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Highly Capable, Future-Ready:
APS Learning and Development Action Plan

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APS L&D Action Plan

Overview

The Australian Public Service (APS) Learning and Development (L&D) Action Plan sets out the practical steps to implement the APS L&D Strategy over the next five years.

This Action Plan was developed in consultation with APS agencies, the APS L&D Strategy Working Group, comprising L&D and Human Resources leaders from across the APS, the APS Professions, APS L&D Community of Practice, and L&D leaders from the private and government sectors.

It outlines how the APS will respond to *Delivering for Australians: The Government response to the Independent Review of the APS* through a well-governed, targeted and collaborative one-APS approach to L&D. The Action Plan focuses on leveraging existing good practice to transform the way APS employees experience L&D to deepen their capability and expertise.

Objective of the APS Learning and Development Action Plan

The objective of the Action Plan is:

To enable the development of a highly capable and future ready APS workforce; always learning and adapting to deliver for Government and Australians.

Principles

The Action Plan is underpinned by a common set of principles to guide decision-making, to support a consistent, one-APS approach to L&D:

- We take every opportunity to learn from our work and others every day.
- We share responsibility for learning between individuals, managers and leaders.
- We optimise technology to enable access to high quality learning and support for everyone, anywhere, anytime.
- We create efficiencies by developing common solutions that scale and adapt.
- Our learning initiatives are inclusive and focus on user needs.
- We align our work to organisational strategy and demonstrate effectiveness and performance impact.

Pillars

Four pillars of action have been defined to drive the implementation of changes needed for APS L&D:

Culture – Foster an organisational culture that encourages and supports APS people, teams, managers and leaders to learn and develop continuously

Governance – Enable relevant, effective and contemporary L&D initiatives through alignment with organisational needs, APS-wide collaboration, quality standards and evaluation practices.

Capabilities – Target priority capability-building aligned with the APS Workforce Strategy. Strive for a common, yet contextualised, approach that enhances workforce adaptability, mobility and performance.

Technology – Provide access for all to high quality learning experiences, performance support and knowledge sharing anywhere and anytime.

Horizons

Implementation will occur over three horizons:

1. **Activate** (12-18 months)
2. **Elevate** (18 months-3 years)
3. **Adapt** (3-5 years)

A dynamic approach will be taken to implement this Action Plan. While a high level intent has been established for each horizon, detailed planning will occur annually to ensure that implementation remains focused and adaptive to ongoing progress, implementation outcomes of the APS Workforce Strategy, changes in our environment and broader developments in L&D practice globally. The approach will also recognise that L&D practices in some agencies are ahead of others. Refer to Attachment 1: Measuring and monitoring success/outcomes.

Highly Capable, Future-Ready: APS Learning and Development Action Plan

Continuous learning, capability development and reskilling are essential for the APS workforce to perform and deliver for Australians and the Government in an environment of ongoing change

Drivers to our Action Plan include:

The APS must deliver quality services and outcomes in an environment of continuous change. Continuous learning enables ongoing adaptation to change.	The APS requires workforce adaptability and mobility to meet short term disruptions and ongoing change. We need to be adept at capability building.	A one-APS approach will reduce duplication between L&D teams, improve efficiency and leverage expertise across the L&D network to effectively build capability and performance.	APS employees' learning preferences have shifted and include a range of informal approaches. There is abundant opportunity to learn from work and others everyday.	Technological advances create significant opportunity to enable learning and performance. We must address a range of barriers to realise this opportunity.

The objective of the APS Learning and Development Strategy and Action Plan

Highly capable and future-ready APS people and teams; always learning and adapting to deliver for Australians and the Government

To achieve our vision we will apply these principles:

We take every opportunity to learn from our work and others everyday	We share responsibility for learning between individuals, managers and leaders	We optimise technology to enable access to high-quality learning and support for everyone, anywhere, anytime	We create efficiencies by developing common solutions that scale and adapt	Our learning initiatives are accessible, inclusive and meet user needs	We align our work to organisational strategy and demonstrate effectiveness and performance impact

Pillars - to build towards our vision for APS learning and development we are committed to four areas of action:

Culture
Foster an organisational culture that encourages and supports APS people, teams, managers and leaders to learn and develop continuously.

Governance
Enable relevant, effective and contemporary L&D initiatives through alignment with organisational needs, APS-wide collaboration and quality standards and evaluation practices.

Capabilities
Target priority capability-building aligned with the APS Workforce Strategy. Strive for a common, yet contextualised, approach that enhances workforce adaptability, mobility and performance.

Technology
Provide access for all to high quality learning experiences, performance support and knowledge sharing anywhere and anytime.

Creating value for all

APS L&D and business teams
I am a valued business partner, equipped and supported to make an impact in the APS.

APS people
I am encouraged, supported and equipped to develop myself continuously, thus improving my performance, resilience and career opportunities.

APS managers
I care about my people and invest in individual and team development. As a result, the teams I lead are high-performing, engaged and deliver strong results.

APS leaders
I create an environment that supports a culture of continuous learning in the APS. This contributes to an APS workforce that is capable and engaged, and delivers for Government and Australians.

Government and citizens
We have a world class APS with the people and capability needed to support, protect and serve Australians, delivering quality services.

We will measure success by:

- A high-performing APS workforce with the critical skills needed to deliver for the Government and Australians.
- APS people are aware of their capability and development needs and are committed to continuous learning and performance growth.
- APS employees with access to high quality and relevant learning opportunities anywhere, anytime.
- APS managers and leaders who invest in the development of their people.
- APS invests in and shares learning resources in the most effective and efficient way to develop common capabilities and build a future-ready workforce.
- Demonstrated effectiveness and impact of our contemporary learning solutions delivered at scale to support APS performance.

Pillar 1 - **Culture**
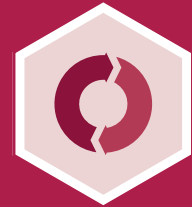
Foster an organisational culture that encourages and supports APS people, managers and leaders and teams to learn and develop continuously.

Drivers of change

Delivering for Tomorrow: APS Workforce Strategy 2025 identified learning agility as critical in an environment of accelerating change.

Learning agility is "the ability to maintain and develop new skills continually, learn from experience in the workplace and quickly adapt to change."[1] Our research found that while APS people do learn in a range of ways the predominant mindset is that learning is a formal activity that happens separate to work.[2]

40% of agencies identified **L&D team capability** as a top barrier in providing a broader range of learning methods.[3]

Manager capability to foster **a continuous learning environment** plays a critical role in people's willingness to learn and try new things - "What would help me to learn better? Knowing that I'm able to take up the opportunities without any backlash."[4]
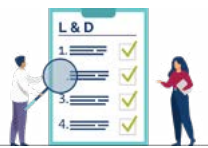
Building learning agility across the APS requires a shift in collective mindset about development of continuous learning skills and practices. There are three areas of focus:

1. L&D mindset and capability

Like their counterparts around the globe, the expectations of, and demands upon, APS L&D professionals have increased. Today learning must be clearly linked to business needs and performance outcomes. Staying abreast of developments in learning science, technology and contemporary approaches requires ongoing professional development.

The APS Academy will facilitate and strengthen the existing L&D Community of Practice as a vehicle to support ongoing capability uplift for all APS L&D professionals. Community members will be invited to co-create a capability development plan which will leverage internal expertise across the system, as well as external contributions and development opportunities.

2. Empowering managers to develop themselves and their people

Managers have more impact on a person's development than anyone else.[5] Many are unaware of the wide range of approaches that can be used to develop their people while they work, without having to wait for a formal course to be scheduled or rely upon online content. Empowering managers to develop their people starts with shifting their perspective of learning as something that happens separate to work to something that they can support their people to do continuously, through work, people and resources. Consistent messaging will be incorporated in a one-APS learning culture campaign, embedded in APS leadership development, and reinforced through workforce and development planning processes.

The APS Academy will provide resources, guidance and facilitate communities of practice, to support L&D teams to engage managers to build their own continuous learning skills and practices and also support their people to do the same.

