

# Course in Action Learning

Version #, Month Year (For ASQA use only – approval date)

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## VERSION HISTORY

Version 2	31/7/2021	Draft 1
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## Section A: Copyright and course classification information

1. <b>Person in respect of whom the course is being accredited</b>	<b>Cother Consulting Pty Ltd</b>
2. <b>Address</b>	Mr R F Cother Director Cother Consulting Pty Ltd 3/178 Military Road, Semaphore, SA 5019 <u>Postal address</u> PO Box 107 Semaphore, SA, 5019 <u>Email address:</u> bobcother@actionlearning.edu.au
3. <b>Type of submission</b>	Initial accreditation
4. <b>Copyright acknowledgement</b>	<b><u>Enterprise units:</u></b> The copyright owner of the units of competency developed for inclusion in this course is Cother Consulting Pty Ltd. <b><u>Training package units</u></b> The following units of competency: <ul style="list-style-type: none"><li>● BSBCMM411 Make presentations</li><li>● BSBPEF302 Develop self-awareness</li></ul> are from the Business Services Training Package administered by the Commonwealth of Australia. © Commonwealth of Australia
5. <b>Licensing and franchise</b>	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.

<b>6. Course accrediting body</b>	Australian Skills Quality Authority (ASQA)							
<b>7. AVETMISS information</b>	<table border="1"> <tr> <td data-bbox="488 338 890 528">ANZSCO Code—6 digits [Australian and New Zealand Standard Classification of Occupations]</td> <td data-bbox="890 338 1452 528">224711 Management Consultant 224712 Organisation and Methods Analyst</td> </tr> <tr> <td data-bbox="488 528 890 645">ASCED Code—4 digits [Field of education]</td> <td data-bbox="890 528 1452 645">Field of Education: 1205 Employment skills programmes</td> </tr> <tr> <td data-bbox="488 645 890 723">National course code</td> <td data-bbox="890 645 1452 723">For ASQA use only – do not enter data in this field.</td> </tr> </table>		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	For ASQA use only – do not enter data in this field.
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National course code	For ASQA use only – do not enter data in this field.							
<b>8. Period of accreditation</b>	For ASQA use only – do not enter data in this field.							

## Section B: Course information

1. Nomenclature	
1.1 Name of the qualification	XXXXXNAT Course in Action Learning
1.2 Nominal duration of the course	<p>Supervised            210 hours</p> <p>Unsupervised        210 hours</p> <p>Volume of learning   420 hours</p>
2. Vocational or educational outcomes	
2.1 Outcome(s) of the course	<p>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 organisation. It helps organisations develop creative, flexible and successful strategies to pressing problems.<sup>1</sup></p> <p>Vocational/Industry Outcomes</p> <p>When applied in industry, action learning achieves business improvement outcomes for the company and personal development outcomes for the individual. Action learning is applicable in every job role at every level in an organisation, from shop floor to CEO. Organisations, with a sufficient number of employees with action learning skills, are able to make action learning an integral part of the way they operate; they can become true 'learning organisations'. Action learning enables organisations to collaborate with each other to create action learning clusters. Business Action Learning Tasmania (BALT) is an excellent example.<sup>2</sup> Successful completion of the Course in Action Learning will enable the action learner to participate effectively in these activities. They will be able to articulate their personal strengths, weaknesses and career aspirations, and corroborate these with evidence from their</p>

<sup>1</sup> <https://wial.org/action-learning/>

<sup>2</sup> [www.businessactionlearningtas.com.au](http://www.businessactionlearningtas.com.au)

	<p>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.</p> <p>Educational Outcomes</p> <p>Cother Consulting Pty Ltd has been facilitating action learning programs in South Australia, Tasmania and New South Wales since 2006. In 2013, Cother Consulting Pty Ltd became a registered training organisation, trading as the Action Learning Institute (ALI, RTO 40676), delivering qualifications in Competitive Systems and Practices and Sustainable Operations, entirely through action learning. The Course in Action Learning is designed to enhance such programs by providing a rubric against which action learning skills can be assessed.</p> <p>Action learning is particularly effective for developing employability skills, as evidenced by two international examples; the approaches implemented by VET providers in the Basque Country in Spain<sup>3</sup>, and the Mexican university, Tecnológico de Monterrey<sup>4</sup>. 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 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. In terms of educational needs, this type of learning is seen as key to better graduate outcomes, employability and student engagement.</p> <p>Community outcomes</p> <p>Action learning is equally effective in the community as it is in the workplace. Participants in action learning for community development are people from diverse backgrounds of age, gender, education, competence and knowledge, who volunteer to work for change in the community.<sup>5</sup> The Course in Action Learning provides a framework for these diverse participants to work together to plan and implement community initiatives and, in the process, gain formal recognition for the action learning skills they develop. For some, this may be their first post school qualification, providing a pathway to improved employability.</p>
<p><b>2.2 Course description</b></p>	<p>The course will provide participants with knowledge and skills to apply the action learning cycles of planning, action and reflection to solve real-world problems and manage their lifelong learning. It is a cross sectoral course. The</p>

