Learning
Technology

Data
Analytics

Workplace
Learning

Internationalisation

Learning Modes
and Contextualised
Learning Experience

Skills Framework for Training and Adult Education

A Guide to Occupations and Skills

An initiative of

SKILLS *future*

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Contents

About the Skills Framework

The Skills Framework is a SkillsFuture initiative developed for the Singapore workforce to promote skills mastery and lifelong learning. Developed by SkillsFuture Singapore (SSG) together with employers, industry associations, education and training providers, the Skills Framework for Training and Adult Education provides useful information on:

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Sector Information	Career Pathways	Occupations and Job Roles	Existing and Emerging Skills	Training Programmes for Skills Upgrading and Mastery

With the Skills Framework, individuals are equipped to make informed decisions about career choices, as well as take responsibility for skills upgrading and career planning.

Assess Career Interests	Prepare for Desired Jobs	Find Avenues to Close Skills Gaps	Renew, Upgrade and Deepen Skills
• Understand career pathways • Recognise personal attributes required	• Understand skills and competencies required	• Identify relevant training programmes to equip oneself with the required skills and competencies • Participate in on-the-job training opportunities provided by companies	• Plan for career development/ transition • Recognise skills and competencies required for the intended job role • Identify training programmes to upgrade and deepen skills

Training and Adult Education: Charting Growth and Opportunity

- **Training and Adult Education (TAE) is a critical and enabling sector**
  - Supports enterprises in their adoption of SkillsFuture to improve business performance through upskilling and reskilling of their employees, and helps Singaporeans to stay relevant and competitive in the economy.

- **TAE vision**
  - Have a high quality and responsive TAE industry to address skills needs of enterprises and individuals across all industries.

- **Snapshot of current TAE landscape**
  - **Employers**: Over 1,000 training organisations across three Continuing Education and Training (CET) Pillars: Private Training Organisations, Institutes of Higher Learning and In-House Enterprises.
  - **Workforce:** 20,000 TAE professionals, of which 50% are Adult Educators responsible for the design and delivery of training, and remaining 50% are Learning Managers who provide support to ensure the quality of training experience.

- **TAE Industry Transformation**
  - Emphasis on blended learning, which integrates classroom, workplace and technology to enhance learning accessibility, effectiveness and productivity.

Application of the Skills Framework for Training and Adult Education

An effective Adult Educator (AE) is expected to possess both (1) Deep Theoretical Understanding and Practice of Pedagogical Innovation, and (2) Knowledge and Currency in Industry-specific Trends and Developments.

The Skills Framework for Training and Adult Education focuses on the skills and competencies required for training and learning related functions, and is important to be applied with considerations of the other industry Skills Frameworks to address the specific skills requirements for those industries.

Key Statistics

Workforce Size

20,000
TAE Professionals
- 50% AEs, of which 57% are engaged on an adjunct[1] basis.
  50% Learning Managers

Employers

Over 1,000
Training Organisations
- 98% Small and Medium-sized Enterprises (SMEs)

Manpower Profile

- 94% Professionals, Managers and Executives (PMEs) and 6% Non-PMEs. 95% Localisation rate

Source: Training and Adult Education (TAE) Industry Transformation Map

[1] An Adjunct AE is someone engaged on part-time/contract basis and may hold a domain-specific industry position (Industry Practitioner) or not.

Future Developments

With SkillsFuture driving higher training participation and greater focus on quality of delivery, there is a need to build a high quality and responsive TAE ecosystem to support workforce development efforts in Singapore. Technological disruptions have accelerated the pace of change. TAE professionals need to be responsive to such changes, stay up-to-date in their domain knowledge and keep abreast of new developments to ensure the relevance of their skills and knowledge. TAE providers need to leverage technology for new distribution and learning methods. With increasing emphasis on workplace training, the TAE community would also need to partner business leaders and HR professionals to co-create effective learning solutions to address business performance gaps, helping organisations to transform and remain competitive in the new economy.

EMERGING TRENDS

Learning Technology
Integrate technology into learning design and delivery to create optimum learning experience (e.g. Augmented Reality (AR), Virtual Reality (VR))

Data Analytics
Collect and analyse data to develop more effective and contextualised learning experience

Workplace Learning
Develop bespoke learning interventions, which solve specific business performance gaps

Learning Modes and Contextualised Learning Experience
Integrate different learning modes to facilitate knowledge and skill transfer more effectively

Internationalisation
Explore overseas growth to create more business and job opportunities

A career in the Training and Adult Education (TAE) profession provides diverse opportunities to individuals seeking rewarding and enriching careers. If you enjoy the challenges of enabling human capital development to help businesses succeed in their next phases of growth, this profession offers opportunities to develop your passion and grow your career.

As the sector continues to transform, these are some examples of skills in demand now and in the near future. Those seeking successful careers in the TAE sector can set themselves apart by developing these attributes and acquiring these skills in demand.

DESIRED ATTRIBUTES

Adaptable
Influences and manages diverse groups of stakeholders and learners, and being resourceful and resilient when responding to dynamic operational environments and challenges
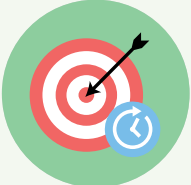
Passion for Lifelong Learning
Willingness to take ownership for sustaining and improving the quality of own professional practice with the aim to deliver innovative learning experiences, which encourage meaningful learner development

Business-Oriented
Drives business performance and growth with an understanding of industry and human capital developments and needs

Professionalism
Demonstrates professional conduct and adherence to code of ethics in maintaining integrity and establishing credibility when interacting with stakeholders and learners, and handling sensitive data

Future-Oriented
Exhibits traits of a forward-thinker in seeking opportunities to grow, innovate and anticipate future priorities
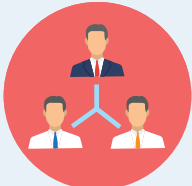
SKILLS IN DEMAND
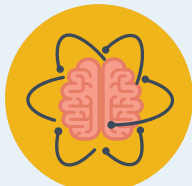
Learning Technology
• Emerging Technology Synthesis
• Learning Technology Design
• User Interface Design

Workplace Learning
• Learning Solution Design
• Organisational Impact Analysis
• Workplace Learning Delivery
• Workplace Performance Diagnosis

Learning Modes and Contextualised Learning Experience
• Learning Experience Delivery
• Learning Mode Design
• Technology-enabled Learning Delivery

Learners Support
• Group Dynamics Facilitation
• Coaching and Mentoring

Data Analytics
• Organisational Impact Analysis
• Research Data Analysis

Business Acumen
• Business Environment Analysis
• Business Opportunities Development

A skilled workforce is essential in sustaining Singapore's global competitiveness. There is a wide range of initiatives and schemes available to both individuals and employers to promote skills acquisition and upgrading.

FOR INDIVIDUALS

Adult Education Network (AEN)

With challenges of increasing competition, evolving skills, and advancements in technology confronting the TAE sector, TAE professionals of today need to stay connected and keep abreast of change.

The AEN is a membership community, which aims to nurture TAE professionals as contributing enablers to national initiatives such as the SkillsFuture movement.

There are more than 7,000 members in the TAE sector. Connect with like-minded TAE professionals through www.ial.edu.sg/aen.

