop and agree upon a feedback survey strategy | 1, 2, 3, 4, 22, 23, |
|  | 5.4 Collaborate to survey sponsor and stakeholders to obtain their feedback on the conduct of the project and its outcomes | 1, 4, 8, 12, 20, |
|  | 5.5 Evaluate the project outcomes and personal development outcomes | 14, 15, 18, 22, |
|  | 5.6 Share in documenting and disseminating the outcomes of the project | 1, 9, 12, 20, 42 |
| 1. **Demonstrate effective action learning behaviours in set activities** | 6.1 Observe the agreed ground rules, beliefs and values of the set | 1, 34, 36 |
|  | 6.2 Report progress to the set on individual actions agreed in previous meetings | 7, 28, 35, 42 |
|  | 6.3 Field questions from the set to clarify thoughts, feelings, intentions and the lessons learnt | 7, 8, 29, 33, |
|  | 6.4 Listen actively to thoughts, feeling, and intentions of self and others | 2, 3, 11, |
|  | 6.5 Ask questions to help clarify thoughts , feelings, intentions and lessons learnt | 2, 7, 11, 24, |
|  | 6.6 When appropriate offer ideas and options for consideration | 5, 7, 25, |
|  | 6.7 Participate in discussions on set performance, progress, process, and individual and collective learning. | 2, 3, 8, 13, 29 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FOUNDATION SKILLS**  The industry-aligned capabilities framework developed by Jackson et al[[8]](#footnote-7) has been chosen for assessing foundation skills. Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below including a brief description of how the skill is applied. Permission has been granted by the authors to use the framework for this unit.   |  |  |  |  | | --- | --- | --- | --- | | **Capability** | **Foundation Skill** | **Foundation Skill Reference Number** | **Description** | | Working effectively with others | Task collaboration | 1 | Contribute constructively to group tasks through collaborative communication, problem solving, discussion and planning, on and off line and within agreed timelines | | Team working | 2 | Operate within, and contribute to a respectful, supportive and co-operative group climate | | Social intelligence | 3 | Acknowledge the complex emotions and view points of others and respond sensitively and appropriately | | Cultural and diversity awareness | 4 | Work proactively and appropriately with people from diverse groups | | Negotiation | 5 | Actively listen and demonstrate empathy when putting forward one's perspective to achieve a common goal | | Conflict resolution | 6 | Address contentious issues and matters of conflict with key stakeholders in a constructive and appropriate manner | | Communicating effectively | Verbal communication | 7 | Communicate orally in a clear and professional manner which is appropriately varied according to different audiences and seniority levels | | Giving and receiving feedback | 8 | Seek, give and receive feedback appropriately and constructively | | Public speaking | 9 | Speak publicly with confidence and in a style appropriate to the audience | | Meeting participation | 10 | Participate constructively in meetings | | Non-verbal communication | 11 | Recognise and respond appropriately to non-verbal cues | | Writing communication | 12 | Communicate in a clear, structured and professional manner using written formats most appropriate for the target audience | | Self awareness | Self-reflection | 13 | Reflect on and evaluate personal practices, values, strengths and weaknesses in the workplace | | Self-development | 14 | Actively seek, monitor and evaluate sustainable opportunities for personal and professional learning | | Career self-management | 15 | Develop meaningful and realistic career goals and pathways for achieving them in light of changing labour market conditions and disruptions to industry | | Personal brand | 16 | Develop and promote own personal brand which reflects personal values and clearly articulates strengths, capabilities and achievements | | Thinking critically | Conceptualisation | 17 | Recognise and interpret patterns and concepts in documents and scenarios to understand the "bigger" picture | | Evaluation | 18 | Objectively analyse and make judgements on key points in a range of documents and scenarios | | Data and technology | Numeracy | 19 | Read and analyse numerical data and apply it to a given context | | DIgital literacy | 20 | Select, use and leverage appropriate technology to address diverse tasks and problems | | Using data | 21 | Interpret data and use it in an informed way | | Information management | 22 | Retrieve, interpret, evaluate and appropriately use information in a range of digital and printed formats | | Problem solving | Reasoning | 23 | Use rational and logical reasoning to deduce appropriate and well reasoned conclusions | | Analysing and diagnosing | 24 | Analyse facts and circumstances and ask the right questions to diagnose problems | | Creativity | 25 | Develop a range of solutions using lateral and creative thinking | | Decision making | 26 | Make appropriate and timely decisions, in light of available information, in sensitive and complex situations | | Enterprise | Innovation | 27 | Initiate and support change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems | | Initiative | 28 | Take action unprompted to achieve agreed goals | | Adaptability | 29 | Adapt to change and demonstrate flexibility in approach to all aspects of work | | Self-management | Self-efficacy | 30 | Be self-confident in dealing with the challenges that employment and life present | | Resilience | 31 | Persevere and retain effectiveness under pressure or when things go wrong | | Work/life balance | 32 | Maintain well-being and a productive balance of work and life | | Emotional intelligence | 33 | Recognise own emotions and regulate and adapt to environment or common goals | | Responsibility and accountability | Social responsibility | 34 | Behave in a manner which is sustainable and consistent with company policy and/or broader community values | | Personal accountability | 35 | Accept responsibility for own decisions, actions and work outcomes | | Ethical behaviour | 36 | Behave in accordance with relevant professional standards, values and codes of conduct | | Commercial awareness | 37 | Recognise different organisational structures, industries and sectors and the importance of adapting behaviour and attitudes to varying missions, operations, culture, policies, and systems | | Professionalism | Efficiency | 38 | Achieve prescribed goals and outcomes in a timely and resourceful manner | | Autonomy | 39 | Complete tasks in a self-directed manner in the absence of supervision. | | Time management | 40 | Manage one's own time effectively to accomplish goals | | Relationship building | 41 | Initiate and engage in appropriate conversation, build networks and differentiate between personal friendships and collegial relationships | | Drive | 42 | Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business | | Goal and task management | 43 | Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and schedules. | |

