NATIONAL WORKPLACE LEARNING FRAMEWORK

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FOREWORD

Skills and competency development is essential to growing and sustaining a company's core competencies. It enables companies to respond to changes in the external competitive environment and deliver on their goals. Recognising that 70 % of skills development takes place on-the-job, workplace learning is therefore an essential and critical pillar for any high-performing company.

The National Workplace Learning Framework serves as a scaffold for companies, to build up their workplace learning practices and capabilities. It provides a pathway for companies towards achieving excellence in workplace learning, and through this, strengthen their talent and competency development in service of their business needs. With this reference, I hope that companies can establish workplace learning practices that enhance employees' performance, improve retention rates and support companies in delivering strong business performances. The ultimate goal being to achieve greater competitiveness, both locally and globally.

In an era of great disruption and accelerating industry transformation, the trait of adaptability and the ability to learn as an organisation become even more pertinent and important. I encourage all companies to embrace the National Workplace Learning Framework and build organisations that encourage a constant lifelong pursuit of skills mastery at the workplace, the essence of the national SkillsFuture movement.

Mr Ong Tze Ch'in

Chairperson
National Centre of Excellence for
Workplace Learning Steering Committee

Deputy Secretary (SkillsFuture)
Ministry of Education

Chief Executive
SkillsFuture Singapore

In an era of rapid change in technology and demographics, the ability of employees to learn faster and more effectively has become a key competitive advantage for many companies. Learning at work and learning while working has become crucial in our pursuit to adapt to the transformation around us.

A corporate culture that supports continuous learning at work and ensures employees are supported in their learning is best positioned to manage the challenges transformational change often brings. It requires informed and enlightened leadership uniting around a strategy that drives workplace learning across the organisation. Such a culture would embrace and address the learning needs of a diversity of employees, provide a variety of workplace learning opportunities, platforms and resources to support the application of learning.

Nanyang Polytechnic is well placed as an advocate and key partner in the development of a national workplace learning framework. Our rich heritage with the then EDB craftsmanship training centres in the 1970s and the German-Singapore, French-Singapore and Japan-Singapore Institutes over the many years has helped us learn how to successfully integrate Best-in-Class training systems into our local context.

In July 2018, Nanyang Polytechnic and SkillsFuture Singapore launched the National Centre of Excellence for Workplace Learning (NACE) to help enterprises develop and implement workplace learning, NACE is a strategic collaboration between NYP and SSG and will oversee the National Workplace Learning Framework, drawing on the strengths and expertise of the German framework in workplace learning, through their partners IHK Akademie Munich (the

training arm of IHK Munich and Upper Bavaria), and the Singaporean-German Chamber of Industry and Commerce. Localised to Singapore's context, organisations here will be better able to align competency development and deployment with set business strategies.

The framework will provide guidance on skills development initiatives, workplace learning plans and the promotion and application of learning, leading to greater productivity as a result of planned and systematic workplace learning. Most importantly, the framework can help organisations transform themselves into a learning organisation, build resilience to change, and support Singaporeans in their pursuit of lifelong learning.

Ms Jeanne Liew

Deputy Chairperson
National Centre of Excellence for Workplace Learning, Steering Committee

Principal/CEO
Nanyang Polytechnic

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Developing a workforce of the 21st century is one of the major tasks for all economies worldwide. Singapore has a very forward-looking strategy for transformation of its industries through the industry transformation maps. One of the main pillars of these is skills & jobs. Developing the skills not only demands the will to learn from students and professionals, but mostly the will of employers to support their employees' growth. Lifelong learning is the new normal, and employers investing in their staff will have a competitive advantage over their peers. Lifelong learning also enables companies to become innovative or even just keeping up pace with the developments globally.

Germany and Singapore have several commonalities, one of them is their key resource for economic growth: their people. Both countries invest large amounts in education. When Madam President Halimah Yacob visited Germany in December 2019, she visited many companies that focussed on professional, skills-based education, as well as training institutions. She also expressed her desire to implement some of the findings in the Singaporean education and lifelong learning landscape.

Nanyang Polytechnic, the Singaporean-German Chamber of Industry and Commerce (SGC) and the Academy of the Chamber of Industry and Commerce for Munich and Upper Bavaria (IHK Munich Academy) have a long-standing relationship and have signed an MOU with the focus of implementing professional training in Singapore. In 2018 a first batch of NYP lecturers was trained in the German six guidelines for companies who wish to receive a certification of being a professional developer of people. In 2019, a group of lecturers and companies went to Bavaria to understand how it is implemented in real life in companies.

These developments are the sources to this guide, which helps companies implement the National Workplace Learning Framework, endorsed by SkillsFuture Singapore. The guidelines support companies with clear and transparent information and targets to implement procedures for the skills development within companies. The SGC is honoured to be a strategic partner in this process and to see these guidelines being implemented in Singapore, as they have proven so useful and forward looking in Germany.

Dr Tim Philippi

Executive Director
Singaporean-German Chamber for Industry and Commerce

ABOUT LEARNING AT THE WORKPLACE

Today the workplace itself is a significant source of learning and workplace learning is broadly defined as the acquisition of knowledge and skills by formal or informal means at the workplace. With the rapid speed of change and the need for new knowledge and skills to keep pace with change, working is increasingly interconnected with learning, and competencies can be continuously upgraded for the individual/employee to stay relevant through workplace learning.