Adult Education Professionalisation (AEP)

AEs are important enablers of performance for human capital across all sectors of Singapore's economy, developing and deepening skills of Singaporeans for future success.

AEP aims to raise the professional standards of AEs and recognises AEs for their continuing efforts in pursuing both pedagogic and professional excellence. Depending on one's specialisation and skills mastery, the AEP offers tiered recognition at the Associate Adult Educator (AAE) and Specialist Adult Educator(SAE) levels. For more information, visit www.ial.edu.sg/aep.

SkillsFuture Credit

Credit of $500 for all Singapore Citizens aged 25 and above to defray costs for a wide range of skills-related courses to encourage skills development and lifelong learning.

SkillsFuture Fellowships

Monetary award of $10,000 to recognise Singapore Citizens with deep skills, who are champions of lifelong learning, and committed to contributing to the skills development of others.

SkillsFuture Mid-Career Enhanced Subsidy

Singaporeans aged 40 and above will receive higher subsidies of up to 90% of course fees for over 8,000 SSG-supported courses and at least 90% of programme cost for Ministry of Education-subsidised full-time and part-time courses.

SkillsFuture Qualification Award

This award encourages Singapore Citizens to attain full Singapore Workforce Skills Qualifications, which equip them with comprehensive and robust sets of skills to perform their jobs competently, pursue career progression and explore new job opportunities.

FOR INDIVIDUALS

SkillsFuture Series

Targeted at Singaporeans who are keen to either gain a basic understanding or deepen their skills in eight emerging areas*, the SkillsFuture Series comprises training programmes across three proficiency levels, Basic, Intermediate and Advanced. Adult learners of different skills proficiency and industry background can benefit from the SkillsFuture Series. Individuals will receive 70-90% course fee subsidy depending on eligibility.

*Eight emerging areas are: Data Analytics, Cybersecurity, Advanced Manufacturing, Urban Solutions, Finance, Tech-enabled Services, Digital Media and Entrepreneurship

SkillsFuture Study Award

A monetary award of $5,000 for adults in their early and mid-career to develop and deepen their skills in future economic growth sectors.

Take Your Career Further

FOR INDIVIDUALS AND EMPLOYERS

Centre for Learning and Performance (CLaP)

CLaP, a practice-based and applied research centre of the Institute for Adult Learning (IAL), aims to develop organisation capability in workplace-based learning, and promote individual and enterprise performance. Through strategic partnerships with enterprises and education institutions as well as capability-building initiatives for training and adult education (TAE) practitioners, CLaP aims to develop evidence-informed models, case studies and tools. Enterprises can also access consultancy support to implement performance-centric and sustainable workplace-based learning solutions to promote enhanced productivity, employee engagement and tap on work-learn programmes. Complimentary workplace learning tools and resources are also available on learningatwork.ial.edu.sg.

MySkillsFuture

MySkillsFuture is a one-stop online portal that enables Singaporeans to chart their own career and lifelong learning pathways. Users can access various resources related to education and skills training, and to search for relevant training programmes.

Career Matching Services

Individuals can access a wide range of career advisory services and resources at WSG's Careers Connect and NTUC's e2i career centres. These include professional guidance from certified Career Coaches as well as career events and workshops.

Career Support Programme (CSP)

Singapore Citizens, Professionals, Managers, Executives and Technicians (PMETs) who are made redundant and/or unemployed and actively looking for jobs for six months or more can take on new jobs paying $3,600 or more with training to help them settle into the new job.

Companies can receive up to $42,000 in salary support for up to 18 months when they hire eligible PMETs who are retrenched and/or unemployed for six months or more, in jobs that pay at least $3,600.

MyCareersFuture

MyCareersFuture.sg is a portal which aims to provide Singaporean jobseekers with a fast and smart search service to match them with relevant jobs, based on the jobseekers' skills and competencies. The portal enables Singaporeans to be more aware of the skills they possess, and connect them to relevant jobs based on their current skills and competencies. It also highlights jobs which are eligible for government support through WSG's Adapt and Grow programmes.

Initiatives and Schemes by:

■ SkillsFuture Singapore   ■ Workforce Singapore

Now that you have some idea of what a career in the Training and Adult Education (TAE) industry can offer and the available government initiatives and schemes to support your career goals, you are ready to take the next step!

NEW ENTRANTS

Use the Skills Framework for TAE to find out about careers in the sector
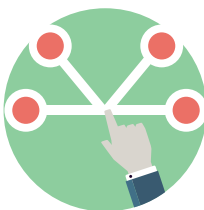
UNDERSTAND the career pathways and the attributes needed to take on a particular occupation in the sector

UNDERSTAND the skills and competencies required for the job role and identify relevant training programmes to help you become a qualified personnel

EXPERIENCED PROFESSIONALS

Use the Skills Framework for TAE to find out how to chart your career

PLAN for vertical career progression within the track that you are currently in, or for lateral career moves across the tracks

IDENTIFY skills gaps that you are lacking in your current or next job role

IDENTIFY relevant training programmes

TRAINING PROGRAMMES

Programmes that equip new entrants with skills and knowledge for specific occupations in the sector at their respective entry levels

Programmes for experienced employees or individuals to broaden or deepen specific skills and knowledge for various occupations in the sector

Embark on your career in the TAE industry

Lifelong learning for skills deepening to meet existing and emerging demands of the sector

Adult Education

The Adult Education track comprises job functions in learning design, curriculum development, learning facilitation, assessment of learning competence, learning technology integration, and providing consultancy and advisory services to drive business performance.

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Learning Management

The Learning Management track comprises job functions in the management and support of learning programmes, systems and technology management and implementation; quality assurance of learning programmes and driving business development.

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Workplace Learning Specialist

Millie Lee
Institute for Adult Learning

NURTURING THE LOVE OF LEARNING

As a workplace learning specialist, Millie Lee has varying responsibilities. She assists small and medium-sized enterprises in designing and implementing various workplace learning interventions. She also plays coach to new colleagues undertaking their certification programme. In addition, she is actively involved in the Institute for Adult Learning's research projects on topics related to workplace learning and assessment.

Recently, Millie noticed a growing number of projects done in partnership with the Institutes of Higher Learning (IHLs) to better prepare individuals for the workforce of the future. "Enhanced partnership with IHLs facilitates more seamless application of learning at educational institutions, workplaces and the spaces between. Enterprises benefit from work-ready graduates who require less additional training or re-training," she explains.

Millie also has to deal with many unexpected situations due to the dynamic changes and constraints by different people and the environment. She finds getting buy-in from various stakeholders challenging as they often undermine the value of workplace learning on their organisational performance. However, she takes it in her stride as workplace learning is a relatively new blended learning approach, unlike the traditional classroom training.

Millie foresees a need for more talent in the Training and Adult Education sector, especially since more people want to stay employable till an older age. She shares that those who are keen on joining this industry should possess a strong passion in developing people, a high capacity to learn and a willingness to take risks for continuous improvement.

