A Model for Career Mobility and Professional Development of Continuing Education and Training (CET) Practitioners

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Adult Learning Symposium 2012
NEW FRONTIERS IN LEARNING AND WORK
5 and 6 July
Resorts World Sentosa, Singapore
Training and Adult Education (TAE) WSQ Framework

- **WSQ Level 6**: Master of Arts in Lifelong Learning (MA LLL), Master of Training and Development (MTD)
- **WSQ Level 5**: Diploma in Adult and Continuing Education (DACE)
- **WSQ Level 4**: Advanced Certificate in Training and Assessment (ACTA)
- **WSQ Level 3**: Workplace Trainer Programme (WTP)
- **WSQ Levels 1 & 2**: Workshops, Seminars, Virtual Learning, Special Interest Groups, Managing Learning and Development (MLD), Master Class Series, Adult Learning Symposium, Master of Training and Development (MTD), Master of Arts in Lifelong Learning (MA LLL)
Emerging CET Landscape

Focus beyond Adult Educator competencies and develop a model which supports the 4 job categories to work synergistically to enhance workforce learning.

1. Adult Education (TAE WSQ)

2. Training Management *new!*

3. HR Development (HR WSQ)

4. Workforce Development *new!*
Comparison with Other Competency Models:

CIPD HR Profession Map

- Curious
- Role model
- Service delivery and information
- Decisive thinker
- Organisation design
- Band four

- Courage to challenge
- Employee relations
- Leading and managing the human resources function
- Skilled influencer
- Organisation development
- Band three

- Employee engagement
- Strategy insights and solutions
- Resourcing and talent planning
- Band two

- Performance and reward
- Personally credible
- Learning and talent development
- Collaborative
- Driven to deliver
- Band one

The 2004 ASTD Competency Model

- Workforce Learning and Performance Roles
- Areas of Expertise: Supported by Technology

- Foundation
- Competencies
- Competencies
- Competencies

- Interpersonal
- Business/Management
- Personal
TAE Professional Competency Model

TAE Job Category Competencies

Professional Values & Ethics
Horizontal Competencies
Personal Foundational Competencies
Use of the TAE Professional Competency Model

1. Serve as a navigation tool which empower CET practitioners to take ownership and plan career trajectory

For Example: Alex T__ __, 5 years working in an established Hospital as a HRD Manager; aspires to be an Adult Educator.

- Identify current competencies acquired
- Identify competencies required for AE
- Assess skill gaps and overlaps
- Is Informed and Prepared
- Upskills and attends Training
- Career Enhancement
Use of the TAE Professional Competency Model

For Example: Alex T__, 5 years working in an established Hospital as a HRD Manager; aspires to be an Adult Educator.
Use of the TAE Professional Competency Model

2. Determine and prioritise areas for individual professional growth; and to assess and develop personal, technical and industry competence as needed.

- What are my skill gaps?
- What are my options?
- What are the industry trends?
Use of the TAE Professional Competency Model

3. Develop CET industry wide WSQ and non-WSQ initiatives

4. Increase the status and recognition of CET professionals as the demands of each job role is made evident

<table>
<thead>
<tr>
<th>Job Level</th>
<th>AE</th>
<th>TM</th>
<th>HRD</th>
<th>WFD</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSQ and non-WSQ Initiatives</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Common Competencies</td>
<td>✔</td>
<td>Multiple Job Role Function</td>
<td>✔</td>
<td>Inter-mobility</td>
</tr>
</tbody>
</table>

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Thank you