According to the 70:20:10 Model for Learning and Development proposed by Michael M. Lombardo and Robert W. Eichinger, 70% of our learning comes from working on-the-job or from our experiences at the workplace, 20% of our learning comes from observing, being coached and mentored by others while 10% of our learning comes from attending classes or formal learning programmes.

The tools and methods for workplace learning may take many forms and involve an assortment of learning intervention such as in-house training sessions, learning through coaching and mentoring self-driven continuous learning, among others.

NATIONAL WORKPLACE LEARNING FRAMEWORK

Retention & Growth of Organisation
& Employee Competencies

The National Workplace Learning Framework provides a pathway for enterprises to build up a sustainable organisation-wide workplace learning eco-system that is the foundation of a learning organisation.

By adopting the framework, enterprises can align capability development and business needs and establish best-in-class workplace learning practices that can potentially enhance employees' performance, improve retention rates, advance competency development and foster a learning culture.

Within the framework, there are six components used to assess an organisation's workplace learning culture, capabilities and efforts. Strategy sets the strategic considerations for competency development for an organisation. Leadership practices foster a learning-friendly culture that is essential for

the organisation's growth and success in the medium and long term. Planning enables the organisation to arrange workplace learning activities systematically and purposefully. Training needs analysis allows organisations to consider the needs, costs, benefits and suitability of learning solutions. Having a positive environment for workplace learning in an organisation will support and create opportunities for learning at work. Implementing effective workplace learning processes and practices will ensure appropriate learning delivery solutions are selected, and suitable instructional methods and job aids are used.

Effective and sound deployment of the framework helps organisations know where they are on the workplace learning journey and what they need to do to close their workplace learning gaps.

ATTRIBUTES OF EXCELLENCE

ATTRIBUTES of COMPONENTS	DESCRIPTIONS
Strategy	The organisation strives for workforce efficiency and business sustainability by aligning strategic goals with existing and future core competencies. Aligning strategic goals involves establishing procedures or policies to identify, review and update the employees' competencies and promoting workplace learning through various platforms for continuous improvement of efficiency and business sustainability.
Leadership	Senior management empowers leaders to develop their employees through various organisational platforms to meet their organisational goals. Leaders communicate to employees the benefits of peer learning in meeting organisational goals and competency development. Leaders create a positive workplace learning culture in the workforce. The impact and benefits of workplace learning are identified and validated against business development and organisational goals.
Planning	Future-ready organisations systematically develop learning programmes in meeting organisation goals. This involves leaders and employees providing inputs to key aspects of the training design and outcomes. The learning outcomes are systematically developed, tracked and reviewed to enhance the quality of workplace learning in meeting current and future business needs.
Training Needs Analysis	An organisation poised for workplace learning excellence understands, anticipates and invests in training resources to produce learners who are competent and future-ready. A well-defined training plan strengthens internal capabilities by incorporating learning solutions to embrace new knowledge, skills, resources and technologies to ensure training needs are met.
Environment	Leaders are committed to support a positive learning environment by aligning employees needs and personal circumstances to their learning journey and professional development opportunities to ensure the effectiveness and efficiency of workplace learning. The organisation values diversity by creating equal opportunities for employees to learn at work.
Implementation & Processes	High performing organisations have robust processes to ensure effective implementation of learning solutions in achieving workplace learning outcomes. The effectiveness of the implementation and processes are continuously reviewed for alignment to strategic goals and to foster and strengthen workplace learning to optimum levels.

WORKPLACE LEARNING CERTIFICATIONS & AWARDS

The National Workplace Learning Framework covers the critical factors for workplace learning excellence, and these are addressed in the six components – Strategy, Leadership, Planning, Training Need Analysis, Environment, and Implementation & Processes.

Depending on organisations' needs and strategies, organisations may choose from the certification and award programmes under the National Workplace Learning Framework initiative to develop and augment their capabilities.

Workplace Learning Certifications and Awards

Organisations on the Workplace Learning journey are strongly encouraged to pursue the Workplace Learning Organisation of Competence as a required foundation, before deepening their niche capabilities in the various components.

The assessment of the organisation, using the National Workplace Learning Framework, is based on a 600 point-scale. Organisations seeking to be certified and awarded to the:

- Workplace Learning Organisation of Competence must score at least 300 points, with all the components garnering least 50 points each

- Workplace Learning Organisation of Competence - Silver must fulfil at least 330 points, with all the components garnering least 50 points and a score of at least 80 points in one of the six components

- Workplace Learning Organisation of Competence - Gold must fulfil at least 390 points, with all the components garnering least 50 points and a score of at least 80 points each for any three components

- Workplace Learning Organisation of Excellence - Platinum must fulfil at least 480 points, and a score of 80 points for each of the six components

- The Workplace Learning Organisation of Competence and the Workplace Learning Organisation of Excellence certifications are open for applications throughout the year

The Workplace Learning Organisation of Competence and the Workplace Learning Organisation of Competence (Silver and Gold) have a validity of 3 years and 4 years respectively.
Organisations can submit for a higher award after 2 years of achieving the previous level.

