

IAL LAUNCHES NEW COMPETENCY MODEL TO DEVELOP ALL-ROUNDED T-SHAPED CET PROFESSIONALS

First Portal in Singapore to facilitate collaboration and match-make expertise in CET

Singapore, 5 July 2012 – The Institute for Adult Learning (IAL) announced today that it is replacing the Training and Adult Education (TAE) Singapore Workforce Skills Qualifications (WSQ) framework with the new Training and Adult Education Professional Competency model. This is part of its intensifying efforts to empower Continuing Education and Training (CET) Professionals in keeping up with their future skill needs and foster a more inclusive CET ecosystem.

The new TAE Professional Competency Model will expand the current singular focus on the Trainer and Adult Educator to include three other job roles and offer flexible upgrading pathways to develop all-rounded T-shaped CET Professionals. This is in recognition that strategising, implementing and delivering innovative learning and workforce development solutions require the participation of other professionals besides the Adult Educators. This includes Human Resource Developers, Training Management Professionals and Workforce Development Specialists.

The model also takes into account the reality that often in organisations, an individual could take on more than one role in a single job description (“inter-mobility”), e.g. Human Resource Development Manager with training responsibilities, and different functions within one job role (“intra-functional mobility”), e.g. an Adult Educator can be a trainer, courseware developer and assessor all in one.

Noting the benefits the new model will bring CET Professionals, Mr Tan Chuan-Jin, Minister of State for Manpower and National Development, Guest of Honour at the 4th IAL Adult Learning Symposium, said: “It’s certainly an exciting start as the new competency model will bring a more inclusive CET professional community – one where you, as a CET professional, will chart new frontiers in learning and work, one where you will be recognised for the value you contribute to the industry. You will also be more empowered to chart your own careers through the Model, whether as an educator or for employers to plan and anticipate staff as well as organizational training needs. Each of you will be directly shaping the industry’s developments with your own CET journey, and as you develop Singapore’s workforce.”

“Adult Educators and other CET professionals are at the forefront of delivering effective workforce development solutions and adult training to meet industry’s skill needs and workers’ career aspirations in today’s rapidly evolving economy. The implementation of the new TAE Professional Competency Model therefore signifies IAL’s commitment to ensure they have the support and the wherewithal to achieve their professional and career goals,” said Ms Gog Soon Joo, Executive Director, IAL.

With the competency model, IAL hopes to:

- nurture a more inclusive CET professional community with the acknowledgement and accordance of recognition to integral job roles and competencies within the CET landscape
- empower the CET professional to better navigate and plan his career trajectory via the Model
- enhance the recognition of the value CET professionals bring to industry and workers as the demands of each job role are made evident

The model can also be used as an effective career planning and personal career development tool for individual professionals, and a means for employers to plan career trajectories and anticipate the learning needs of their staff.

Some 20,000 training practitioners and HR developers can now have the flexibility to scale up within a chosen expertise, or to explore new horizons by taking on different roles.
(Refer to Annex for more information on the new competency model)

The First CET Exchange Portal

To further support CET professionals, IAL has also launched a first of its kind CET Exchange portal. The portal aims to open up new avenues for CET practitioners who are looking for collaboration and business opportunities and, for agencies and institutions which would like to tap on readily trained CET practitioners to meet their training and staff development needs.

Employers and organisation seeking out such expertise can visit the portal at <https://adulthoodeducation.sg/CETexchange>.

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About the Singapore Workforce Development Agency

The Singapore Workforce Development Agency (WDA) is the nation's lead agency for championing workforce development. WDA collaborates with employers, industry associations, the Union and training organisations to develop the skills-based Continuing Education and Training (CET) infrastructure, under which training opportunities are offered under the Singapore Workforce Skills Qualifications (WSQ) framework. Through the CET and WSQ initiatives, WDA spearheads national efforts to develop a pipeline of skilled workers to meet the evolving industry needs. In addition, through WDA's programmes, all workers – rank-and-file employees, executives and professionals of all ages – are given opportunities to constantly upgrade their skills that boost their marketability amid an ever-changing employment landscape. Please visit www.wda.gov.sg for more information.

About the Institute for Adult Learning (IAL)

The Institute for Adult Learning (IAL) is at the forefront of building capabilities and continuing professional development for an effective, innovative and responsive Continuing Education and Training (CET) sector. We work closely and support adult educators, businesses, human resource developers and policy makers through our comprehensive suite of programmes and services on raising capabilities and catalysing innovations in CET. IAL also champions research in the key areas of sustaining economic performance through skills, shaping employment and CET decisions, as well as developing innovations through learning technology and pedagogy for informed policies and practices.

For more information, please visit www.ial.edu.sg .