3. Equipping the APS workforce for continuous learning

The first two phases lay the foundation to equip APS people for continuous learning. Expanded use of continuous learning approaches integrated with formal learning will nurture continuous learning skills and practices which can then be applied in daily work with the support of managers.

An ongoing learning culture campaign will be run across the APS to promote a growth mindset, shift perspectives on learning practices, provide opportunities to build continuous learning skills and recognise and celebrate life-long learning.

How will we get there?

The majority of actions will be initiated and implemented over two horizons, with annual reviews to ensure we are making genuine progress. The third and final horizon - 'adapt' - will involve evaluating progress, which may include adjusting and introducing new actions.

Pillar 1 - Culture action plan	Lead	Partner
Horizon one: ACTIVATE (2021 - 2022)		
Facilitate an APS-wide L&D Community of Practice for knowledge sharing between APS L&D professionals.	APS Academy	APS L&D professionals
Co-create APS L&D Community of Practice engagement plan, to support ongoing capability uplift and connect L&D professionals across the APS.	APS Academy	APS L&D professionals
Co-create an APS-wide L&D capability development plan that recognises and builds upon existing expertise and targets further development of critical skills in support of the L&D Strategy objectives.	APS Academy	APS L&D professionals
Actively participate in the APS L&D Community of Practice, sharing expertise and leveraging that of others to continuously develop capability and improve L&D practice across the one-APS L&D ecosystem. Co-design one-APS frameworks and learning initiatives.	APS L&D professionals	APS Agency L&D/HR professionals, APS Professions, APS Academy
Establish expectations of APS leaders, managers and people for shared responsibility for continuous learning.	Australian Public Service Commission	APS Learning Board
Co-create and pilot resources and guidance ('one-APS continuous learning' toolkit) to enable the APS workforce to develop a culture of continuous learning.	APS Academy	APS L&D Community of Practice
Contribute L&D resources to support the development of the 'one-APS continuous learning' toolkit to support the APS workforce to take up their responsibility for learning.	APS Agency L&D/HR and Business Teams, APS Professions	APS Academy
Adopt the APS L&D Strategy principles and Continuous Learning Model.	APS Agency L&D/HR and Business Teams, APS Professions, APS Academy	Australian Public Service Commission
Leverage APS Mobility Framework to support continuous learning through work.	APS Professions, APS Agency L&D/HR and Business Teams, APS Academy	Australian Public Service Commission
Professional standards for HR, Digital and Data Professionals require commitment to continual learning.	APS Professions	Other Professions as they emerge
Horizon two: ELEVATE (2023 - 2024)		
Co-create and implement 'one-APS continuous learning culture' campaign and toolkit.	APS Academy, APS L&D Community of Practice	APS Agency L&D/HR and Business Teams, APS Professions
Champion agency participation in the APS learning culture campaign and support agency workforce to participate. Supplement or enhance local initiatives already underway.	APS Agency L&D/HR and Business Teams, APS Professions	APS Academy, APS Learning Board
Increase opportunities to learn through work, people and resources and transform course-based learning.	APS Agency L&D/HR and Business Teams, APS Professions	APS Academy
Work collaboratively as one-APS L&D ecosystem to promote an APS continuous learning culture.	APS Academy, APS Agency L&D/HR and Business Teams, APS Professions	APS Learning Board

Pillar 2 - **Governance**

Enable relevant, effective and contemporary L&D initiatives through alignment with organisational needs, APS-wide collaboration and quality standards and evaluation practices.

Drivers of change

There are many contributors to APS Workforce capability development; however, identification and prioritisation of L&D initiatives across the APS is currently fragmented and inconsistent.

82% of agencies design and develop their own compliance learning topics, which are common across the APS. Only 25% of agencies make their common learning available APS-wide.[6]

90% of agencies do not have an evaluation framework to measure the impact and effectiveness of learning.[7]
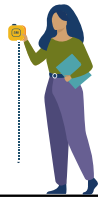
There is opportunity to create a more targeted, collaborative one-APS approach. Stronger governance and clarity of roles will enable greater coordination and alignment of activities across the system to reduce duplication and create efficiencies.

1. One-APS L&D ecosystem

Establishment of the APS Academy signals a significant change in how the APS builds capability. The Academy will facilitate the transformation of L&D practice and be a catalyst for implementation of this Action Plan.

Through a networked operating model, partnering with APS agencies and external partners, the Academy will focus on developing the APS craft capabilities which are unique to the APS and required by all APS employees. The Academy will support and enable the APS workforce, located Australia-wide, to access a broad range of development options when and where they need.

With the Academy responsible for building craft capability APS-wide, agency L&D teams and other L&D ecosystem contributors can focus on developing agency-specific, professional and specialist capabilities.

Roles and responsibilities of all contributors in the one-APS L&D ecosystem are explained at Attachment 2.

2. Governance Framework

An APS Learning Board will be established to oversee L&D Action Plan implementation and APS Academy performance. The Board will be charged with leading the transformation of L&D in the APS, aligned with APS priorities, and will provide direction to the APS Academy to ensure it delivers a one-APS approach to L&D.

An APS Academy Faculty will also be established to provide practitioner leadership of craft in each of the APS craft domains, and connect to APS craft as a whole.

Members of the APS Learning Board and the Academy Faculty will be drawn from across the APS, with APS Academy representatives in ex-officio roles to coordinate. Not only are these bodies central to the Governance Framework, in conjunction with the APS L&D Community of Practice they are the basis of our one-APS L&D networked operating model.

3. Data driven L&D practices

Deep, targeted and effective consultation to understand organisational needs before developing a learning solution is a prerequisite for effective design, delivery and evaluation across the solution life cycle.

Business and learning data will inform practices and decisions across the APS L&D ecosystem. Processes and capability will be developed to enable a data driven approach to systematically inform L&D decisions and activities, including needs analysis, learning design, and learning evaluation enabling continuous learning and improvement.

The APS Academy will support APS-wide adoption of effective L&D business consulting, evaluation and data analysis and leverage best practice from within the APS and externally.

4. Quality standards

The APS Academy will lead a working group established through the L&D Community of Practice to co-create quality standards for key L&D activities. The APS Academy will support L&D teams and APS Professions to adopt these standards, including through an internal review and consulting service.

How will we get there?

The majority of actions will be implemented in horizons one and two, with annual reviews to ensure we are making genuine progress. The third and final horizon - 'adapt' - will involve evaluating progress, which may include adjusting and introducing new actions.

Pillar 1 - Governance action plan	Lead	Partner
Horizon one: ACTIVATE (2021 - 2022)		
Establish an APS Learning Board to lead transformation of L&D in the APS, aligned with APS priorities, and oversee implementation of the L&D Strategy and Action Plan.	Australian Public Service Commission	APS Academy, APS Agency L&D/HR and Business teams
Establish the APS Academy to support and enable the implementation of the APS Workforce and L&D Strategies, and to facilitate effective sharing and collaboration across the APS L&D ecosystem.	Australian Public Service Commission	
Establish mechanisms to improve APS-wide visibility and collaboration on learning initiatives to leverage expertise and improve efficiency and effectiveness.	APS Academy	APS Agency L&D/HR and Business Teams, APS Professions
Clarify roles and responsibilities in the APS L&D ecosystem to achieve efficiencies and reduce duplication, e.g. Academy focus on APS craft capabilities.	APS Learning Board	APS Agency L&D/HR and Business Teams, APS Professions, APS Academy
Understand role and contribution to the APS L&D ecosystem to avoid inefficient design and delivery of learning resources and investment.	APS Agency L&D and Business Teams, APS Professions, APS Academy	APS Learning Board
Gather and synthesise insights impacting APS capability and performance to enable the APS Learning Board and Secretaries to make decisions about L&D priorities and investment.	APS Academy	APS Agency L&D and Business Teams, APS Professions
Co-create L&D Evaluation Framework and toolkit to understand the effectiveness and impact of the APS Continuous Learning Model.	APS Academy	APS L&D/HR Community of Practice, APS Agency L&D/HR and Business Teams
Support the APS L&D ecosystem to adopt the Evaluation Framework and toolkit, by building L&D awareness and capability, and create greater understanding and transparency of learning initiatives APS-wide.	APS Academy	APS Agency L&D/HR and Business Teams, APS Professions
Co-create APS L&D quality standards to ensure APS-wide learning is contemporary, efficient and impactful.	APS Academy	APS L&D Community of Practice, APS Agency L&D/HR and Business Teams
Support the APS L&D ecosystem to adopt APS L&D quality standards, by building L&D awareness and capability.	APS Academy	APS L&D Community of Practice, APS Agency L&D/HR and Business Teams, APS Professions
Horizon two: ELEVATE (2023 - 2024)		
Increase APS L&D evaluation capability and adoption of APS L&D Evaluation Framework and tools.	APS Academy	APS L&D Community of Practice, APS Agency L&D/HR and Business teams
Use the APS L&D Evaluation Framework to collect and share evaluation data on effectiveness and impact of learning initiatives.	APS Agency L&D/HR and Business Teams, APS Professions	APS Academy
Use evaluation data to inform continuous improvement of learning initiatives and approaches, including redesign or adoption of other agencies solutions.	APS L&D Community of Practice, APS Agency L&D/HR and Business Teams, APS Professions, APS Academy	
Support and build Agency L&D and business teams' capability and adoption of L&D quality standards, including through performance consulting service.	APS Academy	APS L&D Community of Practice, APS Agency L&D/HR and Business Teams, APS Professions,
Use workforce insights and evidence from workforce planning or strategies to prioritise and drive L&D initiatives in line with organisational needs.	APS L&D Community of Practice, APS Agency L&D/HR and Business Teams, APS Professions	

