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FACTSHEET ON THE INSTITUTE FOR ADULT LEARNING

Background of IAL

Established in 2008 as an institute of the former Singapore Workforce Development Agency, IAL started with the objective of providing baseline training needs for adult educators (AEs), coupled with the directive to conduct research in adult learning. IAL was subsequently incorporated as part of SkillsFuture Singapore (SSG)¹, and the institute evolved and adapted its mission and programmes alongside the SkillsFuture national movement - expanding dynamically into continuing professional development and professionalisation of the Training and Adult Education (TAE) sector, as well as widening research into workforce development and lifelong learning.

The Institute for Adult Learning (IAL) became an autonomous institute of the Singapore University of Social Sciences (SUSS) since 1 April 2019. The move enables a more synergistic collaboration as IAL brings to SUSS its expertise and experience in adult learning and Continuing Education and Training (CET), while SUSS provides an ecosystem of resources and experts rooted in academic rigour.

As Singapore's national institute for adult educators, IAL, with its leading practices in research, programmes and initiatives, has always adopted a holistic approach towards continuous improvement and transformation with changing times in CET. Please refer to **Annex A** for IAL's past milestones.

Strengthening the TAE sector

IAL created the Adult Education Network (AEN) as a platform for TAE professionals to connect, collaborate and learn for continuing professional development and skills acquisition. To date, AEN has more than 9,000 members and membership is still growing.

¹ Singapore Workforce Development Agency was reorganised into two statutory boards – SkillsFuture Singapore and Workforce Singapore in 2016.

Besides AEN, IAL also pursues the national drive in professionalising the sector through the Adult Education Professionalisation (AEP) initiative. Under AEP, there are three tiers of recognised professionals – Associate Adult Educators (AAEs) who are established in their TAE fields of practice; Specialist Adult Educators (SAEs) who have attained skills mastery in areas of specialisation; and Adult Education Fellows (AEFs) who have made significant contributions in TAE fields of practice, and are appointed by nomination and invitation only. To date, we have five AEFs, plus 1,700 AAEs and SAEs on board the AEP.

Catering to the growth of TAE professionals

Over the years, IAL has curated and developed a host of programmes to meet the skills upgrading needs of TAE professionals. Starting with only one WSQ Advanced Certificate in Training and Assessment programme, IAL has since expanded its offerings from certificate and diploma to Master programmes, as well as various continuing professional development programmes to help TAE professionals develop and upgrade their knowledge and skills. Please refer to **Annex B** for the list of programmes offered by IAL that are regularly reviewed to meet the needs of the sector.

Research

Three research centres have been set up in IAL to provide a strong knowledge base for the development of policy and practice in TAE through applied research. This ensures that CET policies are informed by sound research and up-to-date knowledge of international and local best practices. IAL's research centres are:

a. Centre for Work and Learning (CWL)

CWL specialises in research on CET system design and practices. The research employs a range of methodologies designed to deepen understanding in the challenges and opportunities for learning and development in and across different settings, particularly in relation to work and work environments.

b. Centre for Skills, Performance and Productivity (CSPP)

CSPP specialises in skills research in relation to workplace performance and productivity. The approach is interdisciplinary, employing both quantitative and qualitative research techniques.

c. Centre for Innovation and Development (CID)

CID researches and experiments designs and practices of CET to enable innovations through developing new or improving existing ones.

Annex C lists the research projects completed by IAL in the last three years.

Innovation

To push the frontiers in learning innovation, iN.LAB was launched in 2015 as part of the national iN.LEARN 2020 plan to explore learning design and practices, curate best practices and relevant learn tech as well identify emerging trends, to promote the adoption of learning innovations in Singapore. Over the last three years, more than 4,000 TAE professionals, enterprises and technology partners participated in the various learning innovation initiatives. iN.LAB has also incubated close to 100 ideations and completed 9 prototype solutions in learning innovation.

Industry & Workplace Learning

Over time, IAL has built up its expertise in industry and workplace learning as a key thrust in its engagement with enterprises. The Centre for Learning and Performance (CLaP), a Professional Development Centre, aims to develop organisation capability in workplace-based learning to improve individual and enterprise performance.