The Workplace Learning Organisation of Excellence has a validity of 5 years.

WORKPLACE LEARNING CERTIFICATIONS & AWARDS

Workplace Learning Organisation of Competence		
Workplace Learning Organisation of Competence	≥ 300 points, with all the components ≥ 50 points	Workplace Learning Organisation of Competence recognises organisations that have robust and sustainable organisation-wide workplace learning eco-system that is the foundation of a learning organisation.
Workplace Learning Organisation of Competence (Silver)		
Workplace Learning Organisation of Competence (Silver)	≥ 330 points, with all the components ≥ 50 points and one component ≥ 80 points	Workplace Learning Organisation of Competence (Silver) recognises organisations that have met the standards for Workplace Learning of Competence and achieved excellence in any of the six components
Workplace Learning Organisation of Competence (Gold)		
Workplace Learning Organisation of Competence (Gold)	≥ 390 points, with all the components ≥ 50 points and ≥ 80 points each for any three components	Workplace Learning Organisation of Competence (Gold) recognises organisations that have met the standards for Workplace Learning of Competence and achieved excellence in at least three of the six components
Workplace Learning Organisation of Excellence (Platinum)		
Workplace Learning Organisation of Excellence (Platinum)	≥ 480 points and ≥ 80 points for every Component	Workplace Learning Organisation of Excellence (Platinum) recognises organisations that have met the highest standards for Workplace Learning in all the six components

KEY CHARACTERISTICS OF THE FRAMEWORK CRITERIA

1. The criteria are holistic

The criteria includes all attributes vital to promoting excellence in workplace learning. The all-encompassing attributes are strategic considerations, leadership practices, purposeful planning, training needs analysis, learning environment and implementation measures.

2. The criteria are non-prescriptive

The criteria focuses on identifying the areas of improvement for the organisation to accomplish a sustainable organisation-wide workplace learning eco-system. They do not dictate and prescribe how workplace learning should be executed. The emphasis should be on using the criteria to identify gaps in workplace learning practices and implement measures accordingly to achieve excellence.

3. The criteria emphasises continual development of workplace learning

The criteria encourages development and enhancement of workplace learning practices based on the six components of workplace learning framework. The flow of development begins with strategising and planning, followed by execution of plans and assessment of progress, and finally, making continuous improvement and fine-tuning. However, the framework allows the individual components to be realised independently.

4. The criteria supports formative and diagnostic assessment

The criteria and scoring guidelines are meant for formative and diagnostic assessment of current workplace learning practices. The intention is to provide the organisation with a profile of strength and areas for improvement relative to the criteria requirements of the six essential components of the workplace learning framework. The criteria should not be deemed as a summative assessment tool or a questionnaire. Recommendations for improvement should be imparted appropriately based on the assessment outcome.

5. The criteria emphasises inclusiveness of workplace learning excellence in organisations

Adopting the framework will help enterprises align capability development and business needs regardless of demographic and diverse needs of their employees. It establishes best-in-class workplace learning practices that can potentially enhance employees' performance, improve retention rates, advance talent development and foster a learning culture.

6. The criteria emphasises alignment

The criteria supports a systems perspective to maintain alignment of strategic goals with organisational needs. This is achieved through understanding the cause-effect linkages among the criteria and connecting strategies and measures that reinforce overall organisational goals. These strategies and measures drive overall performance.

For each component, the specific requirements are presented in the format below:

Component Number | Component Title | Component Point Value

1. STRATEGY (100 points)

The Strategy component focuses on implementation of a strategy for workplace learning based on the organisation's strategic considerations for competency development.
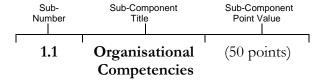
The organisation is aware of the competencies it needs in order to achieve its goals and be successful. The essential competencies for the organisation are identified and validated and measures are defined.

Component's overall description

Excellence Indicators

- Existing and future core competencies in the organisation are aligned with strategic goals and references applicable to national and industry frameworks (e.g. Skills Framework, ITMs).
- Practices and policies that reflect employees' competencies as a strategic goal are implemented and communicated to employees.
- Benefits of workplace learning are identified and promoted through various organisational platforms.

Attributes of excellence for each component

Sub-Number | Sub-Component Title | Sub-Component Point Value

1.1 Organisational Competencies (50 points)

How the organisation takes stock of internal competencies for current and future needs

Description of sub-component

Describe how the organisation:

a. Identifies existing and future core competencies in the organisation and aligns them with strategic goals
b. Discusses competencies and qualification requirements through employee engagement processes

Requirements to be addressed

Exemplars of positive applications

N1. Identification of essential competencies may involve reference to relevant industry competency frameworks (e.g. Skills Framework), etc.

Notes to clarify terms and requirements

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THE NATIONAL WORKPLACE LEARNING EXCELLENCE STANDARD

The Workplace Learning Organisation of Competence, Workplace Learning Organisation of Competence with Medals and Workplace Learning Organisation of Excellence are all based on the Workplace Learning Excellence Standard. It provides organisations with a holistic model for workplace learning excellence and competencies development and it examines six components, i.e. Strategy, Leadership, Planning, Training Needs Analysis, Environment and Implementation & Processes.