Pillar 3 - **Capabilities**

Target priority capability-building aligned with the APS Workforce Strategy. Strive for a common, yet contextualised, approach that enhances workforce adaptability, mobility and performance.

Drivers of change

The *APS Workforce Strategy 2025* described the nature of the APS workforce and workplace in a changing environment. It makes the case for continuous capability development and reskilling to transition our workforce to the areas and capabilities which are growing and will continue to evolve.

We need to be adept at building critical capabilities APS-wide to drive performance, workforce mobility and organisational agility. This requires a forward-looking, integrated one-APS approach to building capabilities. There are five areas of focus:

1. Building priority capabilities

The APS Learning Board will set priorities for APS capability development, based on guidance from the Secretaries Board.

The APS Learning Board will also endorse one-APS priority capability development plans and oversee progress.

2. Building APS craft capabilities

The APS Academy and experts from named partner agencies will be the domain lead for each of the following APS craft capabilities:[8]

- Integrity
- Working in Government
- Engagement and Partnership
- Strategy, Policy and Evaluation
- Implementation and Services
- Leadership and Management

The Academy will lead the development of APS craft capabilities consistent with APS Learning Board guidance.

APS craft capabilities will be developed using a practitioner-led approach that addresses both technical expertise and environmental context. Practitioner expertise will inform the development of learning pathways across a range of stages linked to an individual's capability maturity. Practitioners will lead the delivery of formal programs which, over time, will emphasise experiential learning.

3. Profession-led capability building

APS Professions are being established to target priority capability areas such as Digital and Data, and Human Resources. The APS Academy will partner with Professions, and other APS Centres of Excellence, and will co-brand formal programs that are developed and delivered consistent with the APS L&D quality standards. The APS Academy will co-create the partnering model with the Professions.

4. Capability building process and practices

The APS Academy will facilitate co-creation of capability building process and practices in conjunction with the APS L&D Community of Practice, for endorsement by the APS Learning Board. The scope will include all aspects of the capability development including capability assessment, needs analysis, solution design, development activities, and evaluation.

5. APS Continuous Learning Model

The APS Continuous Learning Model: Work – People – Resources – Courses, will ensure the APS workforce builds capability at the point of need and through a variety of learning methods.

This Learning Model brings an extended focus, beyond formal training and development, to learning which occurs most frequently through work, resources and by connecting with people to drive performance and outcomes.

The APS Continuous Learning Model is summarised in Attachment 3.

How will we get there?

The majority of actions will be initiated and implemented in the first horizon, with annual reviews to ensure we are making genuine progress. The third and final horizon - 'adapt' - will involve evaluating progress, which may include adjusting and introducing new actions.

Pillar 3 - Capabilities action plan	Lead	Partner
Horizon one: ACTIVATE (2021 - 2022)		
Scope existing APS capability frameworks to identify areas of overlap, common themes and gaps, including the utility of the Integrated Leadership System (ILS).	Australian Public Service Commission	APS L&D Community of Practice, APS Agency L&D/HR and Business Teams, APS Professions
Develop a range of options for APS capability frameworks and future role of the ILS.	Australian Public Service Commission	APS L&D Community of Practice
Lead the adoption of the Continuous Learning Model to build APS craft capability.	APS Academy	APS L&D Community of Practice, APS Agency L&D/HR and Business Teams, APS Professions
Release APS Academy service catalogue and APS 'craft capability wheel' to sign post the role of the Academy in one-APS capability development.	APS Academy	
Co-create and implement practice-led model for building APS craft capabilities in collaboration with craft practitioners from named partner agencies.	APS Academy	APS Agency L&D/HR and Business Teams, APS Professions
Develop one-APS capability framework guidelines and definitions to complement existing frameworks and guidelines.	APSC (Workforce Strategy)	
Adopt the one-APS approach to develop capability frameworks to describe priority APS professional capabilities.	APS Agency L&D/HR and Business Teams, APS Professions	APSC (Workforce Strategy)
Target priority capabilities identified in the Workforce Strategy, e.g. leadership, data, digital, and develop a plan to uplift the capabilities in conjunction with the APS Learning Board.	As appropriate, e.g. APS agency, Profession or APS Academy	APSC (Workforce Strategy)
Adopt Continuous Learning Model to build workforce capability including transforming formal training by providing shorter, scalable, more easily accessible formats and providing a greater range of options to learn through work, people and resources.	APS L&D Community of Practice, APS Agency L&D/HR and Business Teams, APS Professions, APS Academy	
Support the APS workforce to participate in development opportunities.	APS Agency L&D/HR and Business Teams, APS Professions	APS Learning Board
Monitor and report progress on capability development to the Learning Board for oversight, leveraging insights, evaluation and agency input.	APS Academy	APS Agency L&D/HR and Business Teams, APS Professions
Ensure agency and Professions workforce development plans align with APS-wide strategies and initiatives, e.g. APS Workforce Strategy, APS L&D Strategy, APS Mobility Framework etc.	APS Agency L&D/HR and Business Teams, APS Professions	APSC (Workforce Strategy)
Horizon two: ELEVATE (2023 - 2024)		
Adopt Continuous Learning Model to build APS capability.	APS L&D and Business teams, APS Professions	
Adopt the one-APS approach to develop capability frameworks to describe agency specific or specialist capabilities.	APS L&D and Business teams, APS Professions	

Pillar 4 - **Technology**

Provide access for all to high quality learning experiences, performance support and knowledge sharing anywhere and anytime.

Drivers of change

Significant opportunity exists to effectively use technology APS-wide to enable universal access to high quality learning experiences, resources and knowledge sharing. Adoption of new technologies can drive the transformation of learning and accelerate the implementation of the Continuous Learning Model. Seizing these opportunities would build organisational agility and performance.

The extent of digital enablement of learning solutions differs between agencies. Additionally, access to required resources is sometimes limited due to infrastructure issues and ICT security policies.

37% of APS employees can't access learning resources and courses anytime, anywhere from any device.[9]

Top barriers to providing digital learning in agencies are: **ICT security policy 20%**, **L&D team capability 18%**, **Access to technology 17%**, and **Budget 17%**.[10]

There are four areas of focus:

1.   Learning Technology Roadmap

The APS Academy will lead the co-creation of an APS-wide Learning Technology Roadmap to enable the realisation of goals and benefits of this L&D Action Plan.

The Roadmap will build upon Learning Experience Platform (LXP) pilots underway in agencies plus Government Enterprise Resource Planning (GovERP).

