SKILLS*future* SG

MEDIA RELEASE

NEW INITIATIVES TO RAISE THE QUALITY OF ADULT EDUCATION

Singapore 1 November 2018 – SkillsFuture Singapore (SSG) will implement three new initiatives that will uplift the overall quality of the Training and Adult Education (TAE) sector, and boost the development of TAE professionals. Announced by the Senior Minister of State for Trade and Industry and Education, Mr Chee Hong Tat, at the 7th Adult Learning Symposium today, the suite of initiatives includes (1) a new Skills Framework for TAE, (2) an Advanced Certificate in Learning and Performance (ACLP) training programme offered by the Institute for Adult Learning (IAL), and (3) the extension of mandatory requirements for Adult Educators (AEs) to non-WSQ training providers offering certifiable programmes that are funded by SSG.

Charting Jobs and Skills for the TAE Sector with the Skills Framework

2. The Skills Framework for TAE is an integral component of the Education Industry Transformation Map. Developed by SSG together with employers, industry associations, education and training providers, and unions, it provides key information on the sector, such as career pathways, occupations/job roles, relevant, existing and emerging competencies required, as well as training programmes for continuous professional learning and upgrading.

3. The framework has identified a total of 74 existing and emerging technical skills and competencies, 18 generic skills and competencies and about 13 jobs such as Learning Solutionist, Learning Technology Designer and Courseware Developer.

4. For this sector, one key development is the integration of traditional classroom-based learning, technology-enabled learning and workplace learning for better learning accessibility, effectiveness and

productivity. Data analytics and internationalisation are other trends that are transforming the industry. TAE professionals can use the framework to guide them in identifying the emerging skills required and the career pathways available. More information on the Skills Framework for TAE is in Annex A.

New Advanced Certificate in Learning and Performance (ACLP) Training Programme

5. In line with the new Skills Framework, IAL will also roll out a new train-the-trainer programme that will replace the existing Advanced Certificate in Training and Assessment (ACTA). The ACTA provides TAE professionals with pedagogical training and skills required to facilitate classroom training and assess learning competencies.

6. The new ACLP will extend beyond classroom design, delivery and assessment covered in ACTA, to enable TAE professionals to develop emerging skills in demand and provide blended learning solutions that can better cater to the needs of learners and organisations. They will be trained to design and deliver technology-enabled learning and workplace learning, as well as be equipped with skills to develop enterprise-centric learning solutions that can come in varied forms such as job aids and just-in-time micro-learning objects. The ACLP will be offered from Q2 2019 onwards. More information on the ACLP is in Annex B.

New Requirements to Raise Quality of Trainers

7. Currently, all public WSQ training providers need to ensure that at least 80% of their trainers and/or assessors possess the full ACTA qualification or equivalent. Similarly, all in- house WSQ training providers are required to have at least 80% of their trainers/or assessors equipped with Workplace Trainer Programme (WTP) qualification or equivalent, and that at least one trainer must have achieved full ACTA qualification or equivalent.

8. To further raise the quality of the TAE sector, SSG will extend the existing qualifications requirements to non-WSQ training providers that offer certifiable programmes and receive funding from SSG. They will be given a two-year transition period to meet the requirements. As such, by 1 January 2021, the following requirements will take effect:

- WSQ and non-WSQ training providers offering certifiable programmes and receive funding from SSG will need to ensure that at least 80% of their trainers and/or assessors are equipped with ACTA or ACLP qualification or equivalent.

- WSQ and non-WSQ in-house training providers offering certifiable programmes and receive funding from SSG will need to ensure that at least 80% of their trainers and/or assessor are equipped with the WTP qualification or equivalent, and at least one trainer is equipped with ACTA or ACLP qualification or equivalent. More details on the requirements is in Annex B.

9. Existing AEs who possess the full ACTA and WTP qualifications will continue to be recognised by SSG as having met the requirements. AEs who do not possess such qualifications, but have prior work and training experiences will also be considered through the IAL's new Recognition of Prior Learning (RPL) pathway. The new RPL pathway will be available from Q1 2019 onwards.

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About SkillsFuture Singapore

SkillsFuture Singapore (SSG) drives and coordinates the implementation of the national SkillsFuture movement, promotes a culture of lifelong learning and strengthens the ecosystem of quality education and training in Singapore. Through a holistic system of national SkillsFuture initiatives, SSG enables Singaporeans to take charge of their learning journey in their pursuit of skills mastery. SSG also works with key stakeholders to ensure that students and adults have access to high quality and industry-relevant training that meet the demands of different sectors of the economy for an innovative and productive workforce.