|  |  |
| --- | --- |
| **TITLE** | Assessment Requirements for Perform effectively in an action learning set implementing a project plan |
| **PERFORMANCE EVIDENCE** | The learner must show evidence of the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit when working as a member of at least one action learning set implementing a project plan.  Foundation skills relevant to each performance criterion have been nominated. It is not necessary for the learner to display the foundation skill in every instance to be deemed competent in that foundation skill, providing they show progressive improvement and ultimate competence. Additional evidence of a particular foundation skill may be drawn from any performance criterion in the unit, not just those nominated.  There must be demonstrated evidence that the learner has participated effectively, either face-to-face or online, in at least 5 action learning project plan implementation set meetings for at least 10 hours in total.  Evidence must show that the learner has:   * Observed the agreed ground rules of the set * Contributed effectively to all tasks of the set and individual tasks they have committed to in the set * Reflected upon and applied what they have learnt from their participation in the set |
| **KNOWLEDGE EVIDENCE** | The learner must be able to demonstrate essential knowledge required to effectively do the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:   * Values and beliefs that underpin action learning * Revans’ action learning formulae L=P+Q, L>C * Learning style models * The action learning cycle * Reflection as the means of converting tacit learning into explicit learning * Typical action learning ground rules * The role of the action learning facilitator * 3 focuses of listening and questioning; head, heart and hands (thinking, feeling, willing) * The action learning questioning techniques * Basic requirements for effective project management |

|  |  |
| --- | --- |
| **ASSESSMENT CONDITIONS** | Skills in this unit must be demonstrated in an action learning set that is implementing a project plan.  Both formative and summative assessment should be used.  Assessment may be integrated with assessment for another qualification.  For group tasks, assessment must be based on documented observations made by the assessor or video recorded evidence of each learner’s performance.  Supporting evidence may include:   * Video recorded evidence * Audio recorded evidence * Photographs * Reflective journal * Meeting notes * Written workings * Peer assessment * Discussion   For individual tasks, assessment may be based on some combination of:   * Video recorded evidence * Audio recorded evidence * Documented observations * Audio recording * Photographs * Reflective journal * Meeting notes * Written workings * Peer assessment * Discussion   **Assessor Requirements**  All assessment must be undertaken by assessors who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015*. |