Just as how Millie benefits from the access to a wide range of professional development programmes highlighted through the Skills Framework, she believes it can help others in their career progression too. "The Skills Framework shows in detail the skill sets required for each emerging job role and what roles are more suitable with your current skills. It also presents skills which you can develop, so as to meet the needs of new trends or directions of the industry," she says.

> " The Skills Framework shows in detail the skill sets required for each emerging job role, and also presents skills which you can develop, so as to meet the needs of new trends or directions of the industry. "

Senior Cabin Crew Executive

Carolyn Huang
Singapore Airlines

INSPIRING A HIGH-FLYING LEARNING SPIRIT

Even when she was a cabin crew, Carolyn Huang facilitated classes for new trainees on days that she was not rostered for flights because she enjoyed sharing and imparting knowledge with others. Hence, it came as no surprise that she decided to continue working on the ground after 10 years of flying.

Currently an in-house trainer at Singapore Airlines, Carolyn designs curriculum for the courses that she facilitates. "To support the company's belief in continuous learning and self-improvement, I also research new teaching methodologies and explore the use of technologies such as online learning platforms and virtual reality (VR)," she elaborates.

Carolyn highlights that being a cabin crew can be very demanding and it takes time and effort to ensure crew are well-trained. Besides company and product knowledge, trainers like her are also required to equip the trainees with service delivery and passenger-handling skills, while being role models themselves. She frequently includes role-play exercises in her curriculum to simulate a more realistic learning environment.

Over the years, Carolyn has adopted different training approaches and utilised new technologies to develop curriculum that is effective, comprehensive and fun for her students.

Having witnessed the learning landscape evolve from theory-centric training to one which emphasises on hands-on practice and interactivity, Carolyn understands the importance of making learning more realistic for it to be effective. She foresees a future where the classroom is brought to the learners through VR, where training becomes 'borderless' and readily accessible.

Carolyn encourages learners to take charge of their own learning, and finds the Skills Framework particularly useful in that aspect. "The Training and Adult Education sector requires open-mindedness and receptivity to new ideas. With the Skills Framework providing a broad perspective of the career pathways, we can identify competencies that we are lacking, and consequently build our skills capabilities to upgrade ourselves," Carolyn stresses.

> " With the Skills Framework providing a broad perspective of the career pathways, we can identify competencies that we are lacking, and consequently build our skills capabilities to upgrade ourselves. "

Learning Specialist

Dr Parveen Sandhu
Surge Consulting Pte Ltd

GROWING PROFESSIONALLY WHILE TEACHING OTHERS

A passion for connecting with people from different walks of life to share learning experiences led Dr Parveen Sandhu to design and facilitate customised learning solutions at Surge Consulting.

In her everyday work, she helps professionals to deliver their best more effectively. Her approach to learning is not about ticking a box to score a qualification. Rather, Dr Parveen believes it should be human-centred and always begin with personal motivation.

Dr Parveen acknowledges that people are all different and have diverse needs. So she works on getting participants to engage in meaningful tasks, reflect, discuss and expand their ways of thinking. "I ask questions to get us started. I know we are in good space when my learners step into the driving seat and ask deep authentic questions. This means they are connecting with the learning and that our discussions can make a huge difference to what happens thereafter."

The target is always meaningful insights that will lead to mindset shifts. In collaborating with her clients, she finds herself constantly learning – both in content and facilitation design and delivery.

In the next phase of her work, Dr Parveen is gearing up for more industry transformation by tapping on bite-sized, technology-supported learning experiences. She recognises that digitalisation will be a game-changer to lifelong learning. "Certainly, it is a disrupter to the way we learn yet holds huge promise in terms of what it can offer our industry." However, Dr Parveen points out, "To design learning solutions that really work, the industry has to discern between tech-enabled 'noise' that generates weak learning and quality tech-supported learning that is sensitive to what we need in a digital world."

Dr Parveen encourages fellow Adult Education professionals to refer to the Skills Framework for the diverse roles available and the depth of skills required. "The Skills Framework defines the competencies necessary to stay relevant in your present and future jobs. Use it as a means to navigate your desired professional future. If a role appeals to you, search for the corresponding skills to plan for skills upgrading, then enrol for the relevant courses to begin your chosen pathway."

> **The Skills Framework defines the competencies necessary to stay relevant in your present and future jobs. Use it as a means to navigate your desired professional future.**

Learning Facilitator

JOB ROLE DESCRIPTION

The Learning Facilitator delivers learning products and services in a variety of environments, using multiple learning delivery modes and methods. He/She assesses learning needs and adapts the facilitation approach to reflect desired learning outcomes and learner needs. He is responsible for knowledge and skills transfer by delivering learning content, facilitating group discussions and responding to queries. He drives learner development and commitment to continuous learning by actively providing feedback and learner support. He evaluates curriculum effectiveness and recommends improvement areas by collecting learner feedback as well as analysing learning delivery approaches and materials.

He is a strong communicator who builds trusted relationships and creates a cooperative and engaging learning environment. He is adaptable and adept at managing multiple stakeholders.

He works in multiple different environments, including different learning venues and client sites, and regularly interacts with digital systems.

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Assess learning needs	• Engage stakeholders to understand desired learning outcomes and business objectives • Collect data to facilitate learner profile and learning needs analyses • Assess learning environment constraints to inform learning delivery approaches • Conduct learning delivery mode feasibility analyses to inform learning delivery approaches • Compile learner profile and learning needs analysis report
	Facilitate learning	• Prepare lesson plans in line with client stakeholder requirements and learner needs • Analyse courseware materials to ensure alignment with learner needs • Facilitate learning across multiple delivery modes in line with lesson plans • Deliver lesson content and coursework to learners in line with lesson plans • Facilitate group discussions for learners • Attend to learner enquiries related to learning programmes and skills application • Provide feedback and ongoing support to learners
	Evaluate curriculum effectiveness	• Collect feedback from learners and stakeholders • Implement processes to analyse effectiveness of learning delivery methods and materials • Analyse assessment data to identify learning gaps and performance issues • Collect data to assess impact of curriculum and services on learner's performance • Implement review processes to assess compliance with organisation's quality assurance policies • Report potential improvement areas based on analyses against objectives and performance standards
	Manage stakeholders	• Analyse stakeholder needs and priorities • Establish long-term stakeholder relationships • Implement stakeholder management strategies to drive collaboration • Manage stakeholder expectations and feedback
	Manage vendors	• Design vendor requirements specification • Manage vendor selection processes • Assess vendor performance and adherence to service level standards • Cultivate strong relationships with vendors • Manage contractual and performance issues with existing vendors

Learning Facilitator

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Accreditation Structure Management	Level 4	Communication	Advanced
	Assessment Design and Implementation	Level 3	Interpersonal Skills	Advanced
	Behaviour Change Facilitation	Level 4	Developing People	Intermediate
	Business Negotiation	Level 3	Managing Diversity	Intermediate
	Coaching and Mentoring	Level 3	Creative Thinking	Intermediate
	Competency Framework Development	Level 3		
	Contract Development and Management	Level 3		
	Customer Relationship Management Operations	Level 3		
	Data Collection and Preparation	Level 3		
	Data Management	Level 2		
	Group Dynamics Facilitation	Level 4		
	Learner Profile Analysis	Level 3		
	Learning Experience Delivery	Level 3		
	Learning Experience Evaluation	Level 4		
	Learning Mode Design	Level 4		
	Learning Needs Analysis	Level 3		
	Learning Space Design	Level 4		
	Organisational Impact Analysis	Level 3		
	Partnership Management	Level 3		
	Project Management	Level 3		
	Reflective Practice	Level 3		
	Research Data Analysis	Level 3		
	Skills Framework Adoption	Level 3		
	Stakeholder Engagement and Management	Level 4		
	Talent Capability Assessment	Level 3		
	Technology-Enabled Learning Delivery	Level 3		
	Vendor Management	Level 3		
	Workplace Learning Delivery	Level 3		

Assessor

JOB ROLE DESCRIPTION

The Assessor is responsible for conducting assessments which measure learner competence and development, and managing the award of certifications and accreditations. He/She facilitates data collection and analysis, using this to measure learner competence and development, and establish overall trends and performance gaps. He also provides inputs on the overall effectiveness of the curriculum to facilitate continuous improvement.