The Roadmap will be accompanied by a business case to seek investment in a sustainable technology infrastructure, or by partnering with service providers, to support one-APS L&D. This Roadmap will be maintained as technology and use cases for L&D to continue to evolve.

2.   Information architecture

> "Information is a source of learning. But unless it is organised, processed, and available to the right people in a format for decision making, it is a burden, not a benefit." *(Pollard, 2000)*

The APS Academy will lead a human-centred design process in conjunction with APS digital and IT specialists to develop, implement and sustain a common approach to organising and accessing digital information and resources. We will use technology to surface relevant resources and people across the APS to meet people's needs as they work.

This architecture will provide increasingly simple and equitable access to resources and support for continuous learning.

3.   ICT security

ICT security is essential to protect the data of Australians and the Government. However, the way ICT policies are interpreted and applied can restrict workforce access to valuable learning resources across or outside of the APS.

The Technology Roadmap will leverage increased flexibility demonstrated during COVID. APS Agency L&D/HR and business teams are encouraged to continue to explore appropriate shifts in security policies in conjunction with ICT cyber security specialists to seek ways of moving towards universal access to learning and resources without compromising security.

4.   Building L&D digital capability

In addition to the general digital skills uplift across the APS workforce being led by the Digital Profession, the L&D capability development plan will improve skills to design, develop, deliver and support digital learning. Building L&D digital capability APS-wide will be ongoing to remain abreast of the pace of change in technology.

How will we get there?

The majority of actions will be initiated and implemented in the first and second horizons, with annual reviews to ensure we are making genuine progress. The third and final horizon - 'adapt' - will involve evaluating progress, which may include adjusting and introducing new actions.

Pillar 4 - Technology action plan	Lead	Partner
Horizon one: ACTIVATE (2021 - 2022)		
Establish learning technology function and specialist roles in APS Academy.	APS Academy	APS Learning Board
Develop a Learning Technology Roadmap to support one-APS craft capability development.	APS Academy	APS agencies, Digital Profession
Support adoption and effective use of technologies for learning across the APS in support of the APS Continuous Learning Model.	APS Agency L&D/HR and Business Teams, APS Professions, APS Academy	APS Learning Board
Co-create APS L&D capability development for digital learning design and delivery where required.	Digital Profession	APS L&D Community of Practice, APS Academy
Explore shifts in agency ICT security policies in conjunction with ICT cyber security specialists to seek ways of moving towards universal access to learning and resources without compromising security.	APS Agencies, APS Academy	Digital Profession
Model an information architecture that improves discoverability and access to learning and resources which support performance across the APS.	APS Academy	APS Professions, APS agencies
Horizon two: ELEVATE (2023 - 2024)		
Co-create an APS-wide Learning Technology Roadmap to improve discoverability and access to learning.	APS Academy with APS agencies	Digital Profession
Adopt APS-wide learning technology platforms to improve discoverability and access to learning.	APS Agency L&D/HR and Business Teams, APS Professions, APS Academy	APS Learning Board
Evaluate agency LXP pilots to inform the APS Learning Technology Roadmap implementation and adoption.	APS Academy	Defence, IP Aust, Digital Transformation Agency, APS agencies
Ensure awareness of future learning technologies can drive efficiencies and improve access and experience of learning.	APS Academy, APS Agency L&D/HR and Business	Digital Profession, APS Learning Board
Support a culture of innovation where agencies test new technology and share learning and recommendations. Support uptake of new technologies.	APS Academy, APS Agency L&D and Business teams	APS Learning Board

Case studies

The Essentials Suite: A harmonised approach to mandatory learning

In late 2019 the Department of Home Affairs launched new mandatory training called The Essentials Suite to improve compliance and learning experience. It was designed from the ground up using features and methodologies inspired by modern user-experience (UX) design practices (such as functional prototyping and cognitive load theory).

Working with employees, a number of pain points were identified with the department's previous mandatory training including:

- confusion over which courseware was mandatory
- excessive content
- overly technical language
- significant annual time commitment (8+ hours per year)

The Essentials Suite addressed these issues by harmonising the previous mandatory training into an all-in-one package with a modern look and feel. It covers five broad essential topics including obligations, integrity, security, safety, and records. Previous content was re-written to be simplified and concise, and a custom pre-assessment pathway was developed to ensure learners only have to complete the content they are unfamiliar with.

Since implementation, most learners spend less than one hour per year completing mandatory training and a number of other agencies are adopting this approach.

This project taught us the importance of listening to end-users and of drawing from a range of disciplines to create highly effective learning.

Graduate Program: Building a partnership with supervisors

The Australian Public Service Commission (APSC) runs a multiple agency Graduate Development Program (the APS GDP) for about 200 graduates per year. In 2021 new measures were introduced to partner with agency graduate supervisors to increase graduate application of learning in the workplace.

The success of the APS GDP relies heavily on the support of graduate supervisors and, as a service provider, the APSC has no direct connection with these critical stakeholders. An approach was needed to strengthen supervisor engagement with graduates' learning in order to gain effective delivery of development to early career APS talent.

Two key measures have been introduced. First, supervisors can enrol in a 'coaching and developing your graduate' workshop. Second, graduates are required to run two development meetings per year with their supervisor. This allows them to showcase their ongoing skill development and their workplace application.

Benefits of building a partnership between the APS GDP and agency graduate supervisors are:

- more influence over the environment where graduates are doing most of their learning
- increased experimentation with and application of skill development by graduates.

Leveraging Technology: Microlearning to support flexible learning

IP Australia is using technology to change the way learning products are being delivered and accessed to better support flexible ways of working and learning. Traditional learning methods have given way to a new age of microlearning where users have far greater flexibility to learn at their own place and pace.

The shift to working from home in 2020 fast-tracked IP Australia's evolution to learning in the flow of work. Staff were suffering from screen fatigue and information overload. We needed a way to provide learning products and support capability and compliance in a flexible work environment.

Microlearning delivers information in small, manageable chunks to suit our fast paced work environment. Engaging bursts of content are provided that generally take 2 – 5 minutes to consume. This can be in the form of an infographic, video, podcast, webinar style presentation, interactive eLearning module, or learning built into forms and processes. IP Australia has enhanced their use of a range of technologies to develop and deliver microlearning.

This approach has significantly reduced the time and cost to build content. Most importantly, by providing more engaging, bite-sized content that is easily accessed we are supporting our workforce to keep pace with the modern world.

Click here to watch the video.

Data and action to drive performance improvement

Through the Continuous Improvement Connect (CI Connect) program, the National Disability Insurance Agency (NDIA) is using data-informed insights to enable managers and their teams to engage in an ongoing national performance improvement campaign. Through CI Connect data and action drive performance improvement.

Agency data is analysed quarterly and priority areas are presented to executive leadership who select two national topics and a state-based topic to focus on. Each topic is addressed in a four-week development cycle that incorporate both technical and interpersonal skills. Development approaches build a coaching culture:

- Week one - Team coaching
- Week two – 1 to 1 coaching conversations
- Week three – Peer shadowing
- Week four – Community of practice

Modules with resources and a coaching toolkit are provided to team leaders to facilitate development activity with their teams. Workplace CI Connect Champions support team leaders seeking clarification. Workplace trainers and coaches provide additional support. Monthly state-based community forums and quarterly national forums also align with CI Connect topic rollouts.