COMPONENTS

1. STRATEGY (100 points)

The Strategy component focuses on implementation of a strategy for workplace learning based on the organisation's strategic considerations for competency development.

The organisation is aware of the competencies it needs in order to achieve its goals and be successful. The essential competencies for the organisation are identified and validated and measures are defined.

Excellence Indicators
- Existing and future core competencies in the organisation are aligned with strategic goals and references industry and national frameworks (e.g. Skills Framework, Industry Transformation Maps, etc).

- Practices and policies that reflect employees' competencies as a strategic goal are implemented and communicated to employees.
- Benefits of workplace learning are identified and promoted through various organisational platforms.

1.1 Organisational Competencies (50 points)

How the organisation takes stock of internal competencies for current and future needs

Describe how the organisation:
a. Identifies existing and future core competencies in the organisation and aligns them with strategic goals
b. Discusses competencies and qualification requirements through employee engagement processes
c. Reviews job descriptions and matching job competencies
d. Evaluates competency standards with relevant industry and national frameworks

Exemplars of positive applications

N1. Identification of essential competencies may involve reference to relevant industry and national competency frameworks (e.g. Skills Framework, Industry Transformation Maps, etc).

N2. Discussion of competencies can involve regular employee engagements through various organisational platforms and channels to keep employee competencies aligned with organisation needs.

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1.2 Competency Development (30 points)

How development of employees' competencies is anchored as a strategic goal

Describe how the organisation:
a. Implements practices and policies that anchor employees' competency development as a strategic goal
b. Communicates these strategic goals to employees
c. Advocates lifelong learning and capability development through internal organisational platforms and channels

Exemplars of positive applications

N1. Development of activities that target capability development in the organisation.

N2. Communication of strategic goals to employees may be through corporate guidelines, internal blogs or forums, regular staff appraisals, or team / townhall meetings.

1.3 Promotion of Workplace Learning (20 points)

How the organisation identifies and promotes the benefits of workplace learning through various platforms internally

Describe how the organisation:
a. Communicates the benefits of workplace learning to employees
b. Demonstrates senior management commitment to building a culture of workplace learning within the organisation

Exemplars of positive applications

N1. Benefits of workplace learning to employees includes, for example, developing their generic skills (e.g. problem solving, critical thinking, teamwork, working independently), and technical competencies (e.g. technology-, product- or services-related competencies).

N2. Demonstration of management commitment to workplace learning includes providing employees opportunities and platforms for learning.

2. LEADERSHIP (100 points)

The Leadership component focuses on fostering a learning culture through enlightened leadership practices for workplace learning.

The organisation establishes policies and practices that foster a learning-friendly culture. Leaders consistently communicate that learning is essential for the organisation's growth and success in the medium and long term. Promoting continuous learning at work is recognised as an essential leadership task.

Excellence Indicators
- Skills of leaders to coach, mentor and motivate employees to learn are strengthened.
- Benefits of peer learning are identified and promoted through various organisation platforms.
- Impact of learning among employees and on business development are assessed and defined.
- Leaders are supported and empowered to develop their employees

- Policies and practices are adopted to promote and support employees in their learning and development.

2.1 Development and Empowerment of Leaders (30 points)

How leaders are encouraged and supported in their individual learning and development

Describe how the senior management in the organisation:
a. Develops leaders with appropriate capabilities to support learning in the organisation
b. Supports and empowers their leaders to develop their employees

Exemplars of positive applications

N1. Support for learning may include encouraging willingness to learn on the part of employees, strengthening the sense of personal responsibility for an employees' own continuing education, identifying and eliminating obstacles to motivation for learning for employees, creating incentives for workplace learning activities, and other methods (e.g. providing work aids and tools such as guidelines, checklists and templates, etc).

N2. Empowerment of leaders may include building coaching, mentoring and communication skills, creating experiential exchange programmes to help leaders learn from peers, promoting intercultural training and providing other resources that support the development of a leadership competencies in training.

2.2 Role of the Leader (40 points)

How leaders play a key role in motivating employee to learn

Describe how leaders in the organisation:
a. Act as positive role models for continuous learning
b. Promote the development of coaches and mentors within the organisation
c. Promote workplace learning in ways that are agreed and aligned with the senior management
d. Consciously see themselves as champions of learning and by acting as coaches and mentors in work situations whenever possible
e. Motivate employees to learn

Exemplars of positive applications

N1. Promotion of workplace learning may involve implementing structured on-the-job training, setting clear learning goals, encouraging a culture of learning and inspiring others to learn.

N2. Motivating employees to learn may include promoting appreciation and recognition of employees who proactively learn to enhance their skills and knowledge, being open to change and new ideas and acting in a spirit of partnership and trust towards employees who seek to learn, strengthening their competencies and arousing the interest of employees in digital learning processes.

2.3 Peer Learning (10 points)

How peer learning at work is advocated by leaders

Describe how leaders in the organisation:
a. Promote peer learning at work
b. Promote learning communities

Exemplars of positive applications

N1. Peer learning may be promoted through meetings that generate new

knowledge, problem solving, innovation, etc, taking measures for team development, peer learning sessions (employees learning from employees) etc.