He is analytical and meticulous in nature, with a strong focus on excellence. He maintains impartiality and is able to adapt to different environments and deadlines.

He typically works in learning venues and may also work from different client sites. He regularly interacts with digital systems.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Conduct assessments	• Prepare assessment process implementation plan • Communicate assessment process to learners in line with implementation plan • Administer assessment materials to learners in line with implementation plan • Consolidate assessment data in line with data management processes • Analyse assessment data to compile overall and individual reports
	Manage accreditation and certification processes	• Review courseware materials to assess compliance with internal and external accreditation and certification requirements • Implement quality assurance policies and systems to ensure alignment with internal and external requirements • Analyse assessment data and outcomes to evaluate accreditation and certification eligibility • Identify process improvements in internal and external accreditation and certification processes
	Evaluate curriculum effectiveness	• Engage learners and stakeholders to collect feedback on assessment processes and materials • Implement processes to analyse effectiveness of assessment processes and materials • Analyse assessment data to identify learning gaps and performance issues • Report potential improvement areas based on analysis against objectives and performance standards

Assessor

	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
SKILLS AND COMPETENCIES	Accreditation Structure Management	Level 4	Communication	Intermediate
	Assessment Design and Implementation	Level 3	Decision Making	Advanced
	Data Collection and Preparation	Level 3	Problem Solving	Intermediate
	Data Management	Level 3	Sense Making	Intermediate
	Innovation Management	Level 4	Interpersonal Skills	Intermediate
	Learning Experience Evaluation	Level 4		
	Reflective Practice	Level 3		
	Research Data Analysis	Level 3		
	Stakeholder Engagement and Management	Level 3		
	Talent Capability Assessment	Level 3		

Courseware Developer

JOB ROLE DESCRIPTION

The Courseware Developer conducts research and develops learning materials. He/She develops courseware materials based on curriculum objectives and assessment of learning needs. He also develops the learner user experience journey analysing the appropriate learning delivery modes as well as identifying opportunities to integrate learning technology and systems. He designs assessment processes, manages accreditation and certification processes, and identifies opportunities to enhance curriculum effectiveness.

He is creative, analytical and aims to drive innovation. He is detail-oriented and has excellent critical thinking and research skills. He is resourceful and collaborates effectively with stakeholders across the organisation.

He typically works in an office environment and regularly interacts with digital systems.

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Assess learning needs	• Engage stakeholders to understand desired learning outcomes and business objectives • Analyse client's learning philosophy and processes • Collect data to facilitate learner profile and learning needs analyses • Assess client's business operating environment and industry context • Compile learner profile and learning needs analysis report
	Drive innovation and research	• Analyse emerging research trends and methodologies • Conduct literature reviews to facilitate analysis of research hypotheses • Deploy qualitative and quantitative research methods to analyse defined research hypotheses • Develop research finding reports to respond to defined research hypotheses • Identify innovation and research application opportunities
	Design curriculum and courseware materials	• Develop courseware development plans in alignment with curriculum design specifications • Develop user experience journeys for learners to facilitate achievement of learning experience objectives • Identify potential learning delivery modes to facilitate achievement of learning experience objectives • Assess potential opportunities to integrate learning technology and systems with curriculum • Develop courseware materials based on analyses of curriculum objectives and specifications • Analyse curriculum objectives to define assessment criteria and module breakdowns • Determine appropriate assessment metrics, models and methods based on analyses of curriculum objectives and specifications • Develop content for assessment materials and tools
	Manage accreditation and certification processes	• Conduct research to understand current and emerging accreditation policies and requirements • Analyse potential accreditation and certification opportunities for curriculum • Collaborate with internal and external stakeholders to understand accreditation and certification requirements • Determine appropriate accreditation and certification approaches and models • Review courseware materials and assessments to evaluate compliance with internal and external accreditation and certification requirements • Implement organisation's quality assurance policies and systems to ensure alignment with internal and external requirements

Courseware Developer

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Evaluate curriculum effectiveness	• Collect curriculum feedback from internal and external stakeholders • Analyse data to assess curriculum take-up rates and attendance and completion rates • Evaluate outcomes of learner assessments to identify learning and performance gaps and trends • Implement review processes to assess compliance with organisation's quality assurance policies • Report potential improvement areas based on analyses against objectives and performance standards
	Manage stakeholders	• Analyse stakeholder needs and priorities • Establish long-term stakeholder relationships • Implement stakeholder management strategies to drive collaboration • Manage stakeholder expectations and feedback
	Manage vendors	• Design vendor requirements specification • Manage vendor selection processes • Assess vendor performance and adherence to service level standards • Cultivate strong relationships with vendors • Manage contractual and performance issues with existing vendors

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Accreditation Structure Management	Level 4	Creative Thinking	Advanced
	Assessment Design and Implementation	Level 4	Communication	Advanced
	Business Environment Analysis	Level 3	Transdisciplinary Thinking	Advanced
	Business Innovation	Level 4	Sense Making	Intermediate
	Business Negotiation	Level 3	Computational Thinking	Advanced
	Competency Framework Development	Level 4		
	Contract Development and Management	Level 3		
	Curriculum Design	Level 4		
	Customer Relationship Management Operations	Level 3		
	Data Collection and Preparation	Level 4		
	Data Management	Level 3		
	Emerging Technology Synthesis	Level 3		
	Innovation Management	Level 4		
	Knowledge Management	Level 3		
	Learner Profile Analysis	Level 4		
	Learning Experience Evaluation	Level 4		
	Learning Mode Design	Level 4		
	Learning Needs Analysis	Level 4		
	Learning Space Design	Level 4		
	Market Research	Level 3		
	Networking	Level 3		
	Partnership Management	Level 3		
	Project Feasibility Assessment	Level 4		
	Quality Assurance Management	Level 4		
	Reflective Practice	Level 3		
	Research Data Analysis	Level 4		
	Research Design	Level 4		
	Research Findings Communication	Level 3		
	Research into Professional Practice Translation	Level 4		
	Skills Framework Adoption	Level 4		
	Stakeholder Engagement and Management	Level 4		
	Talent Capability Assessment	Level 4		
	Vendor Management	Level 3		

# Learning Technology Designer

JOB ROLE DESCRIPTION

The Learning Technology Designer develops learning technology prototypes to identify potential integration opportunities. He/She assesses learning needs to effectively integrate learning technology innovations which enhance the learner experience. He drives innovation and research by identifying emerging technology applications and develops roadmaps for technology implementation. He analyses data to evaluate the effectiveness of learning technology and systems, identifying improvement opportunities.