Annex

Factsheet on the Training and Adult Education (TAE) Professional Competency Model

Industry background

The TAE WSQ framework has been in place since 2005 with a full suite of qualifications ranging from the WSQ programmes to the hosted Masters Programmes offered by IOE, London and Griffith University of Australia. The emphasis and sole focus thus far has been on Adult Educators or Trainers, as they are more commonly known.

About 7,000 adult educators have attained full qualifications under the TAE Workforce Skills Qualifications framework since its inception in 2005. Of these, at least 5,000 were involved in WSQ.

The current TAE framework has proven to offer an effective upgrading pathway in the impact survey IAL conducted last year with its ACTA graduates where:

- 94% confirmed that skills imparted in ACTA are relevant to work;
- 88% used such skills at work;
- 83% improved their training design & delivery through it; and
- 37% took on a new role as a trainer

Employers' feedback of what occurred at their workplace with ACTA graduates has also been very positive:

- 90% of them changed in-house training curriculum;
- 84% changed their management of training; and
- 64% changed training practice in firms.

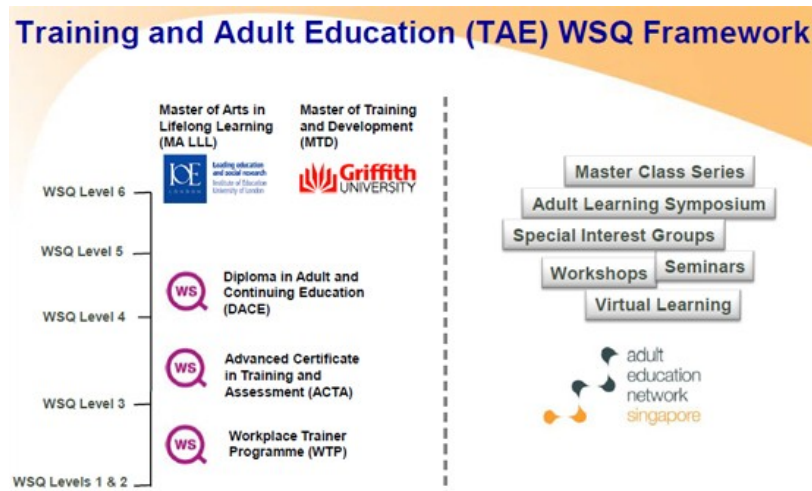


Diagram 1: Current TAE Framework

Target Audience: **Adult Educators** whose job function relates to the direct activities of training and development for the continuing education and training of the workforce

New TAE Professional Competency Model

However, our CET landscape and CET needs have continued to evolve to keep up with economic re-structuring. This changing landscape prompted the TAE Manpower Skills and Training Council to review the framework for its future relevance and effectiveness. To empower CET Professionals in terms of keeping up with their future skill needs and to foster a more inclusive CET ecosystem, the current singular focus on the Trainer and Adult Educator has been expanded to include three other roles:

- Adult Educator whose job relates to the direct activities of training and development or the continuing education and training of the workforce
- Training Management Professional whose job includes management of CET operations and implementation of organisations' CET plans, including the management of programmes, curriculum, assessment, training resources, manpower, learning systems, quality assurance, compliance and administration.
- Human Resource Developer whose job relates to the strategic conceptualisation of CET plans in order to ensure that workers' training needs are met, and that they are engaged and developed to better respond to changing workplace demands
- Workforce Development Specialist whose job functions can range from development and implementation of competency frameworks and models, workforce development policy formulation and implementation, to organisation and courseware quality accreditation and audit, and design and conduct of research to inform practice and policy formulation.

TAE PROFESSIONAL COMPETENCY MODEL



Diagram 2: TAE Professional Competency Model

The new professional competency model is developed on six dimensions covering:

- Job functionalities of adult education, training management, human resource development and workforce development;
- Key job functional competencies across the six Workforce Skills Qualifications (WSQ) levels and listing the required competencies to support individual job performance. For example, a key functional area under Training Management could be Quality Management and a competency required is the development of system and processes to meet accreditation, compliance and quality requirements.
- Industry-domain specific competencies – These refer to the competency requirements of the various industry settings such as Retail, Tourism and Healthcare. For example, a Human Resource Manager can be a Specialist in the Retail sector, having risen through the ranks in retail merchandising before becoming a Human Resource Developer.
- Horizontal competencies – These are competencies which are portable across sectors. Examples of such programmes include the Business Management WSQ, Leadership and People Management WSQ and Service Excellence WSQ.
- Personal foundational competencies – These are competencies essential in helping a CET professional function effectively in both personal and professional life. Examples of such competency units include Personal Career Management and Leveraging and Exploiting Digital Tools and Media Platforms. These can also be competencies which are portable across sectors.
- CET professional values and ethics – these spell out the attributes expected of a professional within the CET community. Examples would include respect and care for the individuals, commitment to build a skilled and resilient workforce amongst others.