

IAL ADVANCE

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SkillsFuture Forum 2022

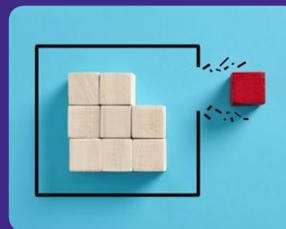
Making Upskilling Work: By The Workplace, For The Workplace
Guest-of-Honour: Mr Chan Chun Sing, Minister for Education

Joining Forces to Forge a Stronger TAE Sector

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Facilitation Skills

HAPPENINGS



Celebrating the Start of a New Journey



The signing between SSG, IAL, NTUC LearningHub, and Singapore's five polytechnics took place at the SkillsFuture Forum during the opening of the SkillsFuture Festival 2022.

JOINING FORCES TO FORGE A STRONGER TAE SECTOR

Institute for Adult Learning (IAL) and SkillsFuture Singapore (SSG) signed two Memoranda of Understanding (MOU) with NTUC LearningHub and Singapore's five polytechnics in July, establishing strategic partnerships to drive professionalisation and continuous upskilling of Training and Adult Education (TAE) practitioners.

When it comes to future-proofing our workforce, Singapore's TAE practitioners play a critical role in delivering training that is relevant and current, and supporting our workers to adapt to the fast-changing needs of the economy. At the SkillsFuture Forum, which was the opening event of the SkillsFuture Festival 2022 held in July at Lifelong Learning Institute, IAL, together with SSG, inked two landmark MOUs that will strategically strengthen the TAE sector, further equipping it to perform in today's volatile world. The event was graced by Mr Chan Chun Sing, Minister for Education.

The first MOU was established with Singapore's five polytechnics—Nanyang Polytechnic, Ngee Ann Polytechnic, Republic Polytechnic, Singapore Polytechnic, and Temasek Polytechnic. Marking the first time the polytechnics and IAL are collaborating in the Continuing Education and Training (CET) space, the MOU brings together IAL's expertise in adult learning with the polytechnics' competencies and experience in education and industry outreach.

The second MOU, signed with NTUC LearningHub, will see the parties collaborating to scale up NTUC LearningHub's Career Agility Hub (CAH) and establishing it as a platform for the TAE community.



Guest-of-Honour Minister for Education, Mr Chan Chun Sing delivers his opening speech.

SYNERGISING EXPERTISE AND CAPABILITIES ACROSS INSTITUTES

Since its founding in 2008, IAL has firmly established itself as the go-to institute for adult learning, with deep expertise in TAE research and practices. The five polytechnics, on the other hand, have the institutional know-how when it comes to mass education and industry outreach. Over the years, the polytechnics have also built up their CET capabilities in response to Singapore's lifelong learning drive.

The MOU brings together the different yet complementary sets of skills and competencies, and the resulting synergy between IAL and the polytechnics will boost the TAE sector. A community of practice will be established to facilitate exchange and sharing of best practices between the teaching staff and adjunct educators of polytechnics, and TAE professionals. The institutes will also work together to curate, develop, and deliver industry-relevant TAE programmes, short-term two-way attachments, and explore other collaborative initiatives.

This exciting endeavour will grant TAE professionals access to the research, teaching, and industry expertise of both IAL and the polytechnics, creating valuable opportunities for adult educators to upskill and stay ahead of emerging workforce trends. As Mr Yeo Li Pheow, Principal and CEO, Republic Polytechnic and IAL Council member sums up, "This partnership will foster a strong culture of professional collaboration and pedagogical excellence across the institutes of higher learning, and further enhance the standing and quality of training and adult education in Singapore. It will play an important role in the co-construction of knowledge amongst the educators as they learn from each other, with each other and through each other. The establishment of a community of practice will be an enabler for educators to share pedagogical knowledge and collectively advance the lifelong learning cause"



“**Adult educators are key to the delivery of effective and high quality adult learning. They prepare our workforce with the skills and competencies to achieve career goals, and to thrive amid uncertainty. IAL, our polytechnics, and NTUC LearningHub will now join forces to ‘upskill our upskillers’.**”

Mr Tan Kok Yam, Chief Executive, SkillsFuture Singapore and Chairman, IAL Council

SUPPORTING ADULT EDUCATORS TO SCALE UP

The second MOU sees IAL, SSG, and NTUC LearningHub joining hands to help adult educators build their domain and andragogical skills at scale. NTUC LearningHub's CAH is an app set up as a personalised digital career coach allowing users to build their skills profile and receive recommendations for career moves and learning. With the MOU, IAL and NTUC LearningHub will collaborate to strengthen CAH, such that adult education practitioners could use the platform to build their skills and career portfolio, aggregate their skills needs, and identify training opportunities to be market ready, based on their profiles.

In today's fast-evolving world, strategic partnerships are critical to innovation and adaptability as synergy is created. These newly forged partnerships are an important step to support the transformation of our TAE industry to become more professional and resilient, such that TAE professionals may in turn play their role in skilling up the nation's workforce.



“ The deep embeddedness of training and education institutes within the industry is crucial for long-term growth and prosperity. With the digital revolution accelerating, remote working becoming commonplace, supply chain networks restructuring, and the resulting skills gap and talent imbalance, it is imperative that we act promptly, and IAL as the key institute for adult learning, together with our partners, seeks to fulfil that role. As an organisation that has espoused these values since its founding, we at IAL are looking forward to the prospects of this symbiotic collaboration between IAL, the polytechnics, NTUC LearningHub and SkillsFuture Singapore, complemented with initiatives that ensure quality and efficiency that will enable us to go far together. ”

Prof Lee Wing On, Executive Director, IAL

“ We take pride in being at the heart of Singapore's lifelong learning culture, and that means never resting on our laurels in all aspects of our training solutions. To deliver world-class training to the Singapore workforce, it is paramount that we constantly develop and enhance the capabilities of our adult educators and trainers by placing importance on their professional development. The signing of the MOU provides NTUC LearningHub with a new impetus to raise the bar even higher on the quality of our adult training andragogy and trainers and to explore new areas of cooperation that address shared industry priorities and interests of the TAE sector. We are also excited to pilot our Career Agility Hub app to serve as a bridge for adult educators and their career goals through skills gap analyses and career recommendations. ”

Mr Jeremy Ong, CEO, NTUC LearningHub



HOW INNOVDEV PLUGS GAPS IN POST-PANDEMIC TRAINING

An initiative to support training providers and enterprises in enhancing the delivery of blended learning in the post-pandemic era, innovDev matches experienced consultants with such organisations to define, analyse, and address their pain points.