CLaP has successfully partnered Great Place to Work™ to jointly develop Great Place to Learn™ Certification to promote and recognise SkillsFuture ready enterprises who champion workplace learning. The Learning Enterprise Alliance was also launched by IAL as a knowledge network of curated enterprises currently with 40 corporate members on board, representing diverse industry sectors and profiles. In addition, IAL's Learning@Work portal provides resources for enterprises looking to develop workplace learning.

IAL Key Milestones (2008-2018)

Year	Milestone
2008	<ul style="list-style-type: none"> • Establishment of IAL • Roll-out of the Advanced Certificate in Training and Assessment (ACTA)
2009	<ul style="list-style-type: none"> • Launch of the Adult Education Network (AEN)
2010	<ul style="list-style-type: none"> • Roll-out of the Diploma in Adult and Continuing Education (DACE) • Launch of 1st Master Programme - Master of Arts in Lifelong Learning in collaboration with Institute of Education, University College London
2011	<ul style="list-style-type: none"> • Set up of the three Research Centres: <ul style="list-style-type: none"> - Centre for Work and Learning - Centre for Skills, Performance and Productivity - Centre for Innovation and Development • Set up of Professional Development Centre, Centre for Workplace Literacy • Launch of 2nd Master Programme in Training & Development with Griffith University
2012	<ul style="list-style-type: none"> • Launch of Training and Adult Education (TAE) Professional Competency Model
2013	<ul style="list-style-type: none"> • Expansion of Continuing Professional Development Programmes
2014	<ul style="list-style-type: none"> • Launch of 3rd Master Programme - Master of Science in Skills & Workforce Development Programme in collaboration with Cardiff University • Spearheaded blended and workplace Learning in CET
2015	<ul style="list-style-type: none"> • Launch of iN.LAB in support of iN.LEARN2020 to drive learning innovations • Launch of 4th Master Programme - Master of Arts in Professional Education (Training and Development) in collaboration with National Institute of Education, Nanyang Technological University • Organised the 9th International Conference on Researching Work and Learning (RWL9)

Year	Milestone
2016	<ul style="list-style-type: none"> • Centralisation of ACTA and DACE delivery solely by IAL • Set up of Professional Development Centre, Centre for Career Development, in support of career and education guidance capability development of practitioners • Collaboration with the Center for Credentialing and Education in Global Career Development Facilitator certification and rollout of Advanced Certification in Career Development Facilitator • Release of the key findings from OECD's Programme for the International Assessment of Adult Competencies (PIAAC) • Endorsement by Research International Advisory Panel on Research Strategy 2016–2020 "Building a Knowledge Base to Anchor Singapore's Future Workforce Development and Lifelong Learning" • IAL is incorporated under SkillsFuture Singapore
2017	<ul style="list-style-type: none"> • Launch of Adult Education Professionalisation • Conferment of inaugural Adult Education Fellows • Recognised inaugural batch of recipients of the SkillsFuture Study Awards for TAE sector • Featured in the World Economic Forum White Paper "Accelerating Workforce Reskilling for the Fourth Industrial Revolution" for playing a pivotal role in developing adult educators • Launch of Workforce Development Applied Research Fund Grant Call • Held the 4th PIAAC International Conference
2018	<ul style="list-style-type: none"> • Set up of Professional Development Centre, Centre for Learning and Performance, to drive workplace learning in TAE and enterprises • Launch of the Industry Transformation Map and Skills Framework for Training & Adult Education • Launch of Learning Enterprise Alliance (LEA) • Launch of Great Place to Learn index in collaboration with Great Place to Work Institute™

List of Programmes in IAL

List of Certificated Programmes

1. WSQ Certificate for Workplace Trainer Programme
2. WSQ Advanced Certificate in Training and Assessment
3. Advanced Certificate in Learning and Performance
4. Certificate in Certified Workplace Learning Specialist Programme
5. WSQ Diploma in Adult and Continuing Education
6. WSQ Specialist Diploma in Advanced Facilitation
7. WSQ Specialist Diploma in Education Quality Management
8. Master of Science in Skills and Workforce Development (Collaboration with Cardiff University)
9. Master of Arts in Professional Education (Collaboration with National Institute of Education)

