



**INSTITUTE
FOR ADULT
LEARNING**

**Graduate
Programmes**



CONTENTS

- 04** **About the Institute for Adult Learning**
- 06** **10 Good Reasons to Study at Singapore University of Social Sciences**
- 08** **Adult Learning**
(Graduate Diploma)
- 10** **Boundary-Crossing Learning and Leadership**
(Graduate Certificate | Graduate Diploma | Master's)
- 14** **Join Us**

INSTITUTE FOR ADULT LEARNING

The Institute for Adult Learning (IAL), an autonomous institute of the Singapore University of Social Sciences, is the National Centre of Excellence for Adult Learning.

IAL partners with policymakers, enterprises and adult education professionals to strengthen the Training and Adult Education (TAE) sector. IAL advances research to inform TAE policies, promotes skills-first practices, and builds sector capabilities.

Together with efforts to drive innovation in learning technology and pedagogy, IAL enhances adult learning experiences and supports workforce transformation.

DREAM, DARE, DO.

SUSS is a powerhouse of change, unleashing the potential within individuals and propelling them to be impactful change-makers.

Fueled by a deep sense of purpose, their transformations transcend personal growth, enriching not only their lives but also the lives of those around them.

Their unwavering commitment empowers them to conquer challenges, embodying the unstoppable '**Dream, Dare, Do**' spirit of SUSS.

United in action, we dream big, dare greatly, and do what it takes to leave an indelible mark on our learners, industry, and community.

10

Good Reasons to Study at Singapore University of Social Sciences



ONE OF THE SIX
AUTONOMOUS UNIVERSITIES
IN SINGAPORE



HIGH ACADEMIC
STANDARDS



LIFELONG EDUCATIONAL
OPPORTUNITIES



FLEXIBLE AND
SELF-PACED LEARNING



WELL-DESIGNED ONLINE
LEARNING RESOURCES



OVER 47,000
ALUMNI



EXPERIENCED FACULTY
MEMBERS AND
INDUSTRY EXPERTS



FOCUS ON REAL-
WORLD LEARNING



INDUSTRY-RELEVANT
CURRICULA



PRACTICE-ORIENTED
APPROACH

ADULT LEARNING

(Graduate Diploma)



Find out
more

Programme Overview

The Graduate Diploma in Adult Learning (GDALL) offers professionals in the training and adult education sector theoretical knowledge and practical skills to enhance their work quality. The programme covers topics in understanding adult learners, designing learning and assessment, integrating technology into workplace learning, developing learning needs analyses, and measuring quality and evaluation in different learning and working contexts.

Graduates of the GDALL can look forward to implementing with confidence theoretically informed and practical transformations in adult learning contexts. They will be well-positioned to initiate and lead organisational learning, innovation and change, and drive progress in their organisations.

Whom is this for?

This Graduate Diploma programme is designed for:

- Adult educators
- Faculty and leaders of Institutes of Higher Learning
- Learning and Development (L&D) professionals in enterprises
- Other training and adult education sector professionals such as courseware developers, learning consultants, learning tech designers, learning quality managers and learning/ training managers.

Career Prospects

Graduates will have adult learning-related knowledge and skills to apply across a diverse spectrum of careers within the Training and Adult Education (TAE) sector, such as in Institutes of Higher Learning (IHLs) and in Learning and Development (L&D) roles within enterprises. Particularly valuable will be their deep understanding of innovative approaches, techniques and analyses of adult learning needs, design and implementation.

The programme opens doors for individuals seeking to transition into careers within the adult learning field, supporting them in expanding their career options and prospects. Graduates already engaged in these careers will see significant enhancement to their existing work, potentially leading to professional upgrading opportunities.

Programme Structure

To graduate with Graduate Diploma in Adult Learning, students are required to complete 30 credit units (CU) which consists of six compulsory core courses.

The minimum candidature is 1 year, and the maximum candidature is 2 years. All classes are scheduled on Saturdays.

The Graduate Certificate in Innovative Approaches to Adult Learning and Graduate Certificate in Designing Learning for Programmes is stackable towards the Graduate Diploma in Adult Learning (GDALL).

Graduate Certificate in Innovative Approaches to Adult Learning

- Adult Learning, Learners and Their Contexts
- Innovative Design, Facilitation and Assessment of Learning
- Integrating Technology and Workplace Learning



Graduate Certificate in Designing Learning for Programmes

- Understanding and Analysing Learning Needs
- Future-oriented Learning Design
- Quality and Evaluation in Different Contexts

Graduate Diploma in Adult Learning

BOUNDARY-CROSSING LEARNING AND LEADERSHIP

(Graduate Certificate | Graduate Diploma | Master's)



Find out more

Programme Overview

The Master in Boundary-Crossing Learning and Leadership (MBX) is a transdisciplinary programme designed for a rapidly changing world of work. Grounded in Cultural Historical Activity Theory (CHAT), it equips learners to understand how learning, innovation and leadership emerge from the interactions between people, tools and the wider environment. Working professionals today must navigate competing priorities, unite diverse stakeholders and make sense of tensions without clear solutions — all of which require the ability to move across boundaries of expertise, mindset and organisational structure.