Written by Innovation Centre, IAL



innovDev was conceptualised in 2020 as part of the Training and Adult Education Industry Digital Plan jointly launched by SkillsFuture Singapore, Infocomm Media Development Authority, and IAL. Managed by inlab, this initiative aims to assist training providers and enterprises transit to a blended delivery from the perspective of learning content and delivery strategy.

As we enter the post-pandemic stage, we want to continue supporting these organisations who might face issues with their existing stop-gap measures or would like to further reinforce their blended approach and plug existing shortcomings and weaknesses.

CONSULTANCY SERVICES TO TARGET PAIN POINTS

innovDev provides up to 35 hours of subsidised consultancy to help training providers and enterprises in improving any element found within two of their existing courses. This support programme provides the flexibility to scope which portion of their courses they wish to improve on. Alternatively, organisations can also utilise innovDev to seek advice from consultants who can plug missing capabilities from internal curriculum-building team members.

Applying for innovDev is straightforward. The application form and the supporting documents will help to paint a picture on the organisation's greatest pain points. inlab's evaluation panel would then highlight three suitable consultants who have the relevant experience or skills to guide and advise the organisation in tackling its current pain points. The organisation has the final say on which consultant they would like to engage. There will be a kick-off meeting where both selected consultant and organisation will scope and plan the necessary interventions (not part of the 35 hours allocation).

One may also think of innovDev as a support initiative to offset the risk of experimentation or attempting potential improvement. Our consultants would guide staff members of the organisation in whittling down options that serve the needs of its target learners best, while being aware of its limitations. Another plus point is the knowledge transfer from selected consultants with deep subject-matter experience to internal staff charged with tackling the shortcomings.

The flexibility of the innovDev programme also extends to the type of courses that the organisation can submit. The courses can be publicly-run, Singapore Workforce Skills Qualification (WSQ) or non-WSQ, government-funded or otherwise, or for in-house training.

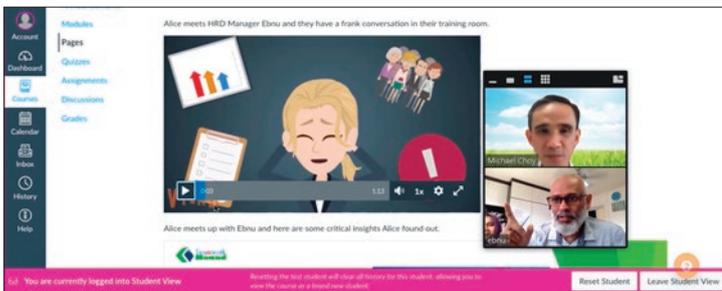
THE CASE OF TEAMWORKBOUND SINGAPORE



The experience of TeamworkBound Singapore, an organisational development and team performance training provider that has enrolled in the initiative, illustrates what is possible through innovDev. Being a largely facilitation-based training provider, most training content were delivered face-to-face before the pandemic. At the start of pandemic disruptions, training was largely limited to “Zoom-only” didactic training sessions where what should have been a hands-on immersive training was reduced to half-body snapshots within small windows on a computer screen.

Mr Ebnu, Director of TeamworkBound Singapore, together with his staff Aphroz, enrolled into innovDev to transform their blended training to be as immersive and easy-to-deliver for in-house trainers and administrators as possible. Through innovDev, Mr Ebnu was attached to a consultant who guided him in digitalising a portion of his lessons.

Initially, scenario-based storytelling portions of the training were delivered manually by having trainers speak into a webcam. With guidance from the consultant, the organisation now uses pedagogically sound videos and has integrated knowledge-check assessment instead of their online training platform. This gives learners a larger selection of learning scenarios to choose from based on their individual profiles while freeing up more time for trainers to provide personalised feedbacks to learners based on the results of their assessments.



Mr Ebnu guided by the consultant, Dr Michael Choy, in the creation of new, pedagogically-sound video offerings for a more immersive and blended delivery of a course.

Upon the completion of lesson transformation, the blended curriculum also provides additional modes of delivery and outreach to other markets beyond Singapore. The intervention includes building up the skillsets of his staff who expanded their roles to include backend support, such as editing and curating digital learning materials, and inculcating a proactive approach towards building and developing future digital contents.

The feedback from the target learners after the improvement was largely positive.

“ The videos as well as the quizzes were a good way for me to see the problems play out and for me to reflect on and think about my personal characteristics. ”

“ I enjoyed the course. It was interactive and I did not feel bored or uninterested, despite the course being delivered in a mixed online and face-to-face channel. ”

For other enrolled organisations, benefits included having assessments that work better in blended lessons, conversion of content-heavy modules to fit shorter attention span of online learners without sacrificing depth and integrating new education technology domains to increase the value offerings of the courses to stand up to stiff competition in the industry.

innovDev is an initiative which seeks to match experienced consultants with training providers and enterprises to co-create solutions for pain points. Organisations who are invested in seizing opportunities in the digital space will find it worthwhile to embark on this transformative journey.

Scan the QR code to find more details on innovDev and embark on your course transformation!