For more information, visit www.ssg.gov.sg.

About Institute for Adult Learning

The Institute for Adult Learning (IAL) was founded in 2008 as an arm under the former Singapore Workforce Development Agency and now SkillsFuture Singapore to lead professionalisation of the Training and Adult Education sector.
IAL works closely and supports Adult Education professionals, businesses, human resource developers and policy makers through its comprehensive suite of programmes and services on raising capabilities and catalysing innovations in Continuing Education and Training (CET). IAL also champions research in sustaining economic performance through skills, shaping employment as well as CET decisions, and develops innovations through learning technology and pedagogy to heighten adult learning.

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

FACTSHEET ON SKILLS FRAMEWORK FOR TRAINING AND ADULT EDUCATION

About Skills Framework for Training and Adult Education

1. The Skills Framework for Training and Adult Education (TAE) is an integral component of the Education (TAE) Industry Transformation Map (ITM); and is developed by SkillsFuture Singapore (SSG), together with employers, industry associations, education and training providers and unions.

2. The Skills Framework supports the manpower strategies of the Education (TAE) ITM by providing key information on the sector, career pathways, occupations/job roles, as well as existing and emerging skills and competencies required for the occupations/job roles. It also provides a list of training programmes for skills upgrading and mastery.

Who is it for?

3. The target groups for Skills Framework for TAE are as follows:
- **Individuals** who wish to join or progress within the TAE sector, will be able to assess their career interest, identify relevant training programmes to upgrade their skills, and prepare for their desired jobs;

- **Employers** will be able to recognise these skills and invest in training their employees for career development and skills upgrading;

- **Education and training providers** can gain insights on sector trends, existing and emerging skills that are in demand, and design programmes to address the sector needs accordingly; and

- **Government, unions and professional bodies** will be able to analyse skills gaps and design appropriate SkillsFuture initiatives to upgrade the manpower capability and professionalise the sector.

Key components of the Skills Framework

4. The Skills Framework for TAE contains information on the sector, career pathways, occupations/job roles, skills and competencies, and training programmes*. The key components include:

- Sector information – provides information on key statistics, trends and workforce profiles in the sector;

- Career pathways – depicts the pathways for vertical and lateral progression for advancement and growth. Two tracks have been identified, covering 13 job roles:

  o Adult Education
  o Learning Management

- Occupations and job roles – covers a total of 74 existing and emerging technical skills and competencies, 18 generic skills and competencies, and their respective descriptions. Some of the emerging skills and competencies identified include Workplace Learning Delivery,

Learning Technology Design, Technology-enabled Learning Delivery, Learning Experience Delivery and Learning Solution Design.

- Training programmes* for skills upgrading and mastery – provides information on training programmes, which will help aspiring individuals and in-service employees acquire skills necessary for various jobs.

*The training programmes for the Skills Framework for Training and Adult Education will be made available at skillsfuture.sg/skills-framework/tae

FACTSHEET ON ADVANCED CERTIFICATE IN LEARNING AND PERFORMANCE AND NEW MANDATORY REQUIREMENTS

1. The Advanced Certificate in Learning and Performance

The new Advanced Certificate in Learning and Performance (ACLP) caters to full-time and freelance Training and Adult Education (TAE) professionals who facilitate learning. This programme will equip TAE professionals with skills and knowledge to facilitate blended learning solutions to enhance learning effectiveness and performance outcomes for enterprises and individuals.

Trainees will undergo two levels of training–Core modules and Elective modules before they can be certified. Trainees are introduced to relevant skills such as tech-enabled learning facilitation, workplace learning and learning solution design. Conducted by experienced practitioners, trainees learn through projects, working with peers and coaching by their trainer-mentors. In addition to the Core modules, trainees are given the options to select preferred Elective modules for professional development and to deepen expertise in areas of their interest.

The ACLP will replace the existing Singapore Workforce Skills Qualifications (WSQ) Advanced Certificate in Training and Assessment (ACTA) from Q2 2019.

Benefits of ACLP

The programme prepares TAE professionals to:

    i.   adopt an open-minded, innovative and enterprise-relevant mindset to help learners and enterprises to address skills gaps and industry needs.

    ii.   adapt, adopt and facilitate blended learning solutions (including classroom, workplace and technology-enabled learning modes) for effective learning to meet performance outcomes

Differences between ACTA and ACLP:

The WSQ ACTA equipped TAE professionals with a strong grounding in pedagogical training and competencies to facilitate training and assess learning competencies. The ACTA aimed to raise the quality of trainers and assessors offering WSQ accredited programmes.