He is analytical and creative. He is collaborative, a strong communicator and effective at managing stakeholders across the organisation. He has a digital mindset and is passionate about driving digital adoption and integration.

He typically works in an office environment and is at ease operating with learning technologies.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Assess learning needs	• Engage stakeholders to understand desired learning outcomes and business objectives • Analyse client's learning philosophy and processes • Collect data to facilitate learner profile and learning needs analyses • Assess client's business operating environment, industry context and emerging learning technologies • Analyse client's current approach to learning technology implementation • Assess client's and learners' digital readiness to inform recommendations of learning technology application • Report impact of learner profile and learning needs analyses on learning technology applications
	Drive innovation and research	• Analyse emerging industry applications of learning technology • Build networks with industry partners and vendors to collect insights on emerging learning technology • Create roadmaps outlining potential applications of learning technology to drive learning outcomes and business objectives • Promote digital innovations and research findings across the organisation
	Develop learning technology	• Analyse the learner experience to identify potential learning technology integration opportunities • Design learning technology prototypes based on analyses of client requirements and learning objectives • Design desired learning technology user experience and interface to facilitate achievement of learning experience objectives • Conduct feasibility and performance assessments for learning technology prototypes • Conduct user testing for learning technology prototypes • Refine learning technology prototypes to incorporate outcomes of assessments and testing • Integrate data measurement and tracking capabilities into learning technology • Develop implementation plans for learning technology integration

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS		
	Evaluate effectiveness of learning technology	• Define measurement metrics to assess effectiveness of learning technology • Collect learning technology usage and performance data • Collect end-user and stakeholder feedback for learning technology • Implement review processes to assess compliance with the organisation's quality assurance policies • Analyse qualitative and quantitative data to assess effectiveness of learning technology against desired learning outcomes and business objectives • Identify potential technology improvement and innovation opportunities to drive learning outcomes and business objectives
	Manage stakeholders	• Analyse stakeholder needs and priorities • Establish long-term stakeholder relationships • Implement stakeholder management strategies to drive collaboration • Manage stakeholder expectations and feedback
	Manage vendors	• Design vendor requirements specification • Manage vendor selection processes • Assess vendor performance and adherence to service level standards • Cultivate strong relationships with vendors • Manage contractual and performance issues with existing vendors

Learning Technology Designer

SKILLS AND COMPETENCIES	**TECHNICAL SKILLS AND COMPETENCIES**		**GENERIC SKILLS AND COMPETENCIES (TOP 5)**	
	Business Environment Analysis	Level 3	Creative Thinking	Advanced
	Business Innovation	Level 4	Digital Literacy	Advanced
	Business Negotiation	Level 3	Computational Thinking	Advanced
	Business Risk Assessment	Level 3	Communication	Intermediate
	Contract Development and Management	Level 3	Problem Solving	Intermediate
	Data Collection and Preparation	Level 3		
	Data Management	Level 3		
	Emerging Technology Synthesis	Level 4		
	Innovation Management	Level 4		
	Knowledge Management	Level 3		
	Learner Profile Analysis	Level 4		
	Learning Experience Evaluation	Level 4		
	Learning Mode Design	Level 4		
	Learning Needs Analysis	Level 4		
	Learning Technology Design	Level 4		
	Market Research	Level 3		
	Networking	Level 3		
	Partnership Management	Level 3		
	Project Feasibility Assessment	Level 4		
	Project Management	Level 3		
	Research Data Analysis	Level 4		
	Research into Professional Practice Translation	Level 4		
	Stakeholder Engagement and Management	Level 4		
	Software Testing	Level 3		
	System Integration	Level 4		
	User Interface Design	Level 4		
	Vendor Management	Level 4		

Learning Consultant/Learning Solutionist

JOB ROLE DESCRIPTION

The Learning Consultant/Learning Solutionist provides consultancy and advisory services on learning solutions and interventions. He/She liaises and collaborates with various stakeholders to understand critical requirements and objectives so as to diagnose workplace performance gaps and evaluate learning opportunities. He then designs and implements bespoke learning solutions and interventions to drive business results, workplace performance improvement and behaviour change. He evaluates the impact and effectiveness of learning solutions and interventions, and develops long-term implementation plans. He manages and fosters relationships with stakeholders and vendors to ensure effective, sustainable implementation.

He is creative, analytical and adept at forming connections between performance gaps and learning solutions and interventions. He enjoys solving problems and has excellent critical thinking skills. He is highly adaptable to different environments and has excellent interpersonal, change management and communication skills. He has strong business acumen and is results-oriented. He manages multiple stakeholders and builds strong relationships and robust business networks.

He works in multiple different environments, including different learning venues and client sites, and regularly interacts with digital systems.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	**CRITICAL WORK FUNCTIONS**	**KEY TASKS**
	Conduct workplace performance diagnosis	• Conduct research to assess client's organisation and industry context • Review client's organisational policies and processes to assess environment • Engage key stakeholders to understand overall business and performance objectives • Conduct root cause analyses to identify performance gaps and opportunities • Conduct learner profile and learning needs analyses • Create workplace performance diagnosis report to define performance and learning gaps and opportunities
	Design learning solutions and interventions	• Engage stakeholders to set overall learning and performance objectives • Determine appropriate learning delivery mode to facilitate achievement of learning objectives • Conduct feasibility and return on investment analyses to inform learning solution and intervention design • Propose learning solutions and interventions to drive performance improvement and behaviour change • Identify potential learning technologies and systems to support implementation of learning solutions and interventions • Develop methods and materials to assess learner progress and competence • Define success metrics and performance measures based on analysis of client's objectives and learning solution and intervention specifications
	Drive implementation of learning solutions and interventions	• Develop implementation and communication plans for proposed learning solutions and interventions • Engage stakeholders to gain buy-in ahead of implementation of learning solutions and interventions • Conduct learning solution and intervention trials in line with implementation plan • Incorporate feedback and outcomes of learning solution and intervention trials • Facilitate performance improvement and behaviour change through the implementation of learning solutions and interventions • Implement strategies to manage learner development during the implementation of learning solutions and interventions • Manage issues which arise during the implementation of learning solutions and interventions • Implement learner and performance assessment methods and materials during the implementation of learning solutions and interventions

Learning Consultant/Learning Solutionist

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS

Evaluate impact and effectiveness of learning solutions and interventions
- Conduct assessments to measure learner progress and performance
- Review feedback from learners and external stakeholders on the impact and effectiveness of learning solutions and interventions
- Conduct organisational impact analyses to measure achievement of client objectives
- Develop evaluation report to measure implementation outcomes of learning solutions and interventions against success metrics
- Develop long-term implementation plans to support sustained performance improvements
- Communicate outcomes and long-term recommendations to client stakeholders