N2. Learning communities such as Community of Practice (COPs) provide a space and a structure for employees to coalesce around shared learning goals. These communities enable employees to learn from each other, thereby improving their ability to achieve rapid and significant progress; for e.g. internal forums and virtual meetings.

2.4 Development of Employees (20 points)

How employee learning is supported and assessed

Describe how leaders in the organisation:
a. Promote the learning of employees by adopting policies and practices that support employee learning and development
b. Assess the impact of the learning and define improvement measures where necessary

Exemplars of positive applications

N1. Impact of learning among the employees can be assessed via individual learning success of the employees, increase in employee satisfaction, reduction in employee turnover, etc.

N2. Impact of learning on work can be assessed via improved performance measures, employee satisfaction measures, productivity measures and/or higher customer satisfaction (via customer surveys, recording of customer complaints), more ideas for new products and services and reduction of the error rate, malfunctions, material waste and property damage.

3. PLANNING (100 points)

The Planning component focuses on organisation's learning and development plans for its employees, trainers and leaders and provides adequate support and resources for its implementation.

The organisation organises workplace learning activities systematically and purposefully. It supports the growth and development of its employees, trainers and leaders. The quality of workplace learning is continuously improved to suit current and future business needs.

Excellence Indicators
- Learning programmes are systematically developed based on the current and future needs.
- There is structured tracking of learning application at work.
- Training providers are involved in key aspects of the training design and outcomes.

3.1 Learning Programmes (20 points)

How the organisation selects appropriate learning programmes and interventions for competency development in line with the future growth and development of the organisation

Describe how the organisation:
a. Establishes learning programmes for current and future needs
b. Develops and selects internal and external learning programmes through feedback and employee engagement activities

Exemplars of positive applications

N1. Current and future needs can take reference from industry trends, internal training analysis, Skills Framework, Industry

Transformation Maps, organisation strategy.

N2. Learning programmes may include formal and informal training.
Internal learning programmes may include targeted learning in work processes (functional training), individual personnel development plans, seminars and workshops, or workplace learning practices such as on-the-job (OJT) blueprints, e-learning or micro-learning tools.
External learning programmes may include product or soft skills training, use of educational offers from external providers, support for employees in continuing education and studies, or participation and involvement in conventions, trade fairs and specialist events.

N3. Feedback and employee engagement activities may include formal and informal sessions.

3.2 Learning Schedule (10 points)

How learning activities are established and scheduled

Describe how the organisation:
a. Plans for individual and corporate training calendar
b. Aligns training plans to organisation strategy

Exemplars of positive applications

N1. Training calendar may include weekly, monthly and yearly calendar.

N2. Strategy can include workplace learning strategy.

3.3 Learning Evaluation (30 points)

How training outcomes and application are tracked

Describe how the organisation:
a. Evaluates training outcomes
b. Communicates training outcomes to employees
c. Tracks training outcomes and application of knowledge

Exemplars of positive applications

N1. Evaluation may include formal and informal evaluation.

N2. Communication may include employee's expected outcomes and organisation's expected outcomes.

N3. Application of knowledge may include performing new task, improved work efficiency and effectiveness.

3.4 Training Partners (10 points)

How training is delivered through collaboration with internal and external training partners and providers

Describe how the organisation:
a. Collaborates with training partners and providers
b. Communicates with training partners and providers on employee's learning status and performance

Exemplars of positive applications

N1. Collaboration may include co-creation of training materials, training road maps, scheduling and administrative support.

N2. Communication may include written or verbal report on performance of individual employees prior, during and at the end of training.

3.5 Induction Programme (10 points)

How the organisation establishes and maintains an effective induction programme for relevant employees for all roles

Describe how the organisation:
a. Creates and maintains structured induction programmes for new hires, and employees returning from secondment, overseas deployment, maternity leave and other leaves of absence, etc
b. Develops relevant training for each role, such as OJT blueprints
c. Manages a meaningful induction programme

Exemplars of positive applications

N1. A structured induction programme may include classroom training, OJT, external training, mentoring and coaching, etc.

N2. Perform regular reviews during the induction period using defined criteria for success or need for further performance improvements.

N3. A meaningful induction programme may include adjustment to the programme based on feedback and recommendation from relevant employees, mentor and coach and include appropriate assessment plans, e.g. written or oral tests to assess impact of induction programme.

3.6 Support Systems (20 points)

How support systems of in-house trainers and leaders are implemented

Describe how the organisation:
a. Provides support to the in-house trainers and leaders
b. Develops in-house trainers and leaders

c. Recognises the contribution of the in-house trainers and leaders

Exemplars of positive applications

N1. Support may include provision of time, materials, venues, equipment, etc.

N2. Development of in-house trainers and leaders may include certification for content expertise and skills development, coaching and mentoring skills, and cross department, cross organisation and overseas exchange programmes.

4. TRAINING NEEDS ANALYSIS (100 points)

The Training Needs Analysis component focuses on the organisation's training needs, the cost, benefits and suitability of its learning solutions.

The organisation regularly conducts its own workplace training needs analysis. It has a good grasp of its overall manpower skills requirements, job specific training and workplace learning solutions needed.