<sup>3</sup> <https://www.issinstitute.org.au/wp-content/uploads/2019/10/Williams-Final.pdf>

<sup>4</sup> [https://www.researchgate.net/publication/341680573\\_Action\\_learning\\_challenges\\_that\\_impact\\_employability\\_skills\\_Higher\\_Education\\_Skills\\_and\\_Work-Based\\_Learning](https://www.researchgate.net/publication/341680573_Action_learning_challenges_that_impact_employability_skills_Higher_Education_Skills_and_Work-Based_Learning)

<sup>5</sup> Seung-Hee Park, Yonjoo Cho & Hyeon-Cheol Bong (2020) Action learning for community development in a Korean context, Action Learning Research and Practice, 17:3, 273-291, p284

	<p>knowledge and skills acquired are applicable in a wide variety of workplace and community settings.</p> <p>The course addresses the two predominant styles of action learning; single problem action learning and multiple problem action learning.</p> <p>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.</p> <p>Within 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.</p> <p>Successful completion of the course will signify that the action learner is competent in all three settings.</p> <p>The Course in Action Learning can be delivered as a stand-alone program or alongside other qualifications as in the examples cited in 2.1 above.</p>
<b>3. Development of the course</b>	
<p><b>3.1 Industry, education, legislative, enterprise or community needs</b></p>	<p>1a. Summary of industry/education/enterprise need for the course.</p> <p>The outcomes of this course address the needs of Australian employers, across all industries. 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.<sup>6</sup> Such skills are difficult to develop in a classroom with traditional instructor-led delivery.<sup>7</sup> They are acquired through practice and experience, working with others in a work environment.</p> <p>The Course in Action Learning is specifically designed for work-based delivery. The value proposition of this approach for an employer is that:</p> <ul style="list-style-type: none"> <li>● The trainee undertaking another qualification, or an existing worker upskilling in another qualification, or potentially an inductee new to an organisation, spends less time away from work attending offsite training, because more of their learning occurs in the workplace.</li> <li>● The employee/trainee is working on real projects of benefit to the business.</li> </ul>

<sup>6</sup> 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

<sup>7</sup> Accenture (2018) It's learning: Just not as we know: How to accelerate skills acquisition in the age of intelligent technologies, G20 Young entrepreneurs' Alliance, [www.accenture.com/research/Online\\_resource\\_downloaded\\_24/05/2020](http://www.accenture.com/research/Online_resource_downloaded_24/05/2020) p14

	<ul style="list-style-type: none"> <li>• The employee/trainee is developing employability skills as well as technical skills.</li> </ul> <p>The value proposition for the employee/trainee is:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Learning is focused on real problems relevant to their jobs; things that they are required to work on in any event.</li> <li>• They are developing Foundation skills, LLN&amp;D and employability skills that broaden their future career options and contribute to being a lifelong learner.</li> </ul> <p>1b. Summary of community need for the course</p> <p>Community centres across Australia engage with over 406,000 people a week and build pathways to training, volunteering and employment for 67,300 people a year.<sup>8</sup> These community based, owned and managed not-for-profit organisations are significant providers of Adult and Community Education (ACE).<sup>9</sup> Learners in ACE centres include disengaged youth, culturally and linguistically diverse, Indigenous Australians, mature learners, people with disability, adults with low literacy and numeracy, and the unemployed.</p> <p>In South Australia, Community Centres SA (CCSA) is the peak body for the ACE sector and has over 100 members, from small independent Community Centres and Neighbourhood Houses through to larger council or agency funded centres.<sup>10</sup> The sector is heavily supported by volunteers, with between 4,500 and 5,600 volunteers providing 28,452 volunteer hours each week to the sector. CCSA is keen to utilise the Course in Action Learning as a standalone development program for volunteers and community.</p> <p><b>2. Summary of evidence of the industry / enterprise / community support for the course.</b></p> <p>Support for the Course in Action Learning has been provided by:</p> <p>Nyrstar Hobart – General Manager  Bell Bay Aluminium (Rio Tinto) – Transformation Manager  Norske-Skog Boyer – Business Improvement and Services Manager  Spring Gully Foods – Managing Director  Robern Menz (MFG) Pty Ltd – General Manager Operations  B&amp;R Enclosures – Site Manager Adelaide  Decipha – General Manager SA and ACT  Community Centres SA – Business Development Manager  Assessment Research Centre, University of Melbourne Graduate School of Education – Enterprise Professor  William Angliss Institute – Associate Dean (Scholarship)</p>
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<sup>8</sup> Australian Neighbourhood Houses and Centres Association Infographic  
<https://ccsapublicnew.wpengine.com/wp-content/uploads/2020/12/ANHCA-Infographic.pdf>

<sup>9</sup> Adult & Community Education in Australia, Adult Learning Australia Ltd, 2015, p8