MBX stands out by giving learners both the frameworks and hands-on experience to analyse real workplace tensions and design interventions that bridge gaps between roles, teams and sectors. Through dialogues, field-based inquiry and activity system analysis, participants practise working with ambiguity, coordinating across stakeholders and enabling learning-centred change. The programme brings learning, innovation and leadership together in one integrated journey, preparing professionals to lead with clarity, creativity and confidence in complex, evolving workplaces.

Whom is this for?

This Master's programme targets the following:

- Training and Adult Education sector professionals, especially the middle management tier of leaders;
- Adult Educators;
- Learning and Development professionals in enterprises, in particular those who are also organisational change-makers; and
- Faculty and leaders of Institutes of Higher Learning.

Career Prospects

The programme ensures strong industry connections through meaningful engagement with experienced industry mentors and active peer networking during learning sessions. This will set a firm foundation for the rapidly changing work contexts which will call for TAE professionals and leaders, as well as organisational change-makers, to partner stakeholders in government, businesses, unions, human resource and organisation development departments to anticipate further changes, assess their implications and co-create learning and performance interventions to help organisations innovate to stay relevant and competitive, whilst ensuring sustained adaptability and employability of the workforce.

The MBX is thus anticipated to give learners the relevant tools, means and practice opportunities to take on this challenging backdrop, hence preparing them for growth and development in their careers and job roles.

Programme Structure

The Master in Boundary-Crossing Learning and Leadership 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 minimum candidature is 2 years, and the maximum candidature is 4 years. Classes are scheduled on Saturdays. Please refer to our website for the latest schedule.

The two core Graduate Certificates are in Leading Learning, Innovation and Change Across Boundaries and Implementing and Evaluating Innovation, Change and Learning. Learners may then select from the Learning, Innovation and Enterprise Leadership Track or the Adult Learning Track, both of which are made up of two Graduate Certificates each, to complete the Master's programme.

The curriculum is thus designed to effectively build the capacities of aspiring and present leaders of the Training and Adult Education (TAE) sector and/or organisational change-makers to be able to lead boundary-crossing situations in learning and work to collectively spearhead and catalyse organisational learning and change, and seize opportunities for innovation in the new economy.

To achieve this, IAL has designed the teaching and learning strategy through the 6 Principles of Learning Design and Dialogic Inquiry, both pioneering pedagogies developed by and used in IAL, and incorporated an assessment strategy that encapsulates formative, diagnostic, summative and sustainable assessment.

Core Compulsory Courses (Total 30 CU)

Graduate Certificate in Leading Learning, Innovation and Change Across Boundaries

- Problematising Learning, Innovation & Change Across Boundaries
- Leading Innovation and Change Across Boundaries
- Designing Change Across Boundaries



Graduate Certificate in Implementing and Evaluating Innovation, Change and Learning

- Implementing Cross Boundary Change (10 CU)
- Leader as Change Agent



OR

Learning, Innovation and Enterprise Leadership Track (Total 30 CU)

Graduate Certificate in Designing Learning and Innovation

- Pedagogies for Learning and Innovation
- Organisations As Complex Environments and Change
- Supporting Development



Graduate Certificate in Organisational Innovation and Change

- Innovation for Enhancing Work, Services and Products
- Using Data to Support Organisational Change
- Planning for Sustainable Change

Adult Learning Track (Total 30 CU)

Graduate Certificate in Innovative Approaches to Adult Learning

- Adult Learning, Learners and Their Contexts
- Innovative Design, Facilitation and Assessment of Learning
- Integrating Technology and Workplace Learning



Graduate Certificate in Designing Learning for Programmes

- Understanding and Analysing Learning Needs
- Future-oriented Learning Design
- Quality and Evaluation in Different Contexts



Master in Boundary-Crossing Learning and Leadership

Graduate Certificates

LEADING LEARNING, INNOVATION AND CHANGE ACROSS BOUNDARIES



Programme Overview

The Graduate Certificate in Leading Learning, Innovation and Change Across Boundaries (GCLBX) is a 15-credit unit, 16-week programme comprising three courses focusing on problematising cross-boundary change, leading in cross-boundary situations, and designing change across boundaries. The focus of the GCLBX on leading learning innovation and cross-boundary change is based on a dynamic and rapidly evolving external environment, where constant and disruptive shifts, together with the changing nature of work, demand equally rapid and in-depth upskilling.

Graduates will be able to understand and problematise cross-boundary change, lead in cross-boundary situations and design change across boundaries, with an appropriate range of means and tools.

IMPLEMENTING AND EVALUATING INNOVATION, CHANGE AND LEARNING



Programme Overview

The Graduate Certificate in Implementing and Evaluating Innovation, Change and Learning (GCIEX) is a 15-credit unit, 16-week programme comprising two courses focusing on implementing change intervention, analysing intervention outcomes and stakeholder feedback, and learning through self-reflection and experience.