PUSHING BOUNDARIES: A NOVEL PROGRAMME FOR THE NEW NORMAL

The ways of learning, working, and doing things are changing radically in today's world, where the new normal of work requires constant crossing of traditional boundaries, whether in job roles or skills requirements. The novel Master in Boundary-Crossing Learning and Leadership by Singapore University of Social Sciences (SUSS) and IAL is specially developed to help Training and Adult Education (TAE) professionals navigate and thrive in this new normal.

Written by Dr Priscilla Pang -
Head of Programme (MBX), Research Division, IAL

The Master in Boundary-Crossing Learning and Leadership (MBX), the first postgraduate programme jointly developed by SUSS and IAL, aims to accelerate the capacities of TAE professionals and leaders as well as those who function as organisational change-makers to cope with, strategise within, and lead in a highly disruptive world.

WHAT IS BOUNDARY CROSSING?

"Boundary crossing" may be understood as "movement across two or more boundaries that can be marked by different fields (e.g. engineering and physics), different departments within a single institution (e.g. student affairs and faculty affairs), different contexts (e.g. work and home), or identities (e.g. ethnic divisions)" (Garces et al. 2021), between theory and practice, and "horizontally across disciplines and vertically across experts, policymakers, practitioners and the public" (Fortuin and Bush 2009). Boundaries mark differences in, for example, ways of thinking, purposes, ways of doing things, and much more. It is differences such as these that make boundary-crossing work challenging.

Boundaries may become more well-defined or blurred, in the face of changing circumstances, increasingly complex and multifaceted problems, and the need to “connect and mobilise [ourselves] across social and cultural practices to avoid fragmentation” (Akkerman and Bakker 2011). Increasingly, boundary crossing has become part of our working lives. In pushing one to navigate deeper within the familiar and known while at the same time negotiate the unfamiliar and uncharted, boundary crossing opens up spaces for growth, offering opportunities for learning and prompting possibilities for innovation, change, and demonstration of strategic leadership.

MBX FOR A POST-COVID-19 WORLD

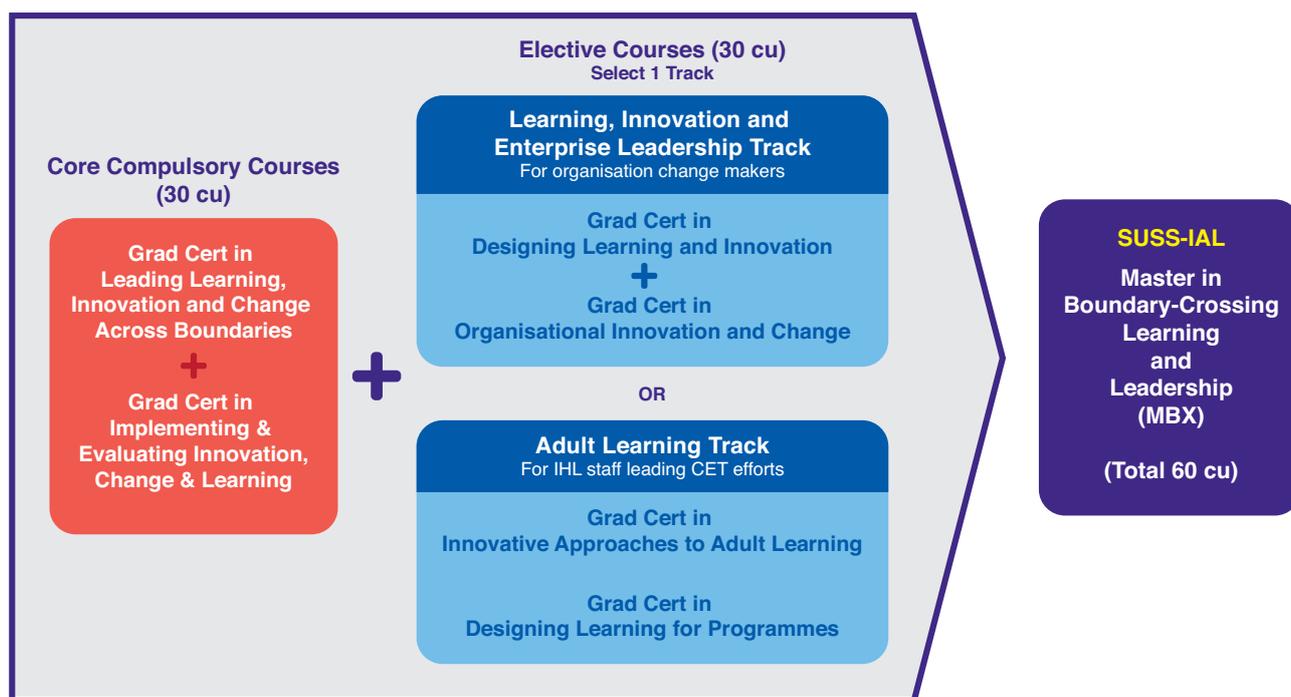
In a disruptive, post-COVID-19 world, the changing, and in many cases changed, work structures, venues, and types of work, evaluation of work performance, and business models invariably demand trajectory-changing transitions, an aptitude for adaptability, and deep context-spanning competencies to manage the changes. Operating in such a world means that we often find ourselves having to engage in boundary crossing or even, leading across boundaries, which has become a “strategic competence” (McDaniel and Carr 2005).

At the same time, given this dynamic and rapidly evolving external environment, marked by constant and disruptive shifts in the global environment affecting the nature of work, an equally rapid and in-depth up-skilling to handle such a context is necessary. TAE professionals whether trainers, adult educators, learning and development (L&D) managers or consultants, would be called upon to partner stakeholders in government, businesses, unions, and Institutes of Higher Learning (IHLs) to anticipate workforce-wide changes, assess the implications, and co-create learning and performance interventions to help organisations innovate and stay relevant and competitive, whilst ensuring sustained adaptability and employability of the workforce.