<sup>10</sup> <https://communitycentressa.asn.au/membership/>

	<p>Victorian Skills Authority – CEO Business Action Learning Tasmania - Chair (Others pending)</p> <p><b>3. The consultation and validation activities that took place</b> Since 2010, ALI has delivered 33 “for qualification” action learning programs in 25 companies. In Tasmania, these programs are delivered for Business Action Learning Tasmania (BALT), an industry led not-for-profit company limited by guarantee, whose purpose is to advance education by delivering action learning programs in workplaces, education institutions and the community. To date, BALT has developed into a cohort of some 16 companies, sharing knowledge and cooperating to achieve measurable business improvement and advance the local economy. In reviewing BALT programs with employers and participants, the following conclusions were drawn:</p> <ul style="list-style-type: none"> <li>● Some people take to action learning more readily than others. This is a function of their preferred learning style rather than prior education.</li> <li>● With practice and support, people can improve their action learning skills, whatever their preferred learning style.</li> <li>● This process would be enhanced if there were a framework to help them develop and assess their action learning skills.</li> <li>● There are no qualifications available in Australia that formally recognise action learning skills.</li> </ul> <p>The South Australian Department for Industry and Skills (DIS) has been encouraging South Australian RTOs to adopt action learning. In 2019 they engaged the Action Learning Institute to conduct a series of master classes for South Australian RTOs to demonstrate how ALI deliver VET qualifications entirely through action learning. The master classes revealed that an action learning delivery strategy could be applied across a range of qualifications. Subsequently DIS awarded funding to ALI to develop the concept for an accredited Course in Action Learning to further the adoption of action learning by RTOs.</p> <p>A literature survey conducted by ALI revealed the link between action learning and 21<sup>st</sup> Century Skills development and, in particular, the examples cited above; the approaches implemented by VET providers in the Basque Country in Spain<sup>11</sup>, and the Mexican university, Tecnológico de Monterrey<sup>12</sup>. This link between action learning and 21<sup>st</sup> Century skills was further explored and confirmed at two international action learning events conducted by the International Foundation for Action Learning (IFAL)<sup>13</sup> and the Action Learning Action Research Association (ALARA) 2020 conference.<sup>14</sup></p>
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<sup>11</sup> <https://www.issinstitute.org.au/wp-content/uploads/2019/10/Williams-Final.pdf>

<sup>12</sup>

[https://www.researchgate.net/publication/341680573\\_Action\\_learning\\_challenges\\_that\\_impact\\_employability\\_skills\\_Higher\\_Education\\_Skills\\_and\\_Work-Based\\_Learning](https://www.researchgate.net/publication/341680573_Action_learning_challenges_that_impact_employability_skills_Higher_Education_Skills_and_Work-Based_Learning)

<sup>13</sup> <https://ifal.org.uk/event-3940422>

<sup>14</sup> <https://www.alarassociation.org/?q=events/conferences/alara-balt-2020/program#Program>

	<p>Using this background, ALI drafted a course in action learning. A user reference group was formed consisting of two former action learning students, two representatives of other RTOs and two senior managers from companies that had used action learning. The draft was reviewed and discussed with the user reference group. The draft was also widely distributed to a range of stakeholders from industry, community development, government, employer groups and educational bodies for their consideration and discussion. While the feedback was uniformly positive, there were a significant number of detailed changes made, in particular:</p> <ol style="list-style-type: none"> <li>1. Emphasising that the Course in Action Learning could be delivered as a stand-alone course or integrated with the delivery of another qualification, and</li> <li>2. Increased emphasis on the application of the Course in Action Learning for community-based action learning.</li> </ol> <p><b>4. Confirm the proposed course does not duplicate a qualification or skill set</b></p> <p>Review of current training package qualifications and units of competency, and consultation with the relevant SSO, PwC Skills for Australia confirmed that this course does not duplicate by title or coverage that of an existing qualification or skill set. There are no current training package qualifications or units on action learning.</p>
<b>3.2 Review for renewal of accreditation</b>	Not applicable
<b>4. Course outcomes</b>	
<b>4.1 Qualification level</b>	While this course meets an identified industry/enterprise or community need it does not have the depth and breadth required of a qualification. This course is designed to meet identified industry and community needs in a complementary context rather than a full qualification.
<b>4.2 Foundation skills</b>	<p>Foundation skills applicable to the outcomes of this course are identified in the units of competency.</p> <p>Foundation skills encompass language, literacy, numeracy and employability skills. The industry-aligned capabilities framework developed by Jackson et al</p>

	<p><sup>15</sup> has been chosen for assessing foundation skills for the Course in Action Learning. This is an established capabilities framework developed in Australia in consultation with industry. Permission has been granted by the authors to use the framework in the enterprise units.</p> <p>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.</p>
<b>4.3 Recognition given to the course</b>	Not applicable
<b>4.4 Licensing/ regulatory requirements</b>	Not applicable

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<sup>15</sup> 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

## 5. Course rules

### 5.1 Course structure

#### 1. Outline of the structure of the course and rules for completion

To achieve the Course in Action Learning, the learner must complete the five (5) core units listed below. Units BSBCMM411 Make presentations, and BSBPEF302 Develop self-awareness are to be taken concurrently with one or more of the enterprise units. The enterprise units may be taken in any order.