Manage stakeholders
- Analyse stakeholder needs and priorities
- Establish long-term stakeholder relationships
- Implement stakeholder management strategies to drive collaboration
- Manage stakeholder expectations and feedback

Manage vendors
- Design vendor requirements specification
- Manage vendor selection processes
- Assess vendor performance and adherence to service level standards
- Cultivate strong relationships with vendors
- Manage contractual and performance issues with existing vendors

SKILLS AND COMPETENCIES

TECHNICAL SKILLS AND COMPETENCIES

Assessment Design and Implementation	Level 4
Behaviour Change Facilitation	Level 5
Business Environment Analysis	Level 5
Business Innovation	Level 4
Business Negotiation	Level 4
Business Opportunities Development	Level 3
Business Risk Assessment	Level 3
Change Management	Level 5
Coaching and Mentoring	Level 4
Competency Framework Development	Level 4
Contract Development and Management	Level 4
Curriculum Design	Level 4
Customer Relationship Management Operations	Level 4
Data Collection and Preparation	Level 4
Data Management	Level 4
Emerging Technology Synthesis	Level 4
Group Dynamics Facilitation	Level 5
Innovation Management	Level 5
Learner Profile Analysis	Level 4
Learning Experience Delivery	Level 4

GENERIC SKILLS AND COMPETENCIES (TOP 5)

Problem Solving	Advanced
Communication	Advanced
Interpersonal Skills	Advanced
Sense Making	Intermediate
Decision Making	Intermediate

SKILLS AND COMPETENCIES

Learning Experience Evaluation	Level 5
Learning Mode Design	Level 5
Learning Needs Analysis	Level 4
Learning Solution Design	Level 4, Level 5
Learning Space Design	Level 5
Learning Strategy Development	Level 5
Market Research	Level 4
Networking	Level 4
Operational Excellence	Level 4
Organisational Impact Analysis	Level 4
Partnership Management	Level 4
Project Feasibility Assessment	Level 5
Project Management	Level 5
Reflective Practice	Level 4
Research Data Analysis	Level 5
Research into Professional Practice Translation	Level 4
Skills Framework Adoption	Level 4
Stakeholder Engagement and Management	Level 5
Talent Capability Assessment	Level 4
Technology-Enabled Learning Delivery	Level 4
Workplace Learning Delivery	Level 4
Workplace Performance Diagnosis	Level 4, Level 5
Vendor Management	Level 4

Curriculum Lead

JOB ROLE DESCRIPTION

The Curriculum Lead oversees the development of curriculum and courseware materials to drive learning experience excellence. He/She is responsible for designing curriculum specifications and overseeing the development of courseware materials. He evaluates overall curriculum effectiveness and recommends improvement areas. He leads teams that are responsible for the creation of learning curriculum, services and technology. He also drives innovation and research by prioritising research areas and recommending potential research applications. He manages and fosters relationships with stakeholders and vendors to ensure seamless integration and implementation of learning curriculum, systems and technologies.

He is forward-thinking, creative and champions innovation. He is able to communicate clearly and effectively allocates resources and manages workloads across teams. He is able to prioritise and evaluate short and long-term outcomes and needs. He manages stakeholders across the organisation and fosters a collaborative team environment.

He typically works in an office environment and regularly interacts with digital systems.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Drive innovation and research	• Build strong relationships across the academic and industry community to understand emerging adult learning needs • Evaluate market demand and industry landscape to inform research and innovation priorities • Define research priorities and hypotheses based on business objectives and industry analyses • Oversee conduct of literature reviews to facilitate analysis of research hypotheses • Devise best practice research processes and methods to be implemented across the organisation • Synthesise outcomes of research findings reports • Recommend applications of innovations and research across the organisation • Present outcomes of research and innovation projects across organisation and industry
	Design curriculum and courseware materials	• Engage stakeholders to define needs and curriculum objectives • Create curriculum design specifications based on analyses of curriculum objectives to guide development of courseware materials • Define desired user experience journeys for learners based on analyses of learning experience objectives • Evaluate appropriate learning delivery modes to facilitate achievement of learning experience objectives • Recommend potential applications of learning technology and systems to facilitate achievement of learning experience objectives • Oversee the development of courseware materials to ensure alignment with curriculum objectives • Evaluate the feasibility of assessment methods and processes based on analyses of curriculum objectives • Recommend accreditation and certification processes and models based on analyses of curriculum objectives

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS		
	Evaluate curriculum effectiveness	• Conduct feedback reviews with internal and external stakeholders to evaluate curriculum effectiveness • Evaluate curriculum take-up rates, attendance, completion rates and assessment data • Synthesise analyses of learner assessment trends • Oversee implementation of curriculum review processes to assess compliance with organisation's quality assurance policies • Evaluate reported curriculum improvement areas against objectives and performance standards • Recommend and prioritise curriculum improvement areas based on analyses of objectives and performance standards
	Manage teams	• Manage the recruitment and selection of team members • Conduct manpower and resource planning for teams • Conduct performance reviews for team members • Support the development of succession plans to manage staff development and long-term resourcing for teams • Recommend internal learning and development programmes for teams • Develop team members through ongoing coaching, mentoring and career discussions
	Manage stakeholders	• Analyse stakeholder needs and priorities • Establish long-term stakeholder relationships • Implement stakeholder management strategies to drive collaboration • Manage stakeholder expectations and feedback
	Manage vendors	• Design vendor requirements specification • Manage vendor selection processes • Assess vendor performance and adherence to service level standards • Cultivate strong relationships with vendors • Manage contractual and performance issues with existing vendors

Curriculum Lead

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Accreditation Structure Management	Level 5	Communication	Advanced
	Assessment Design and Implementation	Level 5	Creative Thinking	Advanced
	Business Environment Analysis	Level 5	Sense Making	Intermediate
	Business Innovation	Level 5	Leadership	Intermediate
	Business Negotiation	Level 4	Computational Thinking	Intermediate
	Competency Framework Development	Level 5		
	Contract Development and Management	Level 4		
	Curriculum Design	Level 5		
	Customer Relationship Management Operations	Level 4		
	Data Collection and Preparation	Level 4		
	Data Management	Level 4		
	Emerging Technology Synthesis	Level 4		
	Networking	Level 5		
	Innovation Management	Level 5		
	Intellectual Property Management	Level 5		
	Knowledge Management	Level 5		
	Learning Experience Evaluation	Level 5		
	Learning Mode Design	Level 5		
	Learning Needs Analysis	Level 4		
	Learning Space Design	Level 5		
	Learning Strategy Development	Level 5		
	Market Research	Level 4		
	Partnership Management	Level 5		
	Performance Management	Level 3		
	Programme Management	Level 5		
	Project Feasibility Assessment	Level 5		
	Project Management	Level 4		
	Quality Assurance Management	Level 4		
	Reflective Practice	Level 4		
	Research Data Analysis	Level 5		
	Research Design	Level 5		
	Research Findings Communication	Level 4		
	Research into Professional Practice Translation	Level 5		
	Stakeholder Engagement and Management	Level 4		
	Service Excellence	Level 5		
	Skills Framework Adoption	Level 5		
	Succession Planning	Level 4		
	Talent Capability Assessment	Level 5		
	Talent Management	Level 4		
	Vendor Management	Level 5		

Learning Management

Manager (Admin & Technology)

Syarif Ahmad
KnowledgeTree Training Centre Pte Ltd

EMPOWERED TO SPUR ON LIFELONG LEARNING

Syarif Ahmad found his calling in Training and Adult Education (TAE) during his freelancing stint as a relief educator and enrichment programme trainer for secondary schools. Today, he oversees the administrative processes and tasks at KnowledgeTree Training Centre, and ensures that they comply with audit requirements. He works to support training delivery and provide learners with a smooth learning experience, from the moment they register to the day they complete their courses. Additionally, Syarif is responsible for researching and implementing new learning technologies to enhance learners' online experience.