Studying how we might do boundary crossing and analysing how it might be applied to leadership and learning is a unique feature of this programme. Mapped to the competencies outlined in SkillsFuture Singapore’s Skills Framework for TAE, the MBX will build one’s capacity to be open to and lead boundary-crossing situations in learning and work, catalyse organisational learning and change, and seize opportunities for innovation in the new economy.

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ABOUT MBX

MBX is a 60-credit unit (cu) programme undertaken through the stacking of two core compulsory graduate certificates (15 cu each) with two elective graduate certificates (15 cu each) from one of two tracks—the Learning, Innovation and Enterprise Leadership track or the Adult Learning track. Learners may choose to specialise in either track, both of which benefit from the unique boundary-crossing feature of the programme.

The unique features of the MBX include the following:

- **Industry mentorship:** Learners will work with industry mentors to enhance practice applicability and extend their industry links and networks;
- **Flexibility in time management:** Working adults may occasionally need to take a semester off for work, family, or other commitments. The MBX is made up of four graduate certificates, which learners can complete over any four semesters within a period of eight semesters (four years);
- **Stand-alone qualifications at multiple exit points:** On successful completion of the three courses in each graduate certificate, learners will receive the graduate certificate for the subject domain covered. They may continue with the MBX or exit the programme early, armed with the graduate certificate qualifications they have achieved; and,
- **Adult learner-centred teaching and learning:** Learners will participate in learning and pedagogical innovation developed by IAL, where they get to apply their learning and bring their own challenges to the learning setting.

At the end of the programme, MBX graduates will possess deep understanding and keen perception of learning and leadership opportunities at and across boundaries within teams, organisations, and industry sectors across different practices, relationships, and contexts. They will use and interpret evidence critically for strategic decision-making relating to learning, change, and innovation, develop reflexivity as a habit of mind, and cultivate their own authorial voice to influence change and lead stakeholders.

This programme would be highly relevant for organisational leaders and change-makers, TAE professionals, IHL faculty, L&D managers, consultants as well as corporate and freelance trainers.

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Scan the QR code to find out more about MBX today!



TAELENT: THE GO-TO PORTAL FOR TAE PROFESSIONALS

From skills profiling and tracking of experience and learning, to networking and planning professional growth, TAELENT, the latest initiative from IAL, is specially designed to meet the needs of Singapore’s Training and Adult Education (TAE) professionals.

Contributed by Priscillia Yeong - Deputy Director, Learning and Professional Development Division, IAL



Newly launched in Feb 2022, TAELENT is the first-ever portal developed by IAL, exclusively to fit the needs of TAE professionals in charting their career pathway with tools for skills development and career matching opportunities. Through such diagnostic tools, TAE professionals may uncover their skillsets and skills gaps, based on SkillsFuture Singapore’s Skills Framework for TAE and international labour insights.

The portal also serves as a TAE community touchpoint to connect like-minded professionals through the Adult Education Network (AEN), and portal to earn credits, skills badges, and Adult Education Professionalisation (AEP) recognition based on their professional practice and experience.

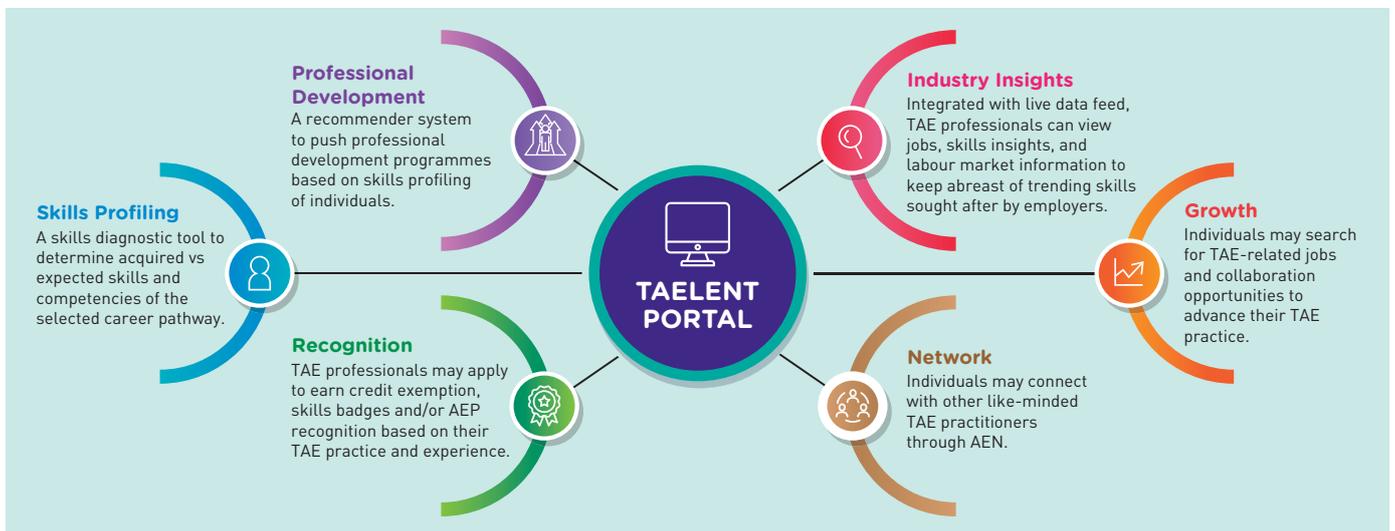
Features of TAELENT will be progressively released over time as more users adopt the portal. As of now, two key features have already been launched and we are looking forward to more in the near future.