Unit code	Unit title	<u>ABS Field of Education</u>	Pre-requisite	Nominal hours
<b>Core units</b>				
001	Perform effectively in an action learning set undertaking a joint research project	120505 Work practices programmes	Nil	50
002	Perform effectively in an action learning set implementing a project plan	120505 Work practices programmes	Nil	50
003	Perform effectively in an action learning set undertaking individual projects	120505 Work practices programmes	Nil	50
BSBCMM411	Make presentations	100707 Verbal presentations	Nil	30
BSBPEF302	Develop self-awareness	080305 Personal Management Training	Nil	30
<b>Total nominal hours (core units)</b>				<b>210</b>

#### 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 in a self-directed context or in collaboration with other learners. They will have received scaffolded instructor support within the above core units to allow them to undertake these activities more independently.

- 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

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 and if the full Course in Action Learning is completed.

#### 5.2 Entry requirements

##### 1. Essential entry requirements

Entrants to the Course in Action Learning must be:

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

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.

	<p style="text-align: center;"><b>2. Recommended entry requirements</b></p> <p>It is recommended that entrants have language, literacy and numeracy skills sufficient to discuss and debate ideas, research and analyse data and information, participate in meetings, and write short reports.</p> <p>Entrants should have a basic understanding of how action learning differs from conventional training and be keen to take an action learning approach to their learning and development.</p>
<p><b>6. Assessment</b></p>	
<p><b>6.1 Assessment strategy</b></p>	<p>Assessment must be conducted in accordance with the <i>Standards for Registered Training Organisations (RTOs) 2015</i> or its successor.</p> <p>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<sup>16</sup> has been chosen for assessing foundation skills.</p> <p>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 when assessing learner performance in the workplace, rather than rating scales such as Likert or weak/good/excellent. This is due to the challenges of moderation and difficulties with ensuring that ratings are assigned consistently across different workplaces.</p> <p>Enterprise units identify the particular foundation skills relevant to each performance criterion. Both formative and summative assessments should be used. Formative assessment will give both learners and assessor an opportunity to gauge their progress. Such feedback is an important part of the action learning process. 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.</p> <p>Assessment may be integrated with assessment for other qualifications, where it is applicable.</p> <p>For group tasks, the assessor must make their assessment based primarily on direct observation of the individual's performance in the group, or video recorded evidence clearly showing each learner's performance in the group.</p> <p>Supporting evidence may include:</p>

<sup>16</sup> 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

	<ul style="list-style-type: none"> <li>● Additional video or audio recordings of group events</li> <li>● Photographs of group events</li> <li>● Reflective journal or recorded reflections related to the group events</li> <li>● Notes and/or written workings emanating from the group events</li> <li>● Presentations and reports produced by the set that relate to the group events</li> <li>● Peer and/or stakeholder observations of the learner’s performance in the group events</li> <li>● Discussions with the learner and/or the set relating to the group events</li> </ul> <p>For individual tasks, assessment may be based on some combination of:</p> <ul style="list-style-type: none"> <li>● Video recorded evidence of the individual performing the task</li> <li>● The assessor’s direct observation of the individual performing the task</li> <li>● Audio recording of the individual task event</li> <li>● Photographs of the event</li> <li>● Reflective journal or recorded reflections related to the event</li> <li>● Notes and/or written workings emanating from the event</li> <li>● Presentations and reports produced by the individual that relate to the event</li> <li>● Stakeholder observations of the learner’s performance in the event</li> <li>● Discussion with the learner and/or the set relating to the event</li> </ul> <p>The individual learner must be notified of and agree to evidence being captured and used for assessment. Learners should be encouraged to capture their own evidence and demonstrate competency in a variety of ways.</p> <p>In all cases, the assessor must ensure that the evidence is valid, sufficient, authentic and current.</p> <p>Cother Digital Pty Ltd has developed a software system, myLearningMap, specifically designed to capture, map and assess evidence from action learning events. myLearningMap will be made available for use under licence by Registered Training Organisations delivering the Course in Action Learning, if required.</p> <p><b>Workplace and/or Regulatory Requirements</b></p> <p>Not applicable.</p> <p><b>Recognition of Prior Learning (RPL)</b></p> <p>Recognition of Prior Learning (RPL) will be offered to applicants at time of enrolment. Evidence for RPL may be drawn from the applicant’s previous experience as an action learner and/or from similar training they have undertaken.</p>
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	<p><b>Assessment of the Training Package Units</b></p> <p>Assessment of the training package units imported into the course must be consistent with the assessment guidelines in the parent training package.</p> <p>These units are:</p> <ul style="list-style-type: none"> <li>● BSBCMM411 Make presentations</li> <li>● BSBPEF302 Develop self-awareness</li> </ul>
<p><b>6.2 Assessor competencies</b></p>	<p>All assessment must be undertaken by assessors who meet the requirements stated to apply under the <i>Standards for Registered Training Organisations (RTOs) 2015</i>.</p> <p>The assessment of units of competency imported from training packages must reflect the requirements for assessors specified in the relevant training package(s).”</p> <p>These units are:</p> <ul style="list-style-type: none"> <li>● BSBCMM411 Make presentations</li> <li>● BSBPEF302 Develop self-awareness</li> </ul>
<p><b>7. Delivery</b></p>	
<p><b>7.1 Delivery modes</b></p>	<p>In describing delivery modes, the term “internal” refers to action learning activities where the action learning set meets at scheduled times to perform learning activities together. (These can also be referred to as “synchronous” activities.) The term “external” refers to activities performed by individual set members in their own time. (These can also be referred to as “asynchronous” activities.)</p> <p><b>1. Essential delivery modes</b></p> <p>For the unit <i>Perform effectively in an action learning set undertaking a joint research project</i>, set meetings will be 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.</p> <p>For the unit <i>Perform effectively in an action learning set implementing a project plan</i>, all project activities will be conducted externally at workplaces or sites specific to the project. This enables set members to effectively organise and lead the implementation.</p> <p>For the unit <i>Perform effectively in an action learning set undertaking individual projects</i>, 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.</p> <p><b>2. Limitation to delivery modes</b></p> <p>Projects must address fresh workplace or community problems that are of real importance to the organisations concerned and have no predetermined solution.</p>