|  |  |  |
| --- | --- | --- |
| **UNIT CODE** | TBA by ASQA | |
| **UNIT TITLE** | **Perform effectively in an action learning set undertaking individual projects** | |
| **APPLICATION** | This unit describes the skills and knowledge required to participate effectively in an action learning set in which set members are undertaking individual projects. Such a set generally has from 3 to 6 members.  Typically a project addresses a challenge that the set member is faced with or has taken on. In the workplace this may relate to some issue or opportunity the set member is personally responsible to address. In the community it may relate to some cause the set member is keen to advance. Throughout the life of a set, an individual might undertake a succession of projects.  Set members carry out the research, planning and implementation for their projects individually.  Set meetings provide the opportunity for set members to learn with and from each other through a process of questioning each other on the progress of their projects, reflecting on what they have learnt and deciding on what they will do next.  The action learning set may work under the guidance of an action learning facilitator or may be self-managed.  The unit applies to individuals working or preparing to work in a broad range of business, government and community situations where this style of action learning is used to solve problems and develop individuals’ capabilities.  No licensing, legislative or certification requirements apply to this unit at the time of publication. | |
| **COMPETENCY FIELD** | 120505 Work practices programmes | |
| **ELEMENTS** | **PERFORMANCE CRITERIA** | **Foundation Skills Reference Numbers** |
| Elements describe the essential outcomes of the unit | Performance criteria describe the performance needed to demonstrate achievement of the element. | Foundation skills are skills essential to performance |
| 1. **Identify a project to bring to the set** | 1.1 Identify a significant, pressing workplace or community problem to be the subject of the project | 14, 15, 17, 27, 28, 39 |
|  | 1.2 Identify the stakeholders affected by the problem | 18, 22, 39, 41, |
|  | 1.3 Consult with stakeholders to define the problem statement and the outcomes sought | 3, 4, 7, 30, 41, 42 |
|  | 1.4 Identify the personal learning and development outcomes sought from the project | 14, 15, 16, 32, 39 |
| 1. **Join an action learning set and participate in the first set meeting** | 2.1 Participate in personal introductions and help identify what each person brings to the set and what they want from their participation | 2, 3, 4, 16, |
|  | 2.2 Decide collectively on the ground rules, beliefs and values of the set and how the tasks and responsibilities for running the set will be shared | 1, 2, 3, 4, 16, 43 |
|  | 2.3 Present own project to the set and use the questioning of the set to refine the problem statement and decide on first actions | 7, 8, 32, 40, 43 |
|  | 2.4 Through active listening and effective questioning, help other set members refine their problem statements and first actions | 1, 2, 3, 5, 27, 24, 29 |
|  | 2.5 Reflect on the experience of the first meeting and share feedback with the set | 2, 8, 14, 33 |
| 1. **Take action, observe outcomes and plan next steps in iterative cycles** | 3.1 Implement actions committed to in the set meeting | 28, 31, 39, 35, 38, 39, 42, |
|  | 3.2 Observe the outcomes against intended outcomes and evaluate the effectiveness of the actions | 18, 23, 24, 39 |
|  | 3.3 Discuss outcomes with relevant stakeholders | 4, 8, 39, |
|  | 3.4 Reflect on and capture lessons learnt from the actions | 13, 14, 23, 33, 39 |
|  | 3.5 Plan next steps | 26, 27, 29, 39, 43 |
|  | 3.6 Plan effective use of the allotted time at the next set meeting | 35, 39, 40, 43 |
| 1. **Perform effectively in a set meeting as a presenter** | 4.1 Observe the agreed ground rules, beliefs and values of the set | 2, 3, 34, 36 |
|  | 4.2 Report progress to the set | 7, 40, 43 |
|  | 4.3 Field questions from the set to clarify thoughts , feelings, intentions and the lessons learnt | 8, 13, 33, |
|  | 4.4 Use the set in the manner planned to identify options for further action | 25, 27, 38, |
|  | 4.5 Reflect on outcomes and commit to next actions | 13, 18, 35, |
| 1. **Perform effectively in a set meeting as a supporter** | 5.1 Observe the agreed ground rules, beliefs and values of the set | 2, 3, 34, 36, |
|  | 5.2 Listen actively to others and self's thoughts, feeling, intentions in responding to the presenter's progress report | 2, 3, 5, 11, |
|  | 5.3 Ask questions to help the presenter clarify their thoughts , feelings, intentions and the lessons learnt | 2, 3, 7, 24 |
|  | 5.4 When appropriate offer the presenter ideas and options for consideration | 2, 8, 23, 25, |
|  | 5.5 Participate in discussion on set performance, progress, process, and individual and collective learning. | 2, 8, 14, 18, 29, 34 |
| 1. **Evaluate the project progress and the process** | 6.1 Obtain stakeholder/s feedback on the conduct of the project and its outcomes | 3, 4, 8, 20, 24, 39 |
|  | 6.2 Evaluate the project outcomes and personal development outcomes | 13, 14, 15, 18, 39 |
|  | 6.3 Present outcomes to the set and invite their evaluation and feedback | 7, 8, 9, |
|  | 6.4 Collaborate to evaluate the performance of the set in terms of progress, process, and individual and collective learning | 1, 2, 8, 14, 18 |