Syarif admits that one of the challenges he faces is managing people from all walks of life to achieve the same objectives at work. For example, in his role as an admin manager, he has to ensure that the admin and training teams work cohesively for successful training delivery. Simultaneously, as a learning technologist, he needs to create online learning content that is both interactive and engaging for adult learners, who are not familiar with e-learning or have difficulties using technological devices.

With blended learning and the emergence of bite-sized interactive online learning content replacing traditional online learning methodologies, Syarif has to adapt in order to improve learner engagement and transfer of knowledge. "Being open to change is crucial as the industry is set to embrace technology in the delivery of learning. We are moving towards a digital and virtual setting where training can be conducted anywhere and anytime," he adds.

As the TAE sector evolves, Syarif takes reference from the Skills Framework by taking up courses which are specific to his job role, and upgrading his skill sets to move forward in his career. "There is greater emphasis on self-directed learning in the industry. TAE professionals can refer to the Skills Framework for courses relating to learning technology to expand their knowledge in the field. Similarly, new entrants can be guided on the necessary skills and competencies to help them secure a job," Syarif expresses.

> **"**
> **TAE professionals can refer to the Skills Framework for courses relating to learning technology to expand their knowledge in the field. Similarly, new entrants can be guided on the necessary skills and competencies to help them secure a job."**
> **"**

Learning Support Executive

JOB ROLE DESCRIPTION

The Learning Support Executive performs routine learning administration-related activities. He/She facilitates the coordination of the organisation's products and services by liaising with vendors and relevant stakeholders, managing learner records and updating learning management systems. He consolidates the learning data collected and conducts data analysis for compilation of data reporting. He assists with the creation of the desired learning environment and the management of logistics and equipment. He assists and supports business development activities by executing marketing activities.

He enjoys working in a team environment and interacts proactively with various internal and external stakeholders. He is eager to serve others, has excellent organisation and administrative skills and can adapt to using various systems and forms of technology.

He typically works in an office environment, often interacts with digital systems, but can also be required to provide support at specific learning venues or client sites.

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Manage operations and learning administration	• Coordinate logistics and resources across the organisation and products and services • Maintain training facilities and equipment • Coordinate learner registration and attendance tracking • Implement learner record and database management processes • Consolidate data to monitor take-up and completion rates for the organisation's products and services • Distribute learning materials to learners • Collate budgetary and financial information relating to the organisation's products and services • Support external funding application processes
	Conduct data measurement and analysis	• Identify data sources across the organisation to facilitate data measurement and analysis • Collect and consolidate data from identified data sources • Conduct initial data analysis and report findings • Compile data analysis reports to present findings
	Manage stakeholders	• Document stakeholder feedback and queries • Attend to stakeholder management issues • Communicate with stakeholders to provide relevant updates
	Manage vendors	• Prepare documentations for vendor selection processes • Track vendor performance • Escalate contractual and performance issues with existing vendors
	Develop marketing plans	• Support curation of the organisation's marketing content based on defined marketing objectives and strategy • Liaise with vendors or services providers in the creation of the organisation's multi-channel marketing campaigns • Support the implementation of the organisation's multi-channel marketing campaigns in line with organisation's marketing objectives and strategy • Monitor marketing outcomes to track return on investment based on the organisation's marketing and business objectives

Learning Support Executive

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Budgeting	Level 3	Teamwork	Intermediate
	Contract Development and Management	Level 3	Communication	Intermediate
	Customer Acquisition Management	Level 2	Interpersonal Skills	Intermediate
	Customer Relationship Management Operations	Level 2	Computational Thinking	Basic
	Data Collection and Preparation	Level 2	Lifelong Learning	Basic
	Data Management	Level 2		
	Digital Marketing	Level 3		
	Financial Planning and Analysis	Level 3		
	Knowledge Management	Level 3		
	Marketing Campaign Management	Level 2, Level 3		
	Marketing Communications Plan Development	Level 3		
	Programme Management	Level 2		
	Research Data Analysis	Level 3		
	Stakeholder Engagement and Management	Level 3		
	Vendor Management	Level 3		

Product Development Manager

JOB ROLE DESCRIPTION

The Product Development Manager drives the innovation and development of the organisation's products and services to achieve business growth. He/She assesses the industry landscape, reviews existing products and services, and prospects new learning offerings to be implemented. He manages the portfolio of products and services by evaluating performance and assessing opportunities for improvement. He drives innovation and leads research on market trends and learning developments to determine opportunities for implementation. He assesses the profitability and viability of developing or adjusting products and services, curriculum, tools and other offerings. He drives sales excellence and manages vendors and key client relationships so as to establish long-term stakeholder business collaborations.

He is forward-thinking and creative, championing innovation across the organisation. He is highly analytical and resourceful, deploying his strong industry and business acumen to maximise opportunities for innovation. He is able to take calculated risks and balance long and short-term priorities. He inspires collaboration across the organisation and is able to manage multiple stakeholders priorities effectively.

He typically works in an office environment, interacts regularly with digital systems, and attends specific learning venues, client sites or industry events.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Assess industry landscape	• Conduct research to analyse emerging industry trends • Evaluate emerging academic and industry research • Evaluate impact of potential government initiatives and regulatory changes on the industry and organisation • Assess current and emerging client needs in context of the organisation's products and services • Analyse competitors' performance to assess market position • Analyse global industry context and trends to identify expansion opportunities • Identify emerging learning and development tools, products and offerings • Develop strong industry networks across clients, vendors, partners and institutions
	Drive innovation and research	• Define priority innovation and research areas for the organisation based on business objectives and industry analyses • Develop processes and principles for innovation and research activities across the organisation • Assess the feasibility of innovations and new offerings in the context of business performance metrics • Present research findings and outcomes of innovation projects across the organisation • Drive cross-functional collaboration to facilitate the effective innovation and implementation of research • Promote productivity and innovation culture within the organisation
	Manage products and services portfolio	• Evaluate performance of the organisation's products and services portfolio based on business objectives and performance standards • Evaluate supply and demand for the organisation's products and services • Conduct experience reviews with clients to identify potential improvement areas • Recommend enhancement opportunities across the organisation's products and services portfolio based on business objectives