	<p>Reginald Revans, who developed the theory and epistemology of action learning, was adamant that case studies, simulations or role plays are not action learning. In his words, “Action learning has nothing in common with such diversions, but is concerned with encouraging real persons to engage with real problems, in real time.”<sup>17</sup></p> <p><b>3. Identify any educational support mechanisms for maximising participants’ completion of the course.</b></p> <p>Action learning is an inherently supportive process. Set members are encouraged to reflect on and voice difficulties they are having with the process and seek the support of the set. Where necessary the facilitator can moderate the set activities to ensure that everyone has an opportunity to contribute and that no-one dominates proceedings. This is particularly relevant where English is not the first language of one or more set members. Additional one-on-one mentoring should be provided by the facilitator for each set member, to identify and resolve any difficulties the set member is having with the process.</p> <p><b>4. Indicate how the course may be varied to reflect the needs of learner groups, through the contextualisation of unit content or delivery.</b></p> <p>Action learning can be applied in a wide range of contexts, from grass roots shop floor or community action through to the boardroom or council chamber. Contextualisation is achieved by the choice of problem to tackle. The problem should be important and relevant to the people tackling it. If this is observed, the Course in Action Learning could be delivered alongside another VET qualification from Certificate III to Graduate Diploma, where integrated delivery is appropriate.</p>
<p><b>7.2 Resources</b></p>	<p><b>Essential facilities and equipment</b></p> <p><b>1. Specialised facilities and/or equipment essential for the delivery of the course.</b></p> <p>The delivery and assessment of the course will require a workplace or community environment that provides:</p> <ul style="list-style-type: none"> <li>● Access to each site relevant to the project to view activities and engage with stakeholders as required by the project. Where direct access is not feasible, eg due to safety issues or remoteness of site, access via such technology as video conferencing and/or webcasting can be used as a substitute.</li> <li>● Access to records and data required for each project</li> <li>● Meeting room on site</li> <li>● WiFi connection on site</li> <li>● Permission to photograph and video team activities</li> <li>● Permission to photograph and video relevant operations for the purpose of analysis by the set</li> </ul>

<sup>17</sup> Revans, R.W. (2011) ABC of Action Learning, Aldershot: Gower. 80-82

	<ul style="list-style-type: none"> <li>• Confidentiality agreements between all parties covering the above</li> <li>• Suitable software to capture, assemble and assess evidence against units of competence for each learner.</li> </ul> <p><b>Trainer competence</b></p> <p>All delivery must be undertaken by trainers who meet the requirements stated to apply under the <i>Standards for Registered Training Organisations (RTOs) 2015</i>.</p> <p><b>Training package requirements</b></p> <p>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.</p> <p>These units are:</p> <ul style="list-style-type: none"> <li>• BSBCMM411 Make presentations</li> <li>• BSBPEF302 Develop self-awareness</li> </ul>
<b>8. Pathways and articulation</b>	
<b>8.1 Pathways and articulation</b>	<p><b>1. Pathways into the course for participants following completion of other vocational education and training (VET) courses.</b></p> <p>There are no prerequisite pathways into the Course in Action Learning. Completion of FSK20113 - Certificate II in Skills for Work and Vocational Pathways could be a pathway into the Course in Action Learning.</p> <p><b>2. Connections with other training package qualifications that are relevant to vocational pathways for course graduates.</b></p> <p>The unit BSBCMM411 Make presentations is included in the following training package qualifications:</p> <p>CUA51120- Diploma of Visual Arts          TLI47120- Certificate IV in Rail Infrastructure          BSB40820- Certificate IV in Marketing and Communication          FNS41720- Certificate IV in Insurance Broking          CUA50420- Diploma of Live Production and Technical Services          BSB40120- Certificate IV in Business          CUA51020- Diploma of Screen and Media          BSB40420- Certificate IV in Human Resource Management          CUA40420- Certificate IV in Live Production and Technical Services          CPC41020- Certificate IV in Demolition          FWP40216- Certificate IV in Timber Processing          PUA40319- Certificate IV in Public Safety (Firefighting Supervision)          FWP40116- Certificate IV in Forest Operations          PUA51019- Diploma of Public Safety (Community Safety)          CUA40820- Certificate IV in Arts and Cultural Administration          FNS51920- Diploma of Personal Injury and Disability Insurance Management          BSB41419- Certificate IV in Work Health and Safety</p>