“SPRING”

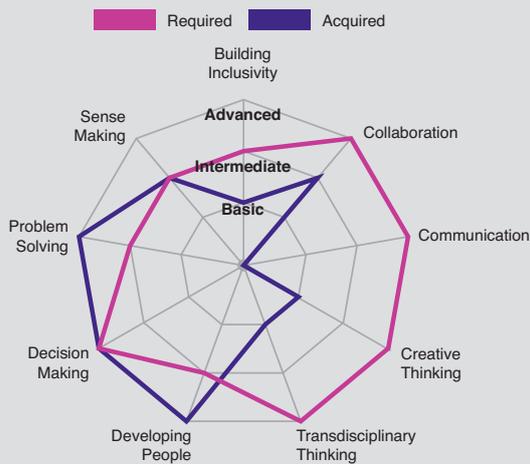
The key functions of TAELENT can be encapsulated in the acronym “SPRING” which stands for **S**kills Profiling, **P**rofessional Development, **R**ecognition, **I**ndustry Insights, **N**etwork, and **G**rowth. Of these functions, Skills Profiling and Network through the AEN are now accessible to users.

SKILLS PROFILING

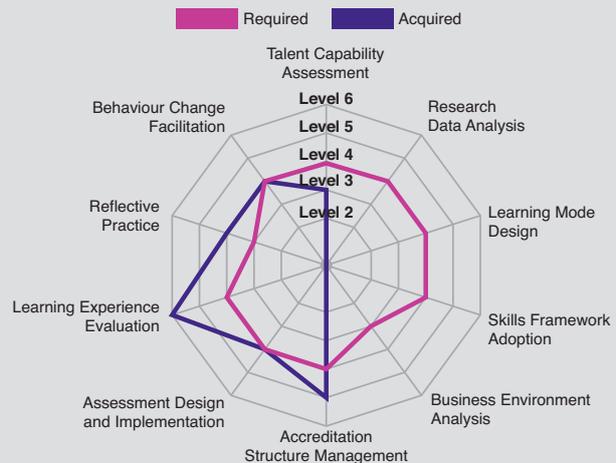
Skills Profiling is a diagnostic tool that is designed to assess the required skills for a TAE individual in relation to his/ her current skills and competencies. This involves individuals to select their desired career pathways and complete two self-assessments on their generic and technical skills. Upon completion, a personalised skills analysis will be generated. This will give insights into the individual’s competencies, uncover skills gaps, and highlight opportunities where one can invest in learning and development.



SKILLS GAP FOR CRITICAL CORE SKILLS



SKILLS GAP FOR TAE TECHNICAL SKILLS AND COMPETENCIES



Sample Skills Analysis of a TAE Practitioner

Based on the above examples, communication is one of the core skills that this individual may improve on. In terms of technical skills, areas for further improvement include research data analysis, learning mode design, Skills Framework adoption, and business environment analysis.

NETWORKING THROUGH THE AEN

TAE professionals may also sign up as a member of the AEN via TAELENT. The AEN is a community of TAE professionals who come together to connect, collaborate, and learn for continuous professional development and skills acquisition. Through the AEN, IAL aims to nurture TAE professionals to become enablers and facilitate the implementation of national initiatives such as the Industry Transformation Maps under the SkillsFuture movement.

The key benefits of becoming an AEN member include:

1. Develop Critical Emerging Skills

AEN members will enjoy preferential rates for IAL’s Continuing Professional Development (CPD) programmes that seek to equip individuals with the right skills to meet the professional demands of tomorrow.

2. Exchange Insights through Special Interest Groups (SIGs)

SIGs play an important role in IAL’s mandate to develop the adult education community. With the aim of promoting community-based learning, they are established by IAL and serve as a platform for AEN members who share common interests to come together to learn, exchange knowledge, perspectives, and experiences. The SIGs cover six areas of interests—learning design, coaching, facilitation, learning technology, social learning, and Continuing Education and Training (CET) entrepreneurship.

3. Receive Mentorship Opportunities

The Adult Educator (AE) Mentorship programme seeks to help TAE practitioners gain authentic experience through

working on TAE assignments/projects under the guidance of established TAE professionals as their mentor. It has been a popular pathway for TAE practitioners to accumulate valuable practice experience, which is much needed for professional growth to elevate career prospects. To date, 99% of those who have undergone the AE Mentorship programme have positive reviews on the learning acquired through the mentorship experience. Beyond this, some outstanding ones have even managed to secure longer-term business collaboration arrangements with the AE Mentors.

4. Access Jobs & Business Opportunities

Leverage on IAL’s reach to obtain updates on available jobs and business opportunities.

5. Network at Exclusive Events

Connect with fellow TAE professionals through exclusive AEN sessions, events, and workshops.

PARTNERING TAE PROFESSIONALS FOR THE LONG TERM

With the ever-evolving CET landscape, TAELENT is an adult educator’s go-to platform to stay abreast of the necessary emerging skills, latest TAE insights, job opportunities, and events. It is also the platform to connect with fellow professionals to advance one’s practice and career growth as a TAE professional.

Scan the QR code to explore the TAELENT portal today!



EQUIPPING TAE PRACTITIONERS WITH WORKPLACE LEARNING FACILITATION SKILLS

Workplace learning, with its emphasis on in-situ, authentic learning, is picking up momentum in Singapore. Together with the Singapore University of Social Sciences (SUSS), IAL's Centre for Workplace Learning and Performance (CWLP) has developed the Graduate Certificate in Workplace Learning to equip our Training and Adult Education (TAE) practitioners with the necessary competencies to ride this wave.

Written by Melissa Ho - Manager, Learning and Professional Development Division, IAL

If anything, the pandemic has highlighted the need for continuous learning—as the worldwide disruption accelerated business and workforce trends and drove the agenda for digitalisation and remote working. For many companies, for example, adopting cloud technologies and digitalising part of their businesses became inevitable even as they grapple with having the right skills and talent for the new job scopes to keep up in turbulent times.