Excellence Indicators
- The organisation has a clear understanding of its current and future training needs and has developed plans to ensure its training needs are met.
- The organisation exhibits a well-defined training plan to ensure all training needs are mapped, duration of training is adequate, skills and competencies for training are identified, profiles of learners are considered, the resources and tools for training are planned and risk assessment and occupational safety are considered.

4.1 Performance Requirements (50 points)

How competency and performance requirements for roles are defined to meet its current and future needs

Describe how the organisation:
a. Determines the performance requirements and the required competency of the employees
b. Conducts a training needs and skills gap analysis; the process can include external environmental scans to determine current and/or future needs
c. Defines the areas and employees for training
d. Communicates the skills gap to employees

Exemplars of positive applications

N1. Required competencies of employees can include knowledge of regulatory requirements or franchise's obligations.

N2. Environmental scans can include competitor analysis, industry standards, and local and overseas skills standards such as 21st Century Skills and Skills Framework.

N3. Employees' competency should be updated on a regular basis (e.g. during annual appraisal).

N4. The required competency (knowledge, skills and attitude) should be communicated to employees when they are taking up a new role or enlarged job scope.

4.2 Costs and Benefits (30 points)

How the organisation determines the costs and benefits of workplace learning

Describe how the organisation:
a. Provides for a training budget

b. Analyses the costs and benefits of training with a view to drive organisational effectiveness and productivity
c. Explores appropriate funding models (if applicable)

Exemplars of positive applications

N1. Examples of benefits can include enhanced capability development, safeguarding of the demand for skilled employees, savings on future recruitment costs, positive image of the organisation, etc.

N2. Examples of costs can include manpower costs and time budget of in-house trainers, course fees, and learning materials.

N3. The organisation is aware of the relevant funding schemes and understand what could be funded (e.g. equipment, salary support). The type of funding models/sources may be considered based on funding agencies (e.g. SkillsFuture Singapore, Workforce Singapore), forms of fundraising (e.g. Finance, Journal Voucher), profile & nationality of the eligible trainees (e.g. Singapore Citizen/Permanent Resident, Age Group), organisation type (e.g. Multinational Corporation- MNC, Small-Medium Enterprise- SME), funded items (e.g. course fee funding, training equipment/software). Application for funding is not mandatory and is subject to the needs of the organisation.

4.3 Training Plan (20 points)

How the Training Plan is established holistically to provide a roadmap for capability development

Describe how the organisation:

a. Develops a Training Plan according to identified training needs and skills gaps, includes employees' diverse needs in Training Plan
b. Complies with any mandatory and regulatory requirements (if any)

Exemplars of positive applications

N1. Training Plan can include details on identified competencies for training, performance requirements, training duration, protected time for training, mandatory courses (if any), areas of workplace application, assessment criteria, safety instruction, risk assessment, etc.

N2. Training Plan should be inclusive to all profiles (e.g. older employees, employees with special needs/physical disability if any).

N3. Appropriate resources need to be provided for learning solutions that can close actual skills gaps, hence boosting employees' morale and engagement, leading to progressive improvements in job efficiency over time.

5. ENVIRONMENT (100 points)

The Environment component focuses on promoting a learning environment in the workplace.

The organisation supports learning at work and creates opportunities for learning at work to happen for a diversity of employee profiles. A positive environment for workplace learning is evident and suitable approaches for workplace learning are used for diverse employees' needs and profiles.

Excellence Indicators
- All employees, regardless of their demographic and diverse needs, have opportunities for learning at work.

- Employees are aware of their learning plans and professional development opportunities.
- Their learning journeys are planned according to their needs and personal circumstances.
- Employees stay relevant in the workplace to support the organisation's goals.

5.1 Flexibility in Learning (30 points)

How the organisation provides flexible learning opportunities to cater to diverse employees' needs based on their demographics, state of well-being and changing lifestyle

Describe how the organisation:
a. Considers the different life/personal situations of their employees when looking at opportunities in learning
b. Personalises learning plans according to employees' diverse needs
c. Caters learning for different employees' circumstances in relation to the work situation
d. Addresses issues that affect flexible learning

Exemplars of positive applications

N1. Flexible learning opportunities covers flexible physical learning spaces and flexible learning time models, (e.g. learning during working hours; flexible working hours; part-time employment; home office) and choices on different styles of learning, etc (e.g. e-Learning).

N2. Takes into account work-life balance issues, making arrangements for employees to return to work after prolonged illness or absence (e.g. overseas assignments) are examples of considering the life situation of employees.

N3 Issues with flexible learning includes accessibility to learning materials, privacy, copyright, etc.

5.2 Learning Environment (40 points)

How the organisation supports learning at work by providing a conducive environment for learning

Describe how the organisation:
a. Promotes a conducive learning environment at work across various levels of the organisation
b. Engages employees to systematically learn within the work process
c. Provides effective feedback for learning

Exemplars of positive applications

N1. An environment conducive to learning can include making work and task-related information available to all employees, providing up-to-date specialist information, creating spaces for informal exchange, giving room for learning, reducing or mitigating the resistance and fears of employees, making learning success visible, using digital learning media to promote learning, etc.

N2. Collegial exchange of experience, customise short or bite size courses, sharing of information on new developments in industry among peers are examples of supporting learning at work.