|  | 6.5 Share in documenting and disseminating the outcomes of the set and lessons learnt | 1, 2, 9, 12, 16, 20, |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FOUNDATION SKILLS**  The industry-aligned capabilities framework developed by Jackson et al[[9]](#footnote-8) has been chosen for assessing foundation skills. Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below including a brief description of how the skill is applied. Permission has been granted by the authors to use the framework for this unit.   |  |  |  |  | | --- | --- | --- | --- | | **Capability** | **Foundation Skill** | **Foundation Skills Reference Number** | **Description** | | Working effectively with others | Task collaboration | 1 | Contribute constructively to group tasks through collaborative communication, problem solving, discussion and planning, on and off line and within agreed timelines | | Team working | 2 | Operate within, and contribute to a respectful, supportive and co-operative group climate | | Social intelligence | 3 | Acknowledge the complex emotions and view points of others and respond sensitively and appropriately | | Cultural and diversity awareness | 4 | Work proactively and appropriately with people from diverse groups | | Negotiation | 5 | Actively listen and demonstrate empathy when putting forward one's perspective to achieve a common goal | | Conflict resolution | 6 | Address contentious issues and matters of conflict with key stakeholders in a constructive and appropriate manner | | Communicating effectively | Verbal communication | 7 | Communicate orally in a clear and professional manner which is appropriately varied according to different audiences and seniority levels | | Giving and receiving feedback | 8 | Seek, give and receive feedback appropriately and constructively | | Public speaking | 9 | Speak publicly with confidence and in a style appropriate to the audience | | Meeting participation | 10 | Participate constructively in meetings | | Non-verbal communication | 11 | Recognise and respond appropriately to non-verbal cues | | Writing communication | 12 | Communicate in a clear, structured and professional manner using written formats most appropriate for the target audience | | Self awareness | Self-reflection | 13 | Reflect on and evaluate personal practices, values, strengths and weaknesses in the workplace | | Self-development | 14 | Actively seek, monitor and evaluate sustainable opportunities for personal and professional learning | | Career self-management | 15 | Develop meaningful and realistic career goals and pathways for achieving them in light of changing labour market conditions and disruptions to industry | | Personal brand | 16 | Develop and promote own personal brand which reflects personal values and clearly articulates strengths, capabilities and achievements | | Thinking critically | Conceptualisation | 17 | Recognise and interpret patterns and concepts in documents and scenarios to understand the "bigger" picture | | Evaluation | 18 | Objectively analyse and make judgements on key points in a range of documents and scenarios | | Data and technology | Numeracy | 19 | Read and analyse numerical data and apply it to a given context | | DIgital literacy | 20 | Select, use and leverage appropriate technology to address diverse tasks and problems | | Using data | 21 | Interpret data and use it in an informed way | | Information management | 22 | Retrieve, interpret, evaluate and appropriately use information in a range of digital and printed formats | | Problem solving | Reasoning | 23 | Use rational and logical reasoning to deduce appropriate and well reasoned conclusions | | Analysing and diagnosing | 24 | Analyse facts and circumstances and ask the right questions to diagnose problems | | Creativity | 25 | Develop a range of solutions using lateral and creative thinking | | Decision making | 26 | Make appropriate and timely decisions, in light of available information, in sensitive and complex situations | | Enterprise | Innovation | 27 | Initiate and support change and add value by embracing new ideas and showing ingenuity and creativity in addressing challenges and problems | | Initiative | 28 | Take action unprompted to achieve agreed goals | | Adaptability | 29 | Adapt to change and demonstrate flexibility in approach to all aspects of work | | Self-management | Self-efficacy | 30 | Be self-confident in dealing with the challenges that employment and life present | | Resilience | 31 | Persevere and retain effectiveness under pressure or when things go wrong | | Work/life balance | 32 | Maintain well-being and a productive balance of work and life | | Emotional intelligence | 33 | Recognise own emotions and regulate and adapt to environment or common goals | | Responsibility and accountability | Social responsibility | 34 | Behave in a manner which is sustainable and consistent with company policy and/or broader community values | | Personal accountability | 35 | Accept responsibility for own decisions, actions and work outcomes | | Ethical behaviour | 36 | Behave in accordance with relevant professional standards, values and codes of conduct | | Commercial awareness | 37 | Recognise different organisational structures, industries and sectors and the importance of adapting behaviour and attitudes to varying missions, operations, culture, policies, and systems | | Professionalism | Efficiency | 38 | Achieve prescribed goals and outcomes in a timely and resourceful manner | | Autonomy | 39 | Complete tasks in a self-directed manner in the absence of supervision. | | Time management | 40 | Manage one's own time effectively to accomplish goals | | Relationship building | 41 | Initiate and engage in appropriate conversation, build networks and differentiate between personal friendships and collegial relationships | | Drive | 42 | Go beyond the call of duty by pitching in, including undertaking menial tasks, as required by the business | | Goal and task management | 43 | Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and schedules. | | |
| **UNIT MAPPING INFORMATION** | No equivalent unit |