Categories of Continuing Professional Development Programmes

1. Business Insights
2. Pedagogical Innovation
3. Productivity & Performance
4. Technology-Enabled Learning
5. Workplace Learning

IAL Research Projects (2017-2019)

S/N	Research Project	Synopsis
1	Skills and Learning Study (SLS)	This study follows on from SU2 intended to measure skills changes (e.g. skills indices) across specific sectors, particularly to meet their info needs. It is developed as an extension of SU2 with a bigger sample and comprises of more comprehensive job quality measures compared to its preceding survey. This includes an increase from the five dimensions in SU2 to the eight dimensions in SU3 (Skills and Learning Study, SLS). The extension of the study also allows for the monitoring of lifelong learning culture in Singapore through a lifelong learning index developed by the team.
2	Business Performance and Skills Study (BPSS)	To be conducted triennially, this study investigates the demand side of the skills market in Singapore by surveying commercial establishments on their business strategies, skills utilisation and performance. It provides a new approach to study skills demand via workplace data to identify why and how workplaces demand high skills, paying particular attention to institutional logic (i.e. sectoral environment) that encourages certain business strategies. The first study has been completed in 2017 and planning is underway for the 2 nd reiteration.
3	The Future of Jobs and Skills: Impact of Automation in Singapore	The research seeks to identify future areas of probable automation, with a view to identifying the extent of future job automation in Singapore, its drivers and obstacles, and the likely consequences for the knowledge, skills and abilities demanded in the future Singaporean labour market.
4	TAE landscape in Singapore – characteristics, challenges and policies	This multi-phases project investigates the landscape of the Training and Adult Education (TAE) sector in Singapore. It aims to provide baseline information about the current state of TAE, including the profiles, practices, beliefs and challenges of TAE professionals and providers, as well as

S/N	Research Project	Synopsis
		<p>the impact of government policies and initiatives on their TAE practices and development.</p> <p>The findings from this research project are aimed at better guiding policy and practice, as well as informing the direction for CET research. A set of indicators will be developed as an initial effort to evaluate the current status of TAE sector.</p>
5	<p>Understanding Employment Vulnerability (EV) of Tertiary Graduates in Singapore: Employment Challenges and Career Decisions Over the Life Course</p>	<p>The study aims to better understand how EV affects employment outcomes and career decisions of tertiary graduates in Singapore, and identify archetypes of individuals more/less susceptible to EV.</p>
6	<p>Understanding Adult learners' sense-making to inform pedagogical innovations in blended learning</p>	<p>This study will investigate learners' perspectives to contribute to the following outcomes:</p> <ul style="list-style-type: none"> • provide a deep understanding of curriculum design of blended learning based on current Singapore empirical evidence; • address questions such as the relevance of classroom training to learners' work (IAL, 2016); • recommend some pedagogical practices for relevant stakeholders to facilitate blended learning; • inform policy relating to blended learning; <p>contribute to addressing the research gap in our understanding of how and what happens as learners translate and sense-make in and across blended environments.</p>
7	<p>Innovative learning culture in SMEs</p>	<p>This project seeks to examine how organisational factors such as firm size, business model, management or leadership style and technology, structure and flow of the work and so on, constitute an innovative learning culture, and/or a "learning architecture" that comprises "the organizational mechanism(s), artefacts, and human assets that the organization has constructed over time and which</p>

S/N	Research Project	Synopsis
		contribute to the type and level of learning within the organization”.
8	Dialogical Teaching: Investigating Awareness of Inquiry and Knowledge Co-Construction among Adult Learners Engaged in Dialogic Inquiry	This project is an in-depth study to develop an awareness of the learners’ inquiry process, how they co-construct knowledge and their perception of the experience of dialogical teaching in a classroom setting. This project is deemed to have the potential to impact teaching/training practices where understanding of the dialogical teaching process can provide opportunities for practice and guidance amongst practitioners in a variety of settings from IAL, NIE and other IHLs and the CET sector.