CI Connect will lift organisational performance, build workforce capability and embed a coaching culture. These benefits are being driven by quality data insights and scaffolding learning and workplace action.
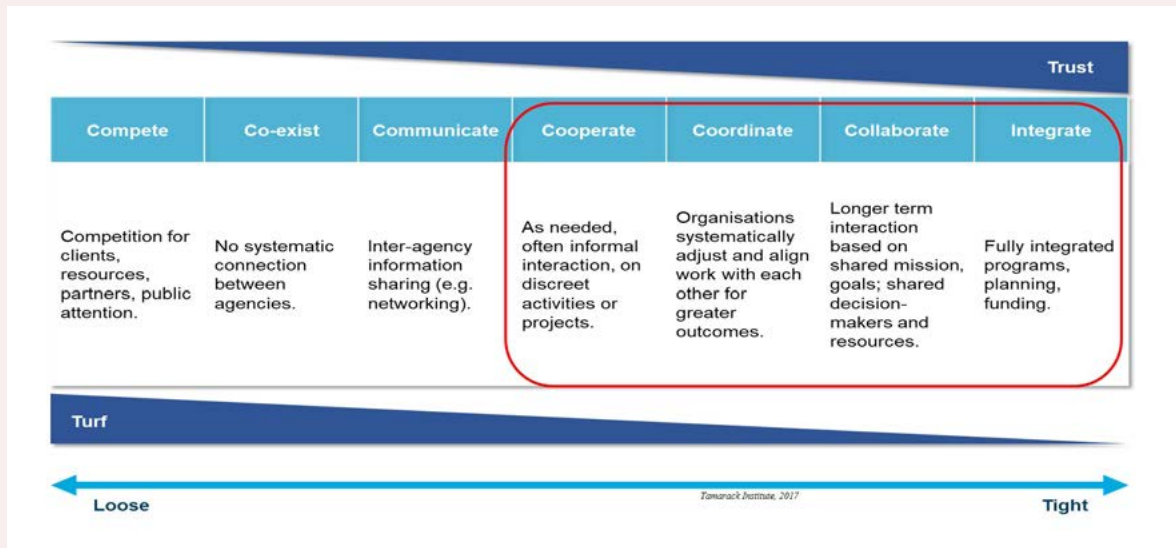
Addressing adaptive challenges through true collaboration

The APS reform agenda identifies the need for deeper inter agency collaboration. Cross agency learning programs provide an opportunity to connect people and build relationships APS wide. The APS SES Band 1 Leadership program takes this a step further to enable cross fertilisation of ideas and action for effective change on strategic issues.

An APS-wide inter agency collaboration project was incorporated into the program. This experience gives SES leaders an opportunity to explore an adaptive challenge facing the APS. Participants identify a deep and complex systemic challenge, one that they are passionate about progressing. Using the Collaboration Spectrum they identify the optimal degree of collaboration required to achieve meaningful outcomes.

Compete	Co-exist	Communicate	Cooperate	Coordinate	Collaborate	Integrate
Competition for clients, resources, partners, public attention.	No systematic connection between agencies.	Inter-agency information sharing (e.g. networking).	As needed, often informal interaction, on discreet activities or projects.	Organisations systematically adjust and align work with each other for greater outcomes.	Longer term interaction based on shared mission, goals; shared decision-makers and resources.	Fully integrated programs, planning, funding.

Trust

Turf

Loose — *Tamarack Institue, 2017* — Tight

Participants have progressed issues such as diversity, flexible ways of working and working with community to stimulate a post-COVID economy. They explore with others, listen to new voices and engage with difference and unknown. This in turn brings about new insights and other ways of being, responding and doing.

Tangible outcomes include new insights on diversity, which was explored by multiple cohorts across different programs, each building upon the findings of previous groups. Following a presentation to the Assistant Commissioner for Inclusion their findings have been incorporated into a next level APS research project.

References

1   Australian Public Service Commission (2021) Delivering for Tomorrow: APS Workforce Strategy, p. 20.

2   Australian Public Service Commission (2020) APS L&D Strategy and Action Plan - User Research Interviews [unpublished interviews].

3   Australian Public Service Commission (2020) APS Agency L&D Survey [unpublished data set].

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6   Australian Public Service Commission (2020) APS Agency L&D Survey [unpublished data set].

7   Australian Public Service Commission (2020) APS Agency L&D Survey [unpublished data set].

8   Australian Public Service Commission (2020) Review of the APSC Centre for Leadership and Learning, APSC website.

9   Australian Public Service Commission (2020) APS Employee Census 2020 [unpublished data set].

10   Australian Public Service Commission (2020) APS Agency L&D Survey [unpublished data set].

Attachment 1 - Measuring and monitoring success/outcomes

The APS L&D Strategy measuring and monitoring success/outcomes sets out benefits from the L&D Strategy and outlines accountability measures following strategy implementation. Continuous monitoring of interventions against planned benefits will ensure the strategy remains dynamic and relevant to the ever changing operating environment.

Accountability and reporting:		
APS Learning Board in collaboration with APS Academy are accountable owners for delivery of key outputs.	Implementation progress reported to Secretaries Board.	Strategy progress published for wider consumption as part of the APS Workforce Strategy progress through the State of the Service Report.

		Key outcomes for the APS and our workforce	Key outputs driving these key outcomes	Key benefits for the Australian community	Keys to success:
Culture	Foster an organisational culture that encourages and supports APS people, managers, leaders and teams to learn and develop continuously.	Strong learning culture and growth mindset, and commitment to continuous development* APS workforce develop themselves continuously, improving their performance, resilience and career opportunities An agile APS adapting to ongoing change	Establishment of the APS Academy to lead the transformation of APS L&D practice* Strengthen the L&D Community of Practice as a vehicle to support ongoing capability development for all APS L&D professionals. Co-create L&D capability development plan Highly Capable and Future Ready toolkit to support APS managers to develop their people and APS people to take responsibility for their own development A learning culture campaign to build and sustain shared responsibility for continuous learning	Increased capability of APS L&D professionals to build learning culture and enable continuous learning (L&D capability assessment) Majority of APS workforce take accountability for own learning and career development and progression (APS Employee Census)* Majority of APS people engage with a variety of learning channels within and outside of work settings (APS Employee Census)* Majority of APS workforce report that high quality performance and development discussions improved their performance (APS Employee Census)*	World class APS with the people and capability needed to support, protect and serve Australians, delivery of quality services and and outcomes today and adapting to change to deliver in the future. Impact the quality of the relationship between citizens and government services, through building a highly skilled, high performance, effective and efficient workforce.* Deliver satisfactory, high quality outcomes and trustworthy experiences for citizens.* Maximise data and technology for decision making, policy and service design and delivery.* Organisational learning agility enabling responsive adaptation to the changing environment.
Governance	Enable relevant, effective and contemporary L&D initiatives through alignment with organisational needs, APS-wide collaboration and quality standards and evaluation practices.	L&D activities and initiatives strongly aligned to organisational needs, increasing APS performance and service delivery Demonstrated effectiveness and impact of learning solution Reduced duplication and greater efficiency across the APS in the development, delivery and support of learning	Establish Governance Framework and processes to provide strategic direction and oversee transformation of L&D in the APS A data driven approach that systematically informs key L&D decisions and drives continuous improvement L&D evaluation framework and toolkit to inform L&D impact and continuous improvement, support by an evaluation Centre of Excellence in the APS Academy Quality standards and toolkits for key L&D activities	Business outcomes are defined for learning initiatives in conjunction with senior management (L&D benchmarking) More L&D teams report use of an evaluation framework (L&D benchmarking) Increased business impact of learning initiatives is demonstrated through evaluation (L&D reporting) Reduced duplication of learning solutions across APS (L&D benchmarking) Increased maturity of L&D practices across APS (L&D benchmarking) Increased data analytics capability of APS L&D professionals (L&D capability assessment)	
Capabilities	Target priority capability-building aligned with the APS Workforce Strategy. Strive for a common, yet contextualised, approach that enhances workforce adaptability, mobility and performance.	Strong capabilities aligned to current and emerging enterprise-wide requirement* APS people are aware of their development needs and supported to meet them	APS craft capability framework that defines the range of APS craft capabilities to be developed across the APS workforce and over the course of career of APS people APS-wide capability development plans for priority capabilities defined in the APS Workforce Strategy, led by the APS Professions in partnership with the APS Academy Practitioner-led approach to build APS craft capabilities under guidance of the APS Academy Faculty. A one-APS approach to building capability	Less agencies report capability gaps or skill shortages in data, digital and strategic HR* Less agencies report capability gaps or skill shortages in APS craft capabilities (Craft capability assessment) Less APS people identify capability gaps in their workgroup (APS Employee Census)* Less agencies report leadership capability gaps (yearly Agency Survey)* Less APS employees report barriers to mobility (APS Employee Census)*	
Technology	Provide access for all to high quality learning experiences, performance support and knowledge sharing anywhere and anytime.	APS people have access to relevant learning experiences and performance support anywhere, anytime Economies of scale and efficiency in delivering technology-enabled learning across the APS	APS-wide Learning Technology Roadmap which builds upon (but is not limited to) Learning Experience Platform (LXP) pilots and GovERP Adoption / implementation of APS-wide technology platforms to support learning and performance support Common information architecture that supports APS-wide discoverability and access to learning and performance support resource Continuous development of L&D digital learning development and delivery capability	Less APS people report technology or ICT policy barriers to access learning and performance support resources (APS Employee Census) Increased use of APS-wide technology for learning and performance support (L&D benchmarking) Increased digital learning development and delivery capability of APS L&D professionals (L&D capability assessment)	