Employees across industries have to figure out how they could adapt to rapidly changing conditions, while companies have to learn how to match employees to new roles and activities. Evidently, this dynamic is beyond just remote working, or the role of digitalisation and automation. Instead, it is about how leaders can reskill and upskill the workforce to deliver new business models in the post-pandemic era.

As one of the National Centre of Excellence (NACE) for Workplace Learning, IAL's CWLP operates with the mandate of proliferating workplace learning among enterprises, as well as professionals within the TAE sector. Here, workplace learning refers to employees working and learning on the job. It differs from workforce learning, which is associated with taking employees off work and sending them to attend training courses. Among both forms of learning, the government is aiming to push the former as the de facto mode in enterprises.

In pursuit of enabling a future-ready workforce, CWLP recognises that more initiatives are needed to successfully develop effective consultants and professionals to sow workplace learning practices across enterprises. The SUSS-IAL Graduate Certificate in Workplace Learning (GCWPL) programme, successor to the previous Certified Workplace Learning Specialist programme, has been refined with an aim to bridge the theory-practice nexus, ensuring that practitioners are equipped with the relevant know-how in implementing bespoke and co-created workplace learning solutions, and given the opportunity to put their knowledge to practice by

engaging themselves in a hands-on practicum.

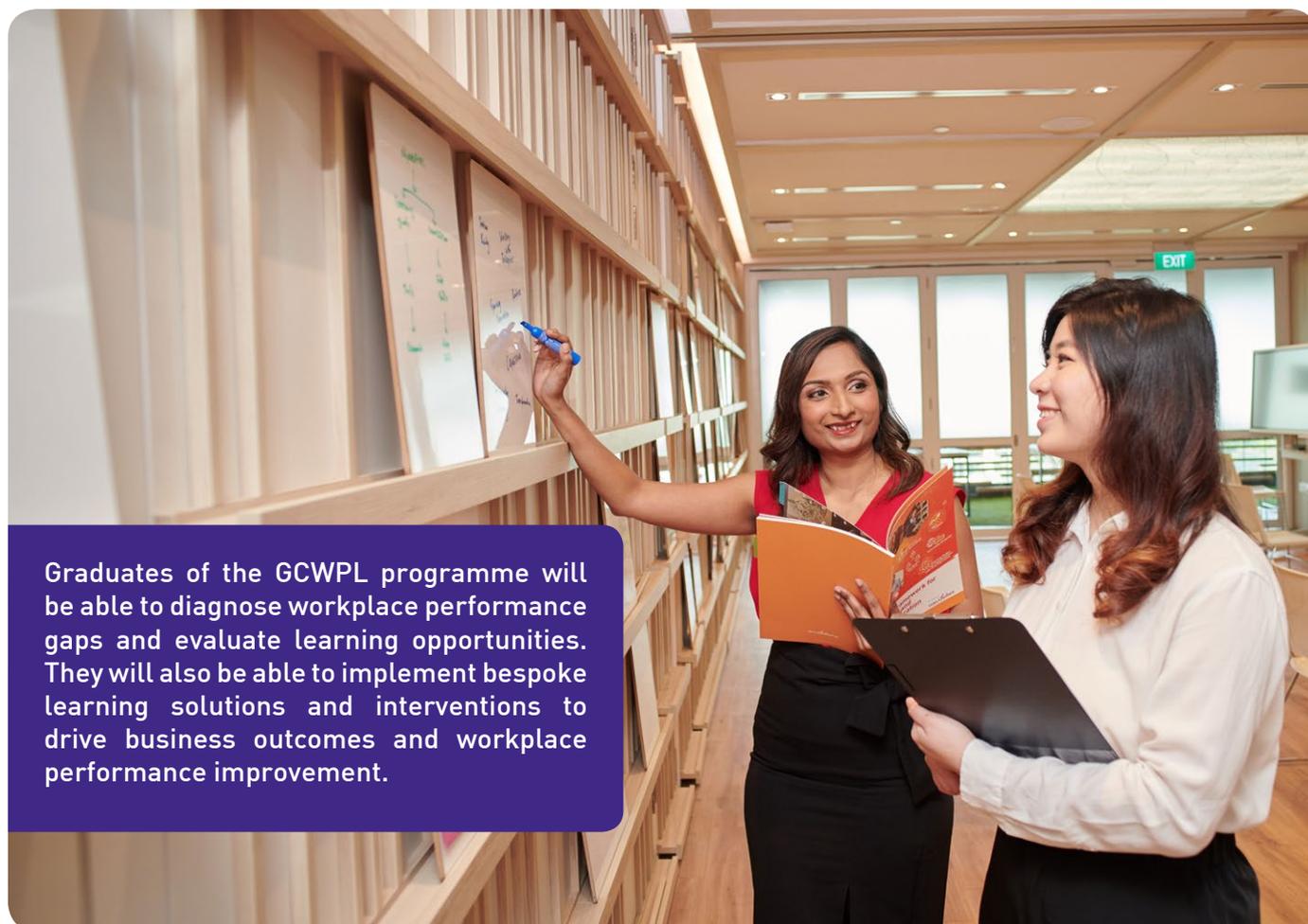
WHAT IS THE GCWPL PROGRAMME?

The GCWPL is a six-month programme comprising two courses: the "Workplace Learning" course, where learners are exposed to authentic case studies, real-life examples, and substantive reflections; and the "Work-Learn" course, where learners undertake real consultancy projects.

The "Workplace Learning" course provides learners keen to support workplace learning in enterprises with the practical know-how of conducting diagnosis of performance issues and implementing customised and co-created workplace learning solutions. On the other hand, the "Work-Learn" course provides learners with the opportunities to apply what they have learned in authentic situations and bridges the theory-practice nexus.

There are two intakes for the GCWPL each year—January and July.