The ACLP will include new components such as learning solutions and workplace learning facilitation which are additional areas of focus besides classroom training and assessment. The ACLP will equip TAE professionals with the current skills in demand and this will now be extended to non-WSQ training providers under the new qualification requirements. The table below outlines the differences in modules that will be delivered under ACLP as compared to ACTA.

WSQ ACTA		
Module	Competency Unit Title	Competency Descriptor
M1	Apply Adult Learning Principles in Training	This unit equips the learner with the knowledge and skills in application of adult learning principles in training delivery.
M2	Design a Learning Experience	This unit equips the learner with knowledge and skills to design lesson plans for a short learning experience applying the understanding of adult learning principles, active learning qualities, and instructional methods.
M3	Prepare and Facilitate a Learning Experience	This unit equips the learner with the knowledge and skills to prepare and facilitate an active learning experience for learners.
M4	Interpret the Singapore Workforce Skills Qualifications System	This unit specifies the competency required to interpret the Singapore Workforce Skills Qualifications System and a set of National Competency Standard and apply them in a learning and development context.
M5	Assess Competence	This unit equips the learner with the knowledge and skills to prepare and conduct a competency-based assessment to assess competence.
M6	Prepare for Continuing Professional Development	This unit equips the learner with the knowledge and skills to objectively reflect upon his or her own training practice to engage in continuing professional development for improvement.

ACLP		
Module	Competency Unit Title	Competency Descriptor
Core Modules		
M1	Facilitate Learning Experiences for Adult Learners	This unit equips the learner with knowledge and skills to facilitate learning experience aligned to learner needs and desired outcomes.
M2	Adopt Skills Frameworks for Professional Growth	This unit equips the learner with the knowledge and skills to apply Skills Framework to enhance learning programme and activities.
M3	Facilitate Technology-Enabled Learning	This unit equips the learner with the knowledge and skills to facilitate technology-enabled learning experience.
M4	Facilitate Workplace Learning	This unit equips the learner with the knowledge and skills to facilitate workplace learning solutions aligned to learners' needs and contexts to drive performance improvement.
M5	Design Learning Solutions to Address Performance Needs	This unit equips the learner with knowledge and skills to develop learning solutions to drive performance.
Elective Modules		
E1 OR	Interpret WSQ & Assess Competencies	This unit equips the learner with the knowledge and skills to apply WSQ considerations in preparation and implementation of assessment

E2	Assess Workplace Learning	This unit equips the learner with the knowledge and skills to facilitate workplace learning assessment

2. New Requirements to Raise Quality of Trainers

Moving forward, training providers that offer non-WSQ certifiable programmes will need to meet mandatory requirements similar to existing requirements met by WSQ training providers.

This will raise the quality of training delivery and ensure that TAE professionals Adult Educators have common baseline pedagogical expertise to achieve the following outcomes:

i.   A skilled Adult Educator who is equipped with relevant pedagogical expertise to meet evolving learning needs of individuals and businesses.

ii. Achieve Positive Learning Experience with authentic, learner-centric design that promotes peer learning and reflection

iii. Ensure Effective Training – Programmes are well designed to meet the intended outcomes, and learners are able to apply what they have learnt.

By 01 January 2021, like all WSQ training providers, non-WSQ training providers offering certifiable programmes and funded by SSG would need to meet the following mandatory requirements:

- WSQ and non-WSQ training providers offering certifiable programmes and receive funding from SSG will need to ensure that at least 80% of their trainers and/or assessors are equipped with ACTA or ACLP qualification or equivalent.

- WSQ and non-WSQ in-house training providers offering certifiable programmes and receive funding from SSG will also need to ensure that at least 80% of their trainers and/or assessors are equipped with the WTP qualification or equivalent, and at least one trainer is equipped with ACTA or ACLP qualification or equivalent.

The table below summarises the requirements.

Adult Educator Role	Public Training Providers	In-house Training Providers
Non-WSQ (Certifiable Programmes) Trainer and/or Assessor	At least 80%[1] with ACTA or ACLP qualification or equivalent	- At least 80% with WTP or equivalent - At least one master trainer with ACTA or ACLP qualification or equivalent