Graduates of the GCIEX will have first-hand experience of delving methodically into an organisational issue for which some actions carry the potential for positive change and impact, setting the planned action in motion, and evaluating it from a variety of angles and perspectives. They will discover their biases, inclinations and strengths when leading change and extract lessons from the experience.

INNOVATIVE APPROACHES TO ADULT LEARNING



Programme Overview

The Graduate Certificate in Innovative Approaches to Adult Learning (GCIAL) is a 15-credit unit, 16-week programme comprising three courses focusing on understanding the practice of adult learning, designing for learning and assessment in the adult learning context, and integrating technology in learning at the workplace.

Graduates of the GCIAL will have a good understanding of major learning theories and their own beliefs and assumptions about adult learners and learning. They will be able to design and facilitate learning and assessment appropriately and relevantly for their adult learners, and draw on technology effectively to support adult learners in the classroom, work settings and online.

DESIGNING LEARNING AND INNOVATION



Programme Overview

The Graduate Certificate in Designing Learning and Innovation (GCDLI) is a 15-credit unit, 16-week programme comprising three courses focusing on learning and developing one's own practice within the workplace, analysing organisations as part of complex ecosystems, and examining the relationship between organisational capability development and the ecosystems in which the organisation functions.

Graduates of the GCDLI will be well-acquainted with contemporary research on workplace learning and supported in uncovering what it means to own and develop their practice. They will create strategies to support learning and innovation relevant to their own settings. They will see their understanding of learning extended beyond the self, and to the organisational level and between organisations, where they will study organisations vis-a-vis their ecosystems and appreciate how inter-institutional relations in the ecosystem support organisational development internally and externally.

DESIGNING LEARNING FOR PROGRAMMES



Programme Overview

The Graduate Certificate in Designing Learning for Programmes (GCDLP) is a 15-credit unit, 16-week programme comprising three courses focusing on understanding learning needs, designing future-oriented learning programmes and analysing quality and evaluation in different learning contexts.

Graduates of the GCDLP will be able to systematically appraise learning needs, the role and influence of stakeholders and the selection of types of data to provide insights in learning needs analyses. They will be able to design a coherent and cohesive learning programme, and to critically discuss and assess quality and evaluation issues in learning programmes.

ORGANISATIONAL INNOVATION AND CHANGE



Programme Overview

The Graduate Certificate in Organisational Innovation and Change (GCOIC) is a 15-credit unit, 16-week programme comprising three courses focusing on innovation in the light of digital transformation, using data analytics for organisational change and planning for sustainable change. The GCOIC encourages learners to consider innovation, learning and change in the context of digital transformation.

Graduates of this Graduate Certificate will not only be able to analyse how decisions driven by digital transformation affect the design and quality of work, or the quality of services and products, but they will also be able to assess the ways in which organisations deal with the challenges. They will collect, analyse and use data in decision making and designing for sustainable change.

JOIN US

Applicants must possess:

- An undergraduate degree or an equivalent qualification from a recognised university.
- Have at least 2 years of working experience.

Applicants will be required to provide a full CV detailing their work experience.

Applicants are also required to submit a personal statement of interest and reasons for choosing this programme in Word Document format (1 Page).

For SUSS graduate programmes that are conducted in the English Language, you must meet the English Language Proficiency Requirement (ELPR)* **if** your undergraduate degree is not awarded by an English-medium university, **or** your undergraduate degree is awarded by an English-medium university but the language of instruction was not English.

** at least an IELTS (Academic) score of 6.5, or a TOEFL score of 580 (paper-based) or 85 (internet-based), or a PTE Academic score of 58, or C1 Advanced score of 180 [score must be obtained within the last 2 years at point of application].*

Applicants with an undergraduate degree that was conducted in English but awarded by a non-English medium university must produce an official letter from the university to certify as such in order to seek waiver of the ELPR requirement.

These programmes are currently unable to take in international students, i.e., you must be a Singapore citizen, permanent resident or a resident in Singapore (e.g., Employment Pass holder) in order to apply for admission.

Please note that all applications are still subject to School review and approval, and that entry is not automatically guaranteed even if one meets the programme's prerequisites.

SUBMITTING YOUR APPLICATION

Applications are to be made online via suss.edu.sg/apply.

You must submit all the required documents together with your admission application. Incomplete applications will not be considered.



Find out more

TUITION FEES

The amount of course fees you pay in each semester depends on the number of courses you take in that semester. The course fees cover all study materials, classes, tutor supervision, assignments and examinations. They do not include fees for textbooks, and other additional items specified by SUSS from time to time.



Find out more

SCHOLARSHIPS AND SPONSORSHIPS

Committed to the promotion of lifelong learning, SUSS offers a number of scholarships and sponsorships to new and continuing students in recognition of their excellent academic achievements, leadership qualities and special talents and contributions.



Find out more

Please visit suss.edu.sg for more details.

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Information is accurate as of June 2026. For the most updated information, please refer to our website.