* This is directly from the APS Workforce Strategy

** This list is not comprehensive. Measures of success will be defined and agreed with the APS Learning Board as the Strategy is being implemented.
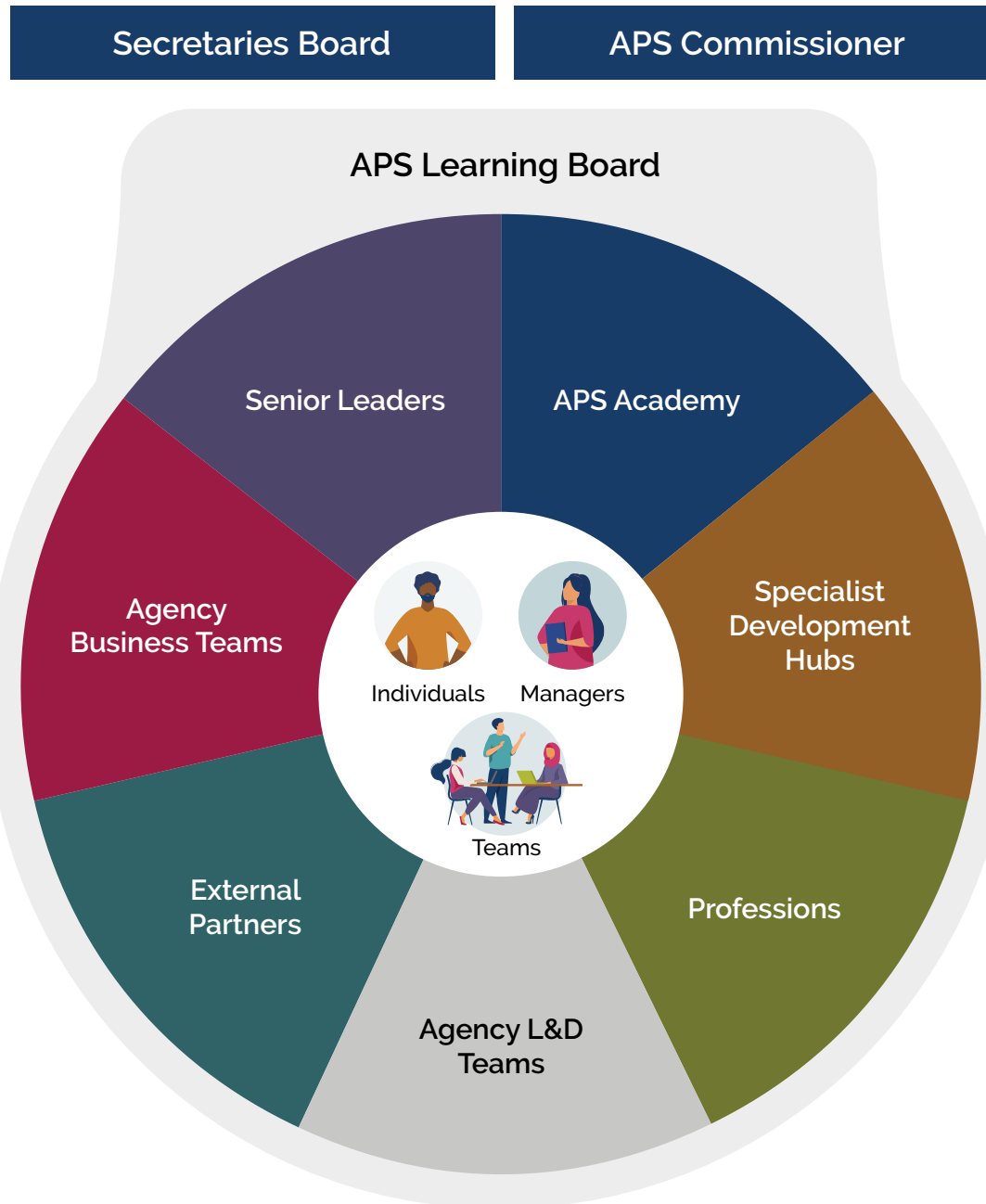
Attachment 1 - Progress indicators

Implementation of the APS L&D Action Plan will be undertaken over three horizons. In each horizon we will look for indicators of our progress towards achieving key outcomes across the four pillars of action.

Given our distributed L&D model, agencies will be at different levels of maturity at any point in time, some in advance of our progress across the whole ecosystem. This provides us with an opportunity to learn from, leverage and adapt successful practices already in place across our L&D network.

Horizon one – 12-18 months ACTIVATE

Culture
- APS L&D teams benchmark themselves in order to assess strengths and improvement opportunities.
- APS L&D teams foster continuous workplace learning.
- APS managers are willing to support and enable people to develop continuously.

Capabilities
- Formal learning is becoming more effective and flexible, and available to those who need it.
- APS people and managers are becoming more comfortable with learning continuously in a broader range of ways.
- More performance support resources are available to people in their moment of need.

Governance
- The Governance Framework aligns learning initiatives with APS strategy and priority capabilities.
- L&D teams have visibility of learning initiatives across the APS, increasing collaboration and minimising duplication.

Technology
- Technology specialists embedded or consulted in L&D teams.
- Leveraging existing technologies to improve learner experience.

APS Academy
- Moving towards Practitioner led development.
- Providing access to performance aids and resources APS people can read, listen to and watch.
- Developing learning which encompasses social learning.
- APS Academy website enabled.

Horizon two – 18 months-3 years ELEVATE

Culture
- APS L&D teams are equipped to support continuous workplace learning.
- APS managers support development for people as an investment that drives performance.
- Continuous learning is recognised and creates value for individuals, managers, agencies and the APS.

Capabilities
- Formal learning is increasingly effective, flexible, and well-targeted, improving capability uplift and mobility of people across the APS.
- APS people have simple, equitable access to development opportunities and resources when they need them.
- Managers role model continuous learning, and more APS people are adopting continuous learning practices.

Governance
- Learning initiatives are evaluated in order to improve impact and efficiency.
- APS L&D teams collaborate systematically to develop capability, reduce duplication and improve efficiency.
- L&D has started using data drawn from business.

Technology
- New technology adopted and optimised to provide access to broad range of learning options.
- More agency ICT policies enabling APS people greater access to the learning resources and information at the point of need.

APS Academy
- Practitioner led and enabled learning.
- Wide range of curated resources available to support individual performance on critical capabilities.
- APS-wide communities and networks established to support social learning.
- Evaluation framework and tools piloted.
- Technology optimised to provide access to broad range of learning options.

Horizon three – 3-5 years ADAPT

Culture
- APS L&D teams support individuals and work teams to learn continuously and improve performance.
- APS people drive their own development.
- APS managers support development of their people in a wide range of ways aligned to individual and organisational objectives.

Capabilities
- Formal learning is highly effective, flexible and well-targeted, enabling mobility of people APS-wide.
- APS people learn continuously in a broad range of ways.
- APS is recognised as an employer of choice based on development opportunities and the opportunity to build capabilities that promote high performance and employability.

Governance
- A data driven approach systematically informs key L&D decisions and drives continuous improvement.
- Effective monitoring and proactive initiatives ensure that prioritised organisational capability is in place when needed.
- The impact of development on performance and agility is clearly demonstrated and there is evidence of enhanced adaptability across the APS.