N3. Effective and timely feedback can be given to employees as they learn within a work process, addressing individual needs of employees and referencing skills or specific knowledge.

5.3 Professional Development (30 points)

How the organisation caters for appropriate professional development opportunities for a diversity of employee profiles

Describe how the organisation:
a. Engages employees on professional development opportunities for learning and progression with consideration for the employee profile; based on age, gender, education levels, language abilities, etc
b. Keeps employees up to date on industry needs for new competencies, to help employees self-identify skills gaps for new job roles, or to develop themselves for future challenges
c. Engages experienced employees as mentors to provide advice on personal and professional development matters

Exemplars of positive applications

N1. Professional development opportunities can include job rotation, job redesign, job enlargement, job enrichment, interdisciplinary project assignments, etc.

N2. Organisations can explore professional development opportunities for learning and progression of employees by taking reference from the Skills Framework or other industry frameworks.

6. IMPLEMENTATION & PROCESSES (100 points)

The Implementation & Processes component focuses on the organisation's design, development and implementation of workplace learning solutions.

The organisation implements workplace learning activities, in a systematic and deliberate manner, based on employees learning profile and skills needs. Appropriate learning delivery solutions are

selected, and suitable instructional methods and job aids are used.

Excellence Indicators
- The organisation ensures that the learning solutions are well-implemented with clear learning objectives and outcomes.
- The organisation ensures that the learning and development needs of the employees are effectively addressed by the learning solutions to drive competency development.
- The organisation continually evaluates the learning outcomes to ensure they are aligned to the organisation's strategic considerations for competency development.

6.1 Learning Solutions (40 points)

How appropriate learning solutions are implemented through engagement with employees

Describe how the organisation:
a. Conducts induction programmes
b. Implements various learning solutions that may include on-the-job training
c. Formulates work assignments/projects to drive learning
d. Provides informal learning opportunities for employees

Exemplars of positive applications

N1. A good induction program can include introduction of operational procedures, targeted learning tasks and criteria for success or termination of the probationary period. The organisation can plan how to ease in task and workload matters during the induction program.

N2. In determining learning objectives, the organisation can consider the competencies required for the different job roles and the current and future skills level of the learners.

N3. Work and learning assignments can consider the knowledge and skills content, competency requirements, time, quality and quantity of work.

N4. Examples of learning solutions can include structured on-the-job learning for job roles, e-learning solutions and bite-sized learning, in-house training sessions, etc. Informal learning opportunities can include peer learning, Communities of Practice, etc.

N5. The application of technology is considered when implementing learning solutions, in line with the practice of progressive organisations.

6.2 Learning Outcomes (20 points)

How the organisation reviews the learning outcomes of its learning solutions

Describe how the organisation:
a. Assesses the result of learning solutions on the competence (Knowledge, Skills, Attitude) level of learners
b. Considers employees personal experiences on learning and training
c. Addresses conflicts or barriers to learning objectively and intervenes in a moderating manner
d. Reviews the learning outcomes at the organisational level

Exemplars of positive applications

N1. Level of performance and training can be discussed regularly to identify potential learning difficulties at an early stage.

N2. Review of learning outcomes can include obtaining objective and concrete

feedback from the trainers, from the learners' ability to transfer the new knowledge and skills to work tasks and personal experience of the learners about workplace learning.

N3. In addressing and resolving conflicts that impact learning, the organisation can provide resources and a process for facilitating joint problem solving and resolving conflicts.

6.3 Continual Improvement (40 points)

How the organisation continually improves workplace learning programmes

Describe how the organisation:
a. Gathers feedback from its learners, trainers and supervisors of learners on the workplace learning programmes
b. Reviews the workplace learning programmes to ensure the relevancy and appropriateness
c. Identifies areas for continual improvement and also the sustainability of their workplace learning efforts

Exemplars of positive applications

N1. Feedback on learning programmes can include the duration of the training, effectiveness of the mode of learning, learning content, the learning environment, etc.

N2. The organisation can adopt the PDCA (Plan, Do, Check, Action) cycle as an approach to continual improvement, taking into account the desired competencies.

N3. To ensure relevancy and appropriateness of learning solutions, the organisation can review and improve on its formal and informal learning solutions within the workplace, training materials, etc.

THE SCORING SYSTEM & GUIDE

SCORING GUIDE

COMPONENT	SUB-COMPONENT (NUMBER OF REQUIREMENTS)	POINT VALUE	TOTAL POINTS
1. Strategy	1.1 Organisational Competencies (4)	50	100
	1.2 Competency Development (3)	30	
	1.3 Promotion of Workplace Learning (2)	20	
2. Leadership	2.1 Development and Empowerment of Leaders (2)	30	100
	2.2 Role of the Leader (5)	40	
	2.3 Peer Learning (2)	10	
	2.4 Development of Employees (2)	20	
3. Planning	3.1 Learning Programmes (2)	20	100
	3.2 Learning Schedule (2)	10	
	3.3 Learning Evaluation (3)	30	
	3.4 Training Partners (2)	10	
	3.5 Induction Programme (3)	10	
	3.6 Support Systems (3)	20	
4. Training Needs Analysis	4.1 Performance Requirements (4)	50	100
	4.2 Costs and Benefits (3)	30	
	4.3 Training Plan (2)	20	
5. Environment	5.1 Flexibility in Learning (4)	30	100
	5.2 Learning Environment (3)	40	
	5.3 Professional Development (3)	30	
6. Implementation & Processes	6.1 Learning Solutions (4)	40	100
	6.2 Learning Outcomes (4)	20	
	6.3 Continual Improvement (3)	40	

EXCELLENCE INDICATORS

- Key performance indicators are aligned to capability development and business needs are established to measure best-in-class workplace learning practices.