SUSS-IAL Graduate Certificate in Workplace Learning [15 Credit Units (cu)]		98 hours
Workplace Learning Course (10 cu)		56 hours
Module 1	A Practitioner's Construct: Identities, Ethics and Communication	
Module 2	Embarking on Workplace Learning	
Module 3	Writing Effective Proposals	
Module 4	Building a Coaching Culture	
Work-Learn Course (5 cu)		42 hours



Graduates of the GCWPL programme will be able to diagnose workplace performance gaps and evaluate learning opportunities. They will also be able to implement bespoke learning solutions and interventions to drive business outcomes and workplace performance improvement.

WHO BENEFITS FROM GCWPL?

This course is relevant to learners who are interested in establishing and/or sustaining workplace learning within enterprises. They may include enterprise employees who play a pivotal role in strengthening employee capability and performance, notably those in human resources and learning & development, as well as adult educators.

KEY TAKEAWAYS OF GCWPL

Graduates of the GCWPL programme will be able to diagnose workplace performance gaps and evaluate learning opportunities. They will also be able to customise and implement learning solutions and interventions to drive business outcomes and workplace performance improvement.

In addition, by the end of the programme, the learners will be able to achieve the following:

- Reflect critically on professional practice
- Assess impact of workplace learning interventions on organisation's desired outcomes and identify ways to enhance learning effectiveness
- Formulate coherent proposals for grant considerations
- Support the development of a coaching culture in the workplace

To further CWLP's endeavour in developing and sustaining a workforce that is resilient and ready to embrace change, the GCWPL programme seeks to develop a cadre of highly skilled and agile practitioners who are experts in workplace learning solutions—enabling them to guide enterprises in transforming their respective workplaces to one that is future-ready.

Scan the QR code to find out more about GCWPL!



HEAR FROM THE DEVELOPMENT TEAM

Dr Justina Tan

Dr Justina Tan (EdD) is the Director for the Learning and Professional Development Division (LPDD) & the Centre for Workplace Learning and Performance (CWLP) at IAL. Prior to joining IAL, she was a teacher and entrepreneur with a demonstrated and proven history working with schools and organisations in Singapore, US, China, Middle East, Indonesia, Vietnam, Thailand, and the Philippines. She is skilled in the areas of mentoring and coaching, teaching, curriculum development, public speaking, and international education. Dr Tan was involved in the overall planning, development, and execution of the GCWPL programme.



“The GCWPL programme was designed to extend and sustain workplace learning which complements CWLP’s mandate to proliferate workplace learning. It has not been an easy journey. I want to give a shout out to the CWLP team, and that includes not just the development team but also project management, business development, and marketing. Thank you.”



Melissa Ho

Melissa is a Manager at the Business Development and Marketing department of LPDD. She provides support in marketing and promoting CWLP’s initiatives through various marketing campaigns and platforms. She was involved in the crafting of case studies, development of interactive e-books for both learners and trainers, and populating and managing the content on the e-learning portal.

“While the case studies for the programme were adapted from actual case studies of CWLP’s prior consultancy work, the challenge was incorporating aspects of ethical dilemma in them. However, with the guidance and feedback by Dr Justina Tan and Joel Sim, I was able to better refine the case studies and successfully complete the task.

I am grateful to be given the opportunity to be a member of the development team, as it allowed me to take a step out of my comfort zone by working on tasks beyond my daily work. I especially enjoyed developing and designing the interactive e-books for the programme.”

Sharlene Lee

Sharlene is a former research intern at CWLP. She assisted Joel Sim in his work by supporting and implementing IAL’s efforts to research on workplace learning and innovation. She was involved in enhancing the visuals of the slides for some modules of the “Workplace Learning” course.

“This experience has given me insights on how to prepare slide decks professionally in order to catch the audience’s attention. The modules’ slides establish the flow of each module in the course, forming a narrative to guide the trainer in planning their lessons, hence it was essential to collaborate well as a team to organise the content. This experience contributes towards developing my presentation and collaboration skills, and I believe it will benefit my studies in the future.”



Joel Sim

Joel is a Manager at CWLP. He supports and implements the centre's research efforts on workplace learning and employee-driven innovation, with the goal of formulating evidence-based approaches in the two areas.

He was involved in the curation of content and topics for the GCWPL programme.

"I found it daunting initially, as this was something that I have yet to undertake in my time at IAL. However, after a few rounds of reviews and guidance by Dr Justina Tan, I began to find the task more manageable. It is indeed a challenging yet fulfilling task as it allowed me to work beyond what I have undertaken in my role so far."



TESTIMONIES OF LEARNERS



Lydia Gan

"Through the GCWPL programme, I am gaining access to authentic case studies and obtaining knowledge on the best practices in this field; which empowers me to be a better consultant!"

Edwin Lim

"I am enjoying myself in the GCWPL programme, especially with experienced trainers who are open and willing to share their experiences and knowledge with the class.

I found the programme to be well structured. It is a good approach to start the course by focusing on the role of a consultant, which is key to the success and longevity of being an effective one. Moreover, we were taught with a good balance of theory, case studies and sharing of real-life experiences when it comes to conducting a consultancy project by our trainers.

I am definitely looking forward to completing the rest of the programme and starting the actual practical lesson on consultancy."



Lim Choon Leng

"With the market shifting towards workplace learning where it is more relevant and designed contextually to each individual organisation, I decided to take up the GCWPL programme, as it is an extension to my scope of work in curriculum development.

The content covered has been great, and I am appreciative of the fact that the trainers are very willing to share their experiences with us."

CELEBRATING THE START OF A NEW JOURNEY

Held for the first time since the outbreak of COVID-19, this year's IAL graduation ceremony marks the completion of an extraordinary learning journey in the midst of a pandemic, and an exciting new start for graduates.

Our graduates and guests at the Stephen Riady Auditorium @NTUC.