	<p>CUA41220- Certificate IV in Screen and Media  LGA40120- Certificate IV in Local Government  BSB50520- Diploma of Library and Information Services  CUA50720- Diploma of Graphic Design  CUA51320- Diploma of Arts and Health  CUA51420- Diploma of Arts and Cultural Management  TLI42415- Certificate IV in Rail Safety Management</p> <p>The unit BSBPEF302 Develop self-awareness is included in the following training package qualifications.</p> <p>BSB20120- Certificate II in Workplace Skills  FNS30420- Certificate III in Mercantile Agents  BSB30220- Certificate III in Entrepreneurship and New Business  BSB30120- Certificate III in Business</p> <p><b>3. Provide details of potential pathways for course participants following course completion into other vocational education and training (VET) courses.</b></p> <p>The packaging rules for qualifications in numerous training packages state that a specified number of units may be selected from a range of qualification levels in any currently endorsed Training Package qualification or accredited course. For example, the packaging rules for CHC42115 Certificate IV in Community Development allow for “up to 7 units from the electives listed below, any endorsed Training Packages or accredited course”.<sup>18</sup> In this case participants successfully completing the Course in Action Learning could claim credit transfer for five units towards CHC42115 Certificate IV in Community Development, providing they could show the units were relevant to work outcomes and contributed to a valid, industry-supported vocational outcome.</p> <p><b>4. Formalised articulation arrangements.</b></p> <p>No formalised agreements are currently in place for the Course in Action Learning.</p>
<p><b>9. Ongoing monitoring and evaluation</b></p>	
<p><b>9.1 Ongoing monitoring and evaluation</b></p>	<p>The Director of Cother Consulting Pty Ltd is responsible for the monitoring and evaluation processes during the accreditation period.</p>

<sup>18</sup> <https://training.gov.au/Training/Details/CHC42115>

	<p>The course will be reviewed every six months by the Course Advisory Committee. The committee consists of the Director, Compliance Manager, industry experts and nominated trainers/assessors.</p> <p>The review will evaluate course content and outcomes against the course accreditation standards to inform compliance and determine any amendments that may be required.</p> <p>Specific attention will be given to the enterprise units, focusing on whether the content of the units continues to meet industry need.</p> <p>As part of their responsibilities, the committee will review any changes to the <i>Standards for VET Accredited Courses 2012</i> and the <i>Australian Qualifications Framework</i>.</p> <p>Training package units imported into the course will be reviewed for currency and ongoing suitability to ensure intended course outcomes are being met.</p> <p>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.</p> <p><b>Changes to the course resulting from course monitoring and evaluation.</b></p> <p>ASQA will be notified of any changes to the course resulting from course monitoring and evaluation.</p>
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## 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

### 31945600. 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

<b>UNIT CODE</b>	001	
<b>UNIT TITLE</b>	<b>Perform effectively in an action learning set undertaking a joint research project</b>	
<b>APPLICATION</b>	<p>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.</p> <p>Such a set generally has from 3 to 6 members.</p> <p>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 may be new to the problem and provide fresh eyes. There will be other stakeholders who will need to be consulted as the project proceeds.</p> <p>Generally, the project will have a sponsor who is a senior manager of the organisation with a keen desire to solve the problem.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>	
<b>COMPETENCY FIELD</b>	120505 Work practices programmes	
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>	<b>FOUNDATION SKILLS</b>
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. <b>Launch the set and frame the project</b>	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
42428864. <b>Obtain inputs from stakeholders and other sources</b>	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 to identify and document their needs	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, assembling and analysing 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
52864960. <b>Analyse the problem and develop solutions</b>	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 and define 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
<b>27707200. Develop and justify a proposed course of action</b>	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
<b>48636288. Communicate recommendations and obtain agreement to proceed</b>	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
<b>54929088. Demonstrate effective action learning behaviours in set activities</b>	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
	6.8 Reflect on the experience of participating in an action learning set and summarise what was learnt.	13, 14, 33

## FOUNDATION SKILLS

The industry-aligned capabilities framework developed by Jackson et al 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.
<b>UNIT MAPPING INFORMATION</b>			No equivalent unit