Technology
- Technology supporting APS-wide learning.
- Increased L&D professional capability to design and develop digital learning solutions.

APS Academy
- Data insights informing highest quality and contemporary APS Academy products and services.

Attachment 2: One-APS learning ecosystem
Shared responsibility for building APS capability

Secretaries Board

APS Commissioner

We are all responsible for continuous learning to ensure we do our best work today and develop new capabilities for the future

We work as one-APS to ensure the APS workforce is highly capable and future ready

APS Learning Board

- Senior Leaders
- APS Academy
- Specialist Development Hubs
- Professions
- Agency L&D Teams
- External Partners
- Agency Business Teams

Individuals

Managers

Teams

Attachment 2: One-APS learning ecosystem
Shared responsibility for building APS capability

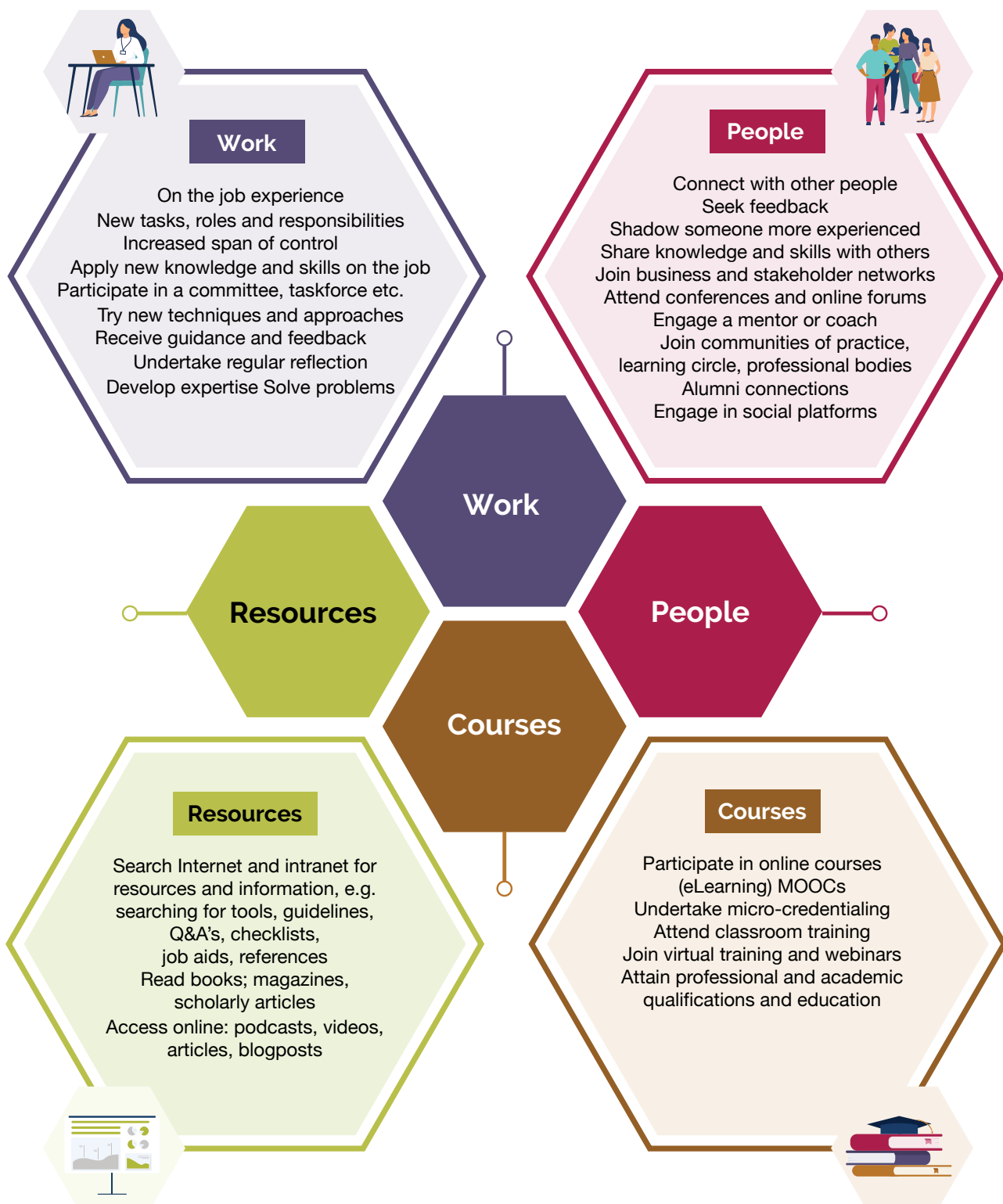|	
Secretaries Board	Promote APS values and contribute to APS capability. Identify strategic priorities for APS performance.
APS Commissioner	Foster and contribute to leadership, high quality L&D and career management in the APS.
APS Learning Board	Lead the implementation of the L&D Strategy and Action Plan, transforming APS L&D aligned with APS priorities, and optimise the performance of the APS Academy.
Senior Leaders	Shape an organisational learning culture. Role model commitment to development. Govern and invest in workforce development.
APS Academy	Support and enable the APS workforce to develop common APS craft capabilities through a networked operating model.
Agency L&D Teams	Provide agency workforce with access to learning experiences to build skills and knowledge which are specific or common to agency function.
Agency Business Teams	Contribute to agency workforce development to enable employees to build technical and specialist skills and knowledge.
Specialist Development Hubs	Enable the APS workforce to develop specialist capabilities, such as diplomatic tradecraft or national security.
Professions	Lift expertise and deepen capability in specific disciplines, initially data, digital and HR. Provide viable professional career paths for APS employees and meet long-term capability needs of the APS.
External Partners (Industry and Academia)	Partner with the APS to design, develop and deliver learning initiatives and experiences.
Managers	Enable and support development opportunities for people, aligned to individual and organisational needs.
Teams	Contribute to an environment of trust and knowledge sharing to enable collective learning and performance.
Individuals	Identify individual capability needs and take responsibility for development and career.

Attachment 3: APS Continuous Learning Model

The APS Continuous Learning Model recognises that learning is not confined to one particular method. A significant proportion of learning occurs in and through work, by connecting with other people and accessing a range of resources to support performance on the job.

When determining the most appropriate learning approach, begin with methods which allow people to develop new skills and knowledge through work, people and resources. This will support employees to solve problems, get answers and receive feedback at the point of need. Consider learning through courses for more challenging problems, and to provide opportunities to practice or build networks.

The model below provides suggested learning methods which people might choose to build capability through each of the methods.

Work

On the job experience
New tasks, roles and responsibilities
Increased span of control
Apply new knowledge and skills on the job
Participate in a committee, taskforce etc.
Try new techniques and approaches
Receive guidance and feedback
Undertake regular reflection
Develop expertise Solve problems

People

Connect with other people
Seek feedback
Shadow someone more experienced
Share knowledge and skills with others
Join business and stakeholder networks
Attend conferences and online forums
Engage a mentor or coach
Join communities of practice,
learning circle, professional bodies
Alumni connections
Engage in social platforms

Resources

Search Internet and intranet for
resources and information, e.g.
searching for tools, guidelines,
Q&A's, checklists,
job aids, references
Read books; magazines,
scholarly articles
Access online: podcasts, videos,
articles, blogposts

Courses

Participate in online courses
(eLearning) MOOCs
Undertake micro-credentialing
Attend classroom training
Join virtual training and webinars
Attain professional and academic
qualifications and education