- The indicators are linked to the organisation's strategic goals and sets the strategic considerations for competency development for an organisation.

- There are trends which show that the organisation consistently meets or exceeds learning outcomes.

- The indicators allow the organisation to create a positive learning environment and to create opportunities to learn from work.

- Effective workplace learning practices are implemented to foster a supportive learning culture and ensure continuous improvement of workforce efficiency and business sustainability.

SCORING SYSTEM

The National Workplace Learning framework provides a structured method for organisations to align their talent and competency development with business needs to establish and evaluate their workplace learning processes. Organisations need to provide formative and diagnostic assessment to comprehensively address the criteria requirements. Assessors use the following to evaluate:

(1)   the approaches adopted by an organisation to drive excellence in workplace learning;

(2)   the application and outcome of the approaches throughout the different levels of the organisation and its external stakeholders.

The definitions and requirements are:

A) APPROACH

This refers to how the organisation addresses the attributes of excellence. The factors used to evaluate the approaches include:

- Extent to which the methods, tools and techniques are relevant and effective for the requirements

- Degree to which the approaches are formative, holistic, consistently applied, reviewed and improved

- Evidence of continual development, including frequent adaptation of best practices from the industry

B) APPLICATION & OUTCOME

This refers to the extent to which the approaches are implemented, and the tracking of outcomes by the organisation. The factors used to evaluate application and outcome include:

- Appropriate and effective application of the approaches in functional /operational areas and any outcomes derived

- Appropriate and effective application of the approaches in interactions with employees, leaders, senior management and training partners

- Approaches are applied consistently across diverse employees' needs based on their demographics, state of well-being and changing lifestyle

- Degree to which the learning environment is systematically reviewed and refined

- Evidence of employees' participation in workplace learning with strong support from senior management of the organisation

SCORING RUBRIC
(FOR COMPONENTS 1-6)

BAND	LIMITED	FAIR	GOOD	VERY GOOD	EXCELLENT
Score (points)	≤149	150 – 299	300 – 359	360 – 479	480 – 600
Approach	Reactive and undefined	Beginning of a planned approach	Sound and aligned with basic organisational learning needs	Effective, progressive and well- integrated with organisational learning needs	Exceptional, innovative and fully-integrated with organisational learning needs and recognised as best practice in the field
	No planned review and refinement		Ongoing review and refinement		
Application and Outcome	Not applied / no reviewing and tracking of learning outcomes	Applied to few functional/ operational areas and evidence of reviewing and tracking of some learning outcomes	Applied to key functional/ operational areas and evidence of reviewing and tracking of some learning outcomes	Applied to most functional/ operational areas and evidence of reviewing and tracking of most learning outcomes	Applied to all functional/ operational areas and strong evidence of reviewing and tracking of all learning outcomes
	No planned review and refinement		Ongoing review and refinement		

GLOSSARY OF KEY TERMS

NO	KEY TERMS	DEFINITION
1	**Attitude**	The way a person views something or tends to behave towards it, often in an evaluative way.
2	**Coaching**	A process of enhancing another person's performance by offering guidance and support to improve their performance in specific and identified areas.
3	**Community of Practice**	A group of people who share a craft or a profession to deepen capabilities
4	**Competency**	The possession of required knowledge, skills and attitude to perform specific tasks.
5	**Employee Engagement**	The extent of employees' commitment to the organisation's mission, vision, values and workplace learning
6	**Knowledge**	Facts and information acquired through experience or learning; the theoretical or practical understanding of a subject.
7	**Leader**	A person in control of a group or organisation such as managers, supervisors, or mentors, coaches and trainers who can influence those reporting to them.
8	**Learner**	A person who is learning a skill or subject and can be termed as a trainee.
9	**Learning and development**	The development of workforce capabilities, skills or competencies required to ensure a sustainable and successful organisation
10	**Mentoring**	Mentoring has a longer-term horizon than coaching and focusses on career development, leadership development and knowledge transfer
11	**Partners**	Internal and external parties which the organisation collaborates with
12	**Senior management**	The organisation's top management and those reporting directly to them
13	**Skills**	The ability to perform a task well
14	**Strategy**	The organisation's positioning and plans to direct and address its mission and vision. It may include new business models, products, services and markets
15	**Trainers**	A person who trains people.

16	**Work Experience**	The engagement with a work process.
17	**Work process**	A series of activities, each requiring a specific set of knowledge, skills and attitudes, performed within a stipulated of time to achieve clear outcomes.
18	**Workplace Learning**	The acquisition of knowledge or skills or attitudes (KSA) by formal or informal means that occurs in the workplace.
19	**Work Situation**	A work activity which comprises several actions, with clear objectives and outcomes, and requires a specific set of knowledge, skills and attitudes.

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