<b>TITLE</b>	Assessment Requirements for Perform effectively in an action learning set undertaking a joint research project
<b>PERFORMANCE EVIDENCE</b>	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

	<p>a member of at least one action learning set undertaking a joint research project.</p> <p>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.</p> <p>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.</p> <p>Evidence must show that the learner has:</p> <ul style="list-style-type: none"> <li>● Observed the agreed ground rules of the set</li> <li>● Contributed effectively to all tasks of the set and individual tasks they have committed to in the set</li> <li>● Reflected upon and applied what they have learnt from their participation in the set</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>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:</p> <ul style="list-style-type: none"> <li>● Values and beliefs that underpin action learning</li> <li>● Types of problem; critical, routine, wicked and the use of action learning to solve wicked problems</li> <li>● Revans' action learning formulae <math>L=P+Q</math>, <math>L&gt;C</math></li> <li>● Learning style models</li> <li>● The action learning cycle</li> <li>● Reflection as the means of converting tacit learning into explicit learning</li> <li>● Typical action learning ground rules</li> <li>● The role of the action learning facilitator</li> <li>● focuses of listening and questioning; head, heart and hands (thinking, feeling, willing)</li> <li>● The action learning questioning techniques</li> <li>● Single problem action learning and the processes, methods and techniques used in this style of action learning</li> <li>● Variants of action learning including virtual action learning and critical action learning</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills in this unit must be demonstrated in an action learning set that is jointly researching a community or workplace problem or opportunity.</p> <p>Both formative and summative assessments should be used.</p> <p>Assessment may be integrated with assessment for another qualification.</p> <p>For group tasks, the assessor must make their assessment based primarily on direct observation of the individual's performance in the group, or, video recorded evidence clearly showing each learner's performance in the group.</p> <p>Supporting evidence may include:</p>

- Additional video or audio recordings of group events
- Photographs of group events
- Reflective journal or recorded reflections related to the group events
- Notes and/or written workings emanating from the group events
- Presentations and reports produced by the set that relate to the group events
- Peer and/or stakeholder observations of the learner's performance in the group events
- Discussions with the learner and/or the set relating to the group events

For individual tasks, assessment may be based on some combination of:

- Video recorded evidence of the individual performing the task
- The assessor's direct observation 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

#### **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*.

<b>UNIT CODE</b>	002	
<b>UNIT TITLE</b>	<b>Perform effectively in an action learning set implementing a project plan</b>	
<b>APPLICATION</b>	<p>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.</p> <p>Typically the project will have a sponsor who is a senior manager of the organisation, with a keen desire to see the plan implemented.</p> <p>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.</p> <p>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.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>	
<b>COMPETENCY FIELD</b>	120505 Work practices programmes	
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>	<b>Foundation Skill Reference Numbers</b>
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
<b>1. Form the set</b>	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
<b>42465664. Plan the implementation</b>	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
<b>57096512. Implement the plan</b>	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
<b>31895424. Conduct regular set meetings during the implementation</b>	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
46543424. <b>Evaluate the project</b>	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
63325952. <b>Demonstrate effective action learning behaviours in set activities</b>	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
	6.8 Reflect on the experience of participating in an action learning set and summarise what was learnt.	13, 14, 33

**FOUNDATION SKILLS**

The industry-aligned capabilities framework developed by Jackson et al 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.

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	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.

<b>TITLE</b>	Assessment Requirements for Perform effectively in an action learning set implementing a project plan
<b>PERFORMANCE EVIDENCE</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Evidence must show that the learner has:</p> <ul style="list-style-type: none"> <li>Observed the agreed ground rules of the set</li> </ul>

	<ul style="list-style-type: none"> <li>● Contributed effectively to all tasks of the set and individual tasks they have committed to in the set</li> <li>● Reflected upon and applied what they have learnt from their participation in the set</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>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:</p> <ul style="list-style-type: none"> <li>● Values and beliefs that underpin action learning</li> <li>● Revans' action learning formulae <math>L=P+Q</math>, <math>L&gt;C</math></li> <li>● Learning style models</li> <li>● The action learning cycle</li> <li>● Reflection as the means of converting tacit learning into explicit learning</li> <li>● Typical action learning ground rules</li> <li>● The role of the action learning facilitator</li> <li>● 3 focuses of listening and questioning; head, heart and hands (thinking, feeling, willing)</li> <li>● The action learning questioning techniques</li> <li>● Basic requirements for effective project planning and management</li> </ul>
<b>ASSESSMENT CONDITIONS</b>	<p>Skills in this unit must be demonstrated in an action learning set that is implementing a project plan.</p> <p>Both formative and summative assessment should be used.</p> <p>Assessment may be integrated with assessment for another qualification.</p> <p>For group tasks, the assessor must make their assessment based primarily on direct observation of the individual's performance in the group, or, video recorded evidence clearly showing each learner's performance in the group.</p> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> <li>● Additional video or audio recordings of group events</li> <li>● Photographs of group events</li> <li>● Reflective journal or recorded reflections related to the group events</li> <li>● Notes and/or written workings emanating from the group events</li> <li>● Presentations and reports produced by the set that relate to the group events</li> <li>● Peer and/or stakeholder observations of the learner's performance in the group events</li> <li>● Discussions with the learner and/or the set relating to the group events</li> </ul> <p>For individual tasks, assessment may be based on some combination of:</p> <ul style="list-style-type: none"> <li>● Video recorded evidence of the individual performing the task</li> <li>● The assessor's direct observation of the individual performing the task</li> <li>● Audio recording of the individual task event</li> </ul>