|  |  |
| --- | --- |
| **TITLE** | Assessment Requirements for Perform effectively in an action learning set undertaking individual projects |
| **PERFORMANCE EVIDENCE** | The learner must show evidence of the ability to complete tasks outlined in the elements, performance criteria and foundation skills of this unit when working as a member of at least one action learning set undertaking individual projects.  Foundation skills relevant to each performance criterion have been nominated. It is not necessary for the learner to display the foundation skill in every instance to be deemed competent in that foundation skill, providing they show progressive improvement and ultimate competence. Additional evidence of a particular foundation skill may be drawn from any performance criterion in the unit, not just those nominated.  There must be demonstrated evidence that the learner has participated effectively, either face-to-face or online, in at least 5 action learning set meetings for at least 20 hours in total.  Evidence must show that the learner has:   * Observed the agreed ground rules of the set * Contributed effectively to all tasks of the set and individual tasks they have committed to in the set * Reflected upon and applied what they have learnt from their participation in the set |
| **KNOWLEDGE EVIDENCE** | The learner must be able to demonstrate essential knowledge required to effectively do the task outlined in the elements and performance criteria of this unit. This includes knowledge of:   * Values and beliefs that underpin action learning * Types of problem; critical, routine, wicked and the use of action learning to solve wicked problems * Revans’ action learning formulae L=P+Q, L>C * Learning style models * The action learning cycle * Reflection as the means of converting tacit learning into explicit learning * Typical action learning ground rules * The role of the action learning facilitator * 3 focuses of listening and questioning; head, heart and hands (thinking, feeling, willing) * The action learning questioning techniques * Multiple problem action learning and the processes, methods and techniques used in this style of action learning * Variants of multiple problem action learning including virtual action learning and critical action learning |