Work · **Resources** · **Courses** · **People**

Glossary

Term	Definition
Agile methodology	An approach to project management that involves understanding requirements and needs from the end user and stakeholders and developing solutions through a multidisciplinary team. To deliver in smaller pieces in order to learn before investing in the big end product.
Andragogy	Theory (or model) of adult learning that is anchored in the characteristics and specific circumstances of adults.
APS Academy	The Australian Public Service (APS) Academy supports the APS workforce to develop the fundamental capabilities to do their best work. APS specific capabilities, including public service craft, support for a pro-integrity culture and leadership are designed and delivered in partnership with practitioners and agencies across the APS and industry. For agencies, the Academy provides a range of L&D services to support their workforce development efforts.
APS Craft	APS craft is the fundamental capabilities the APS workforce needs to deliver great policy and services. APS craft is developed through a combination of knowledge, APS workplace experience and practice, and reflection. The broad range of APS craft capabilities include: • Integrity • Working in Government • Engagement and Partnership • Strategy, Policy and Evaluation • Implementation and Services • Leadership and Management ***Related term or other notes:*** *Public service craft*
APS Learning Model	Continuous Learning Model, which describes how people develop their capability through any combination of four different methods of development, i.e. learning through: • work • people • resources • courses This model will ensure APS people have access to a variety of learning methods which bring an extended focus to outcomes and performance.
Assessment	The process of confirming capability (skills and knowledge) against a set of stated criteria. ***Related term or other notes:*** *Formative assessment, Summative assessment*
Blended learning	A flexible approach to learning that combines a range of formats, including digital or non-digital, face to face or virtual, live or on-demand learning activities and experiences that occur within work or parallel to work. ***Related term or other notes:*** *Hybrid learning*
Capability	A combination of skills, knowledge, attitudes and attributes that define performance; acknowledging that other elements such as environment and context, also impact performance.
Capability domains	Range of capability areas, including skills, knowledge and attributes, needed by the APS workforce to be highly capable and future ready.
Coaching	A form of development in which an experienced person, called a coach, supports a person in achieving a specific personal or professional goal by providing targeted training or guidance. A key principle of coaching is that the individual possesses the answers to their own problems. A coach focuses on helping the individual to unlock their own potential.

Term

Definition

Term	Definition
Community of Practice	Group of people who interact around a shared problem, passion, or to learn. Communities of Practice provide an environment in which professionals can share their experiences, develop capability, discuss areas of interests and build a network. ***Related term or other notes:*** *Learning community*
Competence	Observable and measurable levels of skills, knowledge and abilities required to perform successfully in a particular role.
Continuous learning	The concept of continuously gaining new skills, knowledge and expertise across your career to remain adaptable and flexible. ***Related term or other notes:*** *Lifelong learning*
Course – Learning through a course	Learning through targeted formal learning initiatives to develop essential skills required, e.g. eLearning, MOOCS, micro-credentialing, workshops, webinars, or professional qualifications. ***Related term or other notes:*** *Formal learning*
Craft expert	A person with deep public service experience and/or specialist capability, e.g. APS professions, regulatory practice and technical expertise.
Digital learning	Learning that is facilitated and assisted by technology.
Ecosystem (APS L&D)	A network of contributors to APS capability development. Contributors share responsibility for a continuous cycle of learning that enables and supports APS people to access relevant resources, people, work experiences and courses to meet both current role capability needs, and long-term career and organisational goals.
eLearning	The delivery of a formal learning course via technology. ***Related term or other notes:*** *Online learning, Web-based learning*
Employability skills	The fundamental skills and knowledge required across nearly all jobs in professional environments. These 'job-ready' capabilities can include basic language, literacy and numeracy plus essential professional and people skills such as communication, learning agility, team work, research and analysis, and digital dexterity.
Evaluation	Targeted process of gathering, analysing and learning from data about the quality, effectiveness and impact of learning solutions to inform continuous improvement.
Governance	The processes, systems and rules which govern decision making, accountability and control in an organisation, team or group.
Heutagogy	A user-centred approach that emphasises the responsibility for development of a person's capability is their own. People determine what, how and when they learn through self-analysis and critical thinking. The role of L&D is to provide flexible learning resources and experiences. ***Related term or other notes:*** *Self-determined learning*
Human-centred design	Human-centred design includes end users in every aspect of the design and development process. An understanding of who will be using the learning solution and what their needs are is essential to the design process. ***Related term or other notes:*** *User-centred design*
Informal learning	A form of learning characterised by a low degree of formal structures, planning and organising. It often happens away from classroom, occurring through exposure to new ideas, activities or people. ***Related term or other notes:*** *Learning through work, people and resources*
Information management	Process of structuring, retaining and sharing information and knowledge across an organisation. ***Related term or other notes:*** *Knowledge management*
Knowledge sharing	A continuous learning process where people collaborate, by sharing their knowledge, resources and reflections to build individual and team capability. Knowledge management systems are vital to enabling and supporting knowledge sharing.
Leadership	Leadership can be exercised by anyone, regardless of position, with the capacity and desire to affect positive change in the APS. Great leadership empowers, connects, grows, praises and takes responsibility for others to achieve APS goals.

Term	Definition
Learning agility	The ability to adapt in uncertainty and complexity by being open to learning and relearning continuously. *Related term or other notes: Growth mindset*
Learning culture	A culture that supports a growth mindset, an independent quest for knowledge, and shared learning directed toward the mission and goals of an organisation.
Learning pathway	A recommended selection of learning products, topics, modules, programs or learning suites for people to progress through for mastering a particular subject or program.
Learning suite	The catalogue of learning solutions within a public service craft area available through the APS Academy. These offerings are potentially part of a pathway or program, or available as standalone learning.
L&D practitioners	People who develop capability, and work in L&D or business teams within the APS, including the APS Academy, departments and agencies. *Related term or other notes: L&D professionals*
Masterclass	A deep dive on a well-defined topic, exploring that topic in great depth under the guidance of someone with extensive experience, knowledge and skills in the subject.
Mentoring	Mentoring focuses on the future, career development, and broadening an individual's horizons. Influence and direction is provided by an experienced person for the growth of an individual.
Module	A unit or segment of a program or course that addresses subject areas or topics. Modules have learning objectives or outcomes that are achieved through relevant activities. *Related term or other notes: Unit*
MOOC	Massive Open Online Course - a program of learning harnessing the teaching/research strengths of a learning institution. Made available free of charge to a cohort of people online as a gateway to further paid study.
Pedagogy	Teacher-led practice of learning where the teacher determines the content and method of learning.
People – Learning through people	Learning by connecting with others, e.g. team members, experts, coaches, mentors, communities of practice, seeking feedback, alumni connections. *Related term or other notes: Social Learning*
Performance consultancy	A process that produces business results by improving the performance of people through a range of interventions including L&D. Performance consulting is results-focused and concentrates on the gaps that exist between current performance and capability, and business and performance goals. *Related term or other notes: Business consulting*
Priority capabilities	Critical skills and capabilities required across the APS now and in the future. These capabilities evolve over time in response to a changing operating environment.
Professions	APS professional streams being established to build deep expertise in key professional areas aligned to delivering critical functions of government, including Data, Digital, and Human Resources.
Program	A structured learning process for the development of a specific capability (skills or knowledge) through a blend of any or all of the following learning methods: work, people, resources and courses.
Quality standards	Criteria that provides requirements, specifications or guidelines to ensure excellence and consistency in learning design and delivery.
Resources – Learning through resources	Assets and tools which support people to develop their capability and perform their best work, e.g. books/articles, checklists, templates, reference, guides, articles, videos, games, simulations, internet searches. *Related term or other notes: Performance resources Toolkits*
Self-directed learning	A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and reflecting on those learning outcomes.

Term	Definition
Specialist Development Hubs	Agencies with specialist technical capabilities to develop capability in others, e.g. DFAT Diplomatic Academy.
Technical capabilities	Skills and knowledge specific to particular roles or agency functions within the APS, e.g. passport control, cargo management.
Toolkit	A set of resources, e.g. templates, checklists, videos, networks, links to information that supports APS people to learn independently. *Related term or other notes: Resources*
Topic	A subject area within a broader learning offering.
Virtual classroom	A method of learning where instructors and people engage and interact in an online collaboration space, or 'classroom'.
Webinar	A seminar or presentation that takes place via an online collaboration platform and allows participants in different locations to see and hear a presenter and engage in discussions and other learning activities.
Work – Learning through work	Learning through experiences on the job, and in the flow of work, e.g. new tasks, roles, and responsibilities, solving problems, reflection, developing expertise. *Related term or other notes: Workplace learning, On the job learning, Experiential learning, Informal learning*