- 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

**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*.

<b>UNIT CODE</b>	003	
<b>UNIT TITLE</b>	<b>Perform effectively in an action learning set undertaking individual projects</b>	
<b>APPLICATION</b>	<p>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.</p> <p>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.</p> <p>Set members carry out the research, planning and implementation for their projects individually.</p> <p>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.</p> <p>The action learning set may work under the guidance of an action learning facilitator or may be self-managed.</p> <p>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.</p> <p>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>	
<b>COMPETENCY FIELD</b>	120505 Work practices programmes	
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>	<b>Foundation Skills Reference Numbers</b>
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
<b>1. Identify a project to bring to the set</b>	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
<b>50759744. Join an action learning set and participate in the first set meeting</b>	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
<b>52865024. Take action, observe outcomes and plan next steps in iterative cycles</b>	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
<b>52852672. Perform effectively in a set meeting as a presenter</b>	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,
<b>34075456. Perform effectively in a set meeting as a supporter</b>	5.1 Observe the agreed ground rules, beliefs and values of the set	2, 3, 34, 36,
	5.2 Listen actively to own and others' 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
52890688. <b>Evaluate the project progress and the process</b>	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 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
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	Goal and task management	43	Set, maintain and consistently act upon achievable goals, prioritised tasks, plans and schedules.

<b>UNIT MAPPING INFORMATION</b>	No equivalent unit
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<b>TITLE</b>	Assessment Requirements for Perform effectively in an action learning set undertaking individual projects
<b>PERFORMANCE EVIDENCE</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Evidence must show that the learner has:</p> <ul style="list-style-type: none"> <li>● Observed the agreed ground rules of the set</li> <li>● Contributed effectively to all tasks of the set and individual tasks they have committed to in the set</li> <li>● Reflected upon and applied what they have learnt from their participation in the set</li> </ul>
<b>KNOWLEDGE EVIDENCE</b>	<p>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:</p> <ul style="list-style-type: none"> <li>● Values and beliefs that underpin action learning</li> <li>● Types of problem; critical, routine, wicked and the use of action learning to solve wicked problems</li> <li>● Revans' action learning formulae <math>L=P+Q</math>, <math>L&gt;C</math></li> <li>● Learning style models</li> <li>● The action learning cycle</li> <li>● Reflection as the means of converting tacit learning into explicit learning</li> <li>● Typical action learning ground rules</li> <li>● The role of the action learning facilitator</li> <li>● 3 focuses of listening and questioning; head, heart and hands (thinking, feeling, willing)</li> <li>● The action learning questioning techniques</li> <li>● Multiple problem action learning and the processes, methods and techniques used in this style of action learning</li> <li>● Variants of multiple problem action learning including virtual action learning and critical action learning</li> </ul>

<b>ASSESSMENT CONDITIONS</b>	<p>Skills in this unit must be demonstrated in an action learning set that is undertaking individual projects.</p> <p>Both formative and summative assessment should be used.</p> <p>Assessment may be integrated with assessment for another qualification.</p> <p>For group tasks, the assessor must make their assessment based primarily on direct observation of the individual's performance in the group, or video recorded evidence clearly showing each learner's performance in the group.</p> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> <li>● Additional video or audio recordings of group events</li> <li>● Photographs of group events</li> <li>● Reflective journal or recorded reflections related to the group events</li> <li>● Notes and/or written workings emanating from the group events</li> <li>● Presentations and reports produced by the set that relate to the group events</li> <li>● Peer and/or stakeholder observations of the learner's performance in the group events</li> <li>● Discussions with the learner and/or the set relating to the group events</li> </ul> <p>For individual tasks, assessment may be based on some combination of:</p> <ul style="list-style-type: none"> <li>● Video recorded evidence of the individual performing the task</li> <li>● The assessor's direct observation of the individual performing the task</li> <li>● Audio recording of the individual task event</li> <li>● Photographs of the event</li> <li>● Reflective journal or recorded reflections related to the event</li> <li>● Notes and/or written workings emanating from the event</li> <li>● Presentations and reports produced by the individual that relate to the event</li> <li>● Stakeholder observations of the learner's performance in the event</li> <li>● Discussion with the learner and/or the set relating to the event</li> </ul> <p><b>Assessor Requirements</b></p> <p>All assessment must be undertaken by assessors who meet the requirements stated to apply under the <i>Standards for Registered Training Organisations (RTOs) 2015</i>.</p>
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