|  |  |
| --- | --- |
| **ASSESSMENT CONDITIONS** | Skills in this unit must be demonstrated in an action learning set that is undertaking individual projects.  Both formative and summative assessment should be used.  Assessment may be integrated with assessment for another qualification.  For group tasks, assessment must be based on documented observations made by the assessor or video recorded evidence of each learner’s performance.  Supporting evidence may include:   * Video recorded evidence * Audio recorded evidence * Photographs * Reflective journal * Meeting notes * Written workings * Peer assessment * Discussion   For individual tasks, assessment may be based on some combination of:   * Video recorded evidence * Audio recorded evidence * Documented observations * Audio recording * Photographs * Reflective journal * Meeting notes * Written workings * Peer assessment * Discussion   **Assessor Requirements**  All assessment must be undertaken by assessors who meet the requirements stated to apply under the *Standards for Registered Training Organisations (RTOs) 2015*. |

1. AlphaBeta. The new basics: Big data reveals the skills young people need for the new work order; FYA's New Work Order report series, Foundations for Young Australians, by AlphaBeta, 21 April 2016. Online resource accessed 15/09/2020 [↑](#footnote-ref-0)
2. https://wial.org/action-learning/ [↑](#footnote-ref-1)
3. https://www.issinstitute.org.au/wp-content/uploads/2019/10/Williams-Final.pdf [↑](#footnote-ref-2)
4. https://www.researchgate.net/publication/341680573\_Action\_learning\_challenges\_that\_impact\_employability\_skills\_Higher\_Education\_Skills\_and\_Work-Based\_Learning [↑](#footnote-ref-3)
5. Denise Jackson, Linda Riebe, Stephanie Meek, Madeleine Ogilvie, Alf Kuilboer, Laurie Murphy, Nathalie Collins, Karina Lynch & Mandy Brock (2020): Using an industry- aligned capabilities framework to effectively assess student performance in non-accredited work- integrated learning contexts, Teaching in Higher Education, DOI: 10.1080/13562517.2020.1863348

   [↑](#footnote-ref-4)
6. Denise Jackson, Linda Riebe, Stephanie Meek, Madeleine Ogilvie, Alf Kuilboer, Laurie Murphy, Nathalie Collins, Karina Lynch & Mandy Brock (2020): Using an industry- aligned capabilities framework to effectively assess student performance in non-accredited work- integrated learning contexts, Teaching in Higher Education, DOI: 10.1080/13562517.2020.1863348

   [↑](#footnote-ref-5)
7. Denise Jackson, Linda Riebe, Stephanie Meek, Madeleine Ogilvie, Alf Kuilboer, Laurie Murphy, Nathalie Collins, Karina Lynch & Mandy Brock (2020): Using an industry- aligned capabilities framework to effectively assess student performance in non-accredited work- integrated learning contexts, Teaching in Higher Education, DOI: 10.1080/13562517.2020.1863348

   [↑](#footnote-ref-6)
8. Denise Jackson, Linda Riebe, Stephanie Meek, Madeleine Ogilvie, Alf Kuilboer, Laurie Murphy, Nathalie Collins, Karina Lynch & Mandy Brock (2020): Using an industry- aligned capabilities framework to effectively assess student performance in non-accredited work- integrated learning contexts, Teaching in Higher Education, DOI: 10.1080/13562517.2020.1863348

   [↑](#footnote-ref-7)
9. Denise Jackson, Linda Riebe, Stephanie Meek, Madeleine Ogilvie, Alf Kuilboer, Laurie Murphy, Nathalie Collins, Karina Lynch & Mandy Brock (2020): Using an industry- aligned capabilities framework to effectively assess student performance in non-accredited work- integrated learning contexts, Teaching in Higher Education, DOI: 10.1080/13562517.2020.1863348

   [↑](#footnote-ref-8)