“ Training and Adult Education professionals are the ones who will equip our workforce with the necessary skills. You are the ones who will guide enterprises, whether as employees or as consultants, to incorporate robust training plans into their human resource development programmes. ”

Mr Tan Kok Yam, Chief Executive,
SkillsFuture Singapore and Chairman, IAL Council



Since 2012, IAL has been holding graduation ceremonies to celebrate the achievements of its learners, the highlight being the presentation of their certificates. The pandemic, however, put a halt to the milestone event in 2020. As Singapore moved on to living with COVID-19, IAL resumed the holding of the graduation ceremony this year.

On 22 June 2022, nearly 230 graduates from the WSQ Diploma in Adult and Continuing Education (DACE), Master of Learning and Professional Development (MLPD), Master of Training and Development (MTD) gathered for the graduation ceremony at the Stephen Riady Auditorium @ NTUC Centre. Mr Tan Kok Yam, Chief Executive of SkillsFuture Singapore and Chairman of IAL Council, graced the event as the guest-of-honour.

AN EXTRAORDINARY JOURNEY

While every graduation ceremony is special, this year's ceremony is particularly so, given the tremendous disruption brought on by the pandemic. For the last two years, IAL's learners had to navigate the unfamiliar mode of online learning, juggle the demands of working and learning from home, and balance family duties, all while managing the stresses and uncertainties caused by the global health crisis. Their learning achievements were even more remarkable for their perseverance and commitment to upskilling.

The experience of one of the DACE graduates, Ms Della Ng, illustrates this. Despite residing overseas, Ms Ng remained committed to continuous learning. She took the challenges of time zone differences and online learning in her stride. IAL had also supported her learning needs by arranging for a hybrid class. Although it was difficult for Ms Ng to attend classes virtually while other course mates were in an in-person class, the facilitator managed the class effectively. As a curriculum designer, Ms Ng highlighted that her greatest takeaway was not the attainment of the qualification itself, but the ability she has gained to think out of the box and implement new approaches in her work to delight clients.

“Enjoy the learning journey, there is so much to learn and apply. Do not be confined by challenges. As a Singaporean living abroad, being motivated to learn, I was still able to be part of the local scene and sought opportunities to enhance my skills and knowledge.”

– Ms Della Ng

Another DACE graduate, Ms Lee Min, who is a senior nurse educator, took up DACE as she saw the need to stay current in a fast-evolving education industry. However, navigating a fully online course posed a steep learning curve for her as she was unfamiliar with online learning, and being in her 50s, she was worried that age was not on her side. Nonetheless, she kept a positive attitude and reminded herself that age is just a number. Through DACE, Ms Lee has resharpened her skills on curriculum development, and it has helped her to adapt in a volatile, uncertain, complex, and ambiguous world.

“Be a humble lifelong learner. Nothing is too difficult when you set your mind and heart to learn. The sky is the limit.”

– Ms Lee Min

RECOGNISING THE SUPPORT OF FAMILY AND FRIENDS

While graduations commemorate the achievement of personal milestones, such achievements would not have been possible without the support from families and friends. As such, many of IAL’s graduates invited their close ones to attend the ceremony and join the celebrations.

DACE graduate Mr Benjamin Lim shared that his family had been a source of support during his journey. With online learning, he was able to attend classes at home with his family actively supporting him, who was always there to bring a cup of warm tea to calm his stress over assignments and assessments. As someone who handles change management in his workplace, Mr Lim also found his journey to be a fulfilling one. The lessons

taught in DACE enabled him to effectively guide colleagues in using the various digital tools available to design online workshops and curriculums, serving his workplace community in new and more efficient ways amid a pandemic.

“I personally believe that the pace of change will only increase, and the nature of jobs, technology, and skills will evolve quickly. I will be on the lookout for trends in the future of work, and the skills demands for the future economy.”

– Mr Benjamin Lim

INSPIRING OUR WORKFORCE

As the graduates embark on new chapters, they will have a key role to play in the future of the Singaporean workforce. Just as our antibodies need new vaccines to cope with new viruses, the Singaporean workforce needs booster shots of skills from time to time, not just to cope with a more dynamic global economy, but to upgrade and open new doors.

Singaporeans need to embrace continuous learning and companies need to invest in their employees. On top of imparting current skills and knowledge, adult educators are essential to inspire and give confidence to Singaporeans, that no-one is too old to learn, and nothing is too new to be learnt.

IAL will continue to support our graduates in their continuous development and collectively, we will strive towards building a future-fit TAE sector.



IAL management and partners.



Dr Lee Tong Nge, IAL's Deputy Executive Director delivers his welcome message.

Ms Lee Min delivers her graduation speech on behalf of the graduates of the WSQ Diploma in Adult and Continuing Education.



Ms Linda Tan, valedictorian of the Master of Learning and Professional Development, delivers her graduation speech.

Ms Lim Wee Khee, valedictorian of the Master of Training and Development, delivers her graduation speech.



From daze to DACE

Signed up for a class
 From daze to DACE
 Over several months
 Was such a mad race

Looked up above
 Good classmates a must
 Prayed for such people
 To form a cozy class

Started to bond
 From the first session
 This attentive class
 Each paid attention

Got to know everyone
 As we met more often
 Reminders were sent
 To hand in assessments

Are you coming in
 Where's the link Zoom
 Sorry I will be late
 Coming into classroom

What time will it be
 For our next break
 We need some fuel
 For our tummies' sake

Every class we go
 There is much banter
 Till tears roll down
 From all that laughter

A tribute to our trainers
 Who put up with us
 Please no NYC
 We all need to pass

How do I feel now
 This comes to an end
 Have withdrawal symptoms
 Will miss my dear friends

So thank you everyone
 For this learning journey
 These happy moments
 Forever in my memory

This poem is written by Ms Della Ng in dedication to her class B11-01 and facilitators Lucy Ng, Florence Yuen, Dr Haminder, Lee Kang Yam and Ang Swee Hua for their support and encouragement in her learning journey.



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