Product Development Manager

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Drive sales excellence	• Evaluate the organisation's sales strategies and policies to ensure alignment with product development priorities • Identify sales opportunities by employing a consultative sales approach • Support the development of proposals and sales collaterals based on evaluation of business opportunities • Lead sales negotiations and pitch processes
	Drive financial performance	• Evaluate budget compliance of the organisation's products and services • Analyse return on investment to assess the viability of the organisation's products and services • Evaluate potential opportunities with funding providers and partners to ensure alignment with the development of the organisation's products and services portfolio • Lead the development of external funding applications
	Manage stakeholders	• Analyse stakeholder needs and priorities • Establish long-term stakeholder relationships • Implement stakeholder management strategies to drive collaboration • Manage stakeholder expectations and feedback
	Manage vendors	• Design vendor requirements specification • Manage vendor selection processes • Assess vendor performance and adherence to service level standards • Cultivate strong relationships with vendors • Manage contractual and performance issues with existing vendors

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Product Development Manager

	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
SKILLS AND COMPETENCIES	Budgeting	Level 5	Sense Making	Advanced
	Business Environment Analysis	Level 5	Problem Solving	Advanced
	Business Negotiation	Level 5	Creative Thinking	Advanced
	Business Opportunities Development	Level 5	Communication	Advanced
	Contract Development and Management	Level 4	Global Mindset	Intermediate
	Customer Acquisition Management	Level 3		
	Customer Relationship Management Operations	Level 4		
	Financial Planning and Analysis	Level 5		
	Innovation Management	Level 5		
	Intellectual Property Management	Level 4		
	Knowledge Management	Level 4		
	Learning Experience Evaluation	Level 5		
	Learning Needs Analysis	Level 4		
	Learning Strategy Development	Level 5		
	Market Research	Level 4		
	Networking	Level 5		
	Operational Excellence	Level 4		
	Organisational Analysis	Level 4		
	Organisational Strategising	Level 5		
	Partnership Management	Level 5		
	Programme Management	Level 4		
	Project Feasibility Assessment	Level 5		
	Quality Assurance Management	Level 4		
	Research Data Analysis	Level 4		
	Research Design	Level 5		
	Research Findings Communication	Level 4		
	Research into Professional Practice Translation	Level 5		
	Sales Target Management	Level 4		
	Service Excellence	Level 4		
	Stakeholder Engagement and Management	Level 5		
	Skills Framework Adoption	Level 5		
	Vendor Management	Level 5		

Business Development Manager

JOB ROLE DESCRIPTION

The Business Development Manager drives the organisation's marketing and sales strategies, leading to improved market position and business growth. He/She assesses the industry landscape to drives sales excellence by prospecting new sales leads and contracts. He leads the development of marketing objectives, strategies and execution plans. He identifies new business opportunities, communicates new product developments to prospective clients and negotiates business deals. He drives financial performance by analysing return on investment and leading the identification and solicitation of funding opportunities. He manages vendors and key client relationships so as to establish long-term stakeholder business collaborations.

He possesses strong business acumen and is adept at understanding client needs and market dynamics. He builds effective stakeholder relationships and thrives in a competitive environment. He is able to communicate complex messages to a range of audiences. He has a growth mindset and is passionate about innovation and building an industry presence.

He may be required to work within and outside of the office environment, and often interacts with digital systems. He often attends industry events and meets clients so as to develop networks and strong business relationships.

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Assess industry landscape	• Conduct research to analyse emerging industry trends • Evaluate impact of potential government initiatives and regulatory changes on the industry and organisation • Assess current and emerging client needs in the context of the organisation's products and services • Analyse competitors' performance to assess market position • Analyse global industry context and trends to identify expansion opportunities • Develop strong industry networks across clients, vendors, partners and institutions
	Drive sales excellence	• Formulate sales strategies and priorities which reflect the organisation's business objectives • Develop the organisation's sales policies which align with sales volume, market share and profit objectives • Prepare the organisation's sales expense budgets to determine how to increase sales and profits • Identify sales opportunities by employing a consultative sales approach • Lead the development of proposals and sales collateral based on evaluation of business opportunities • Lead sales negotiations and pitch processes • Champion sales strategies and policies across the organisation
	Develop marketing plans	• Develop the organisation's marketing objectives and strategies in line with the organisation's business objectives • Conduct target customer profile analyses to define desired market segments • Design the organisation's multi-channel marketing strategies and execution plans • Oversee development of creative concepts and marketing content • Oversee management of service providers and vendors who assist with marketing content creation or implementation • Monitor implementation of marketing campaigns in line with the organisation's marketing objectives and strategies • Develop success metrics and data tracking processes to measure marketing success against the organisation's marketing and business objectives

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Drive financial performance	• Analyse financial performance data to facilitate development of the organisation's sales targets and strategies • Analyse return on investment to inform the organisation's sales policies and programmes • Evaluate potential opportunities with funding providers and partners to ensure alignment with the organisation's sales strategies and policies • Lead the development of external funding applications
	Manage stakeholders	• Analyse stakeholder needs and priorities • Establish long-term stakeholder relationships • Implement stakeholder management strategies to drive collaboration • Manage stakeholder expectations and feedback
	Manage vendors	• Design vendor requirements specification • Manage vendor selection processes • Assess vendor performance and adherence to service level standards • Cultivate strong relationships with vendors • Manage contractual and performance issues with existing vendors

	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
SKILLS AND COMPETENCIES	Budgeting	Level 5	Global Mindset	Intermediate
	Business Environment Analysis	Level 5	Communication	Advanced
	Business Negotiation	Level 5	Interpersonal Skills	Advanced
	Business Opportunities Development	Level 5	Service Orientation	Advanced
	Contract Development and Management	Level 4	Transdisciplinary Thinking	Intermediate
	Customer Acquisition Management	Level 4		
	Customer Relationship Management Operations	Level 4		
	Digital Marketing	Level 4		
	Financial Planning and Analysis	Level 5		
	Marketing Campaign Management	Level 4, Level 5		
	Marketing Communications Plan Development	Level 4, Level 5		
	Market Research	Level 4		
	Networking	Level 5		
	Organisational Analysis	Level 4		
	Organisational Strategising	Level 5		
	Organisation Management	Level 4		
	Partnership Management	Level 5		
	Research Data Analysis	Level 4		
	Sales Target Management	Level 5		
	Stakeholder Engagement and Management	Level 5		
	Vendor Management	Level 5		

Learning and Operations Manager

JOB ROLE DESCRIPTION

The Learning and Operations Manager manages the organisation's learning products and services and operational processes. He/She sets the overall learning calendar, manages resources and oversees the administration and execution of products and services. He manages the portfolio of products and services, monitoring performance and identifying opportunities for improvement. He conducts ongoing assessments of products and services, considering profitability, take-up rates, learning delivery and participant feedback. He is responsible for managing vendors and for the recruitment, management and development of the personnel involved in learning delivery, including adjunct professionals. He drives financial performance and implements and maintains processes which drive operational excellence.

He is collaborative and adept at managing stakeholder relationships and developing a positive team dynamic. He possesses strong communication skills, and is an enabler to motivate and empathise with employees while enforcing high standards of service in the organisation. He has robust operational intelligence and is astute at identifying performance issues.

He works in an office environment, interacts regularly with digital systems and stakeholders, and can also be required to attend specific learning venues or client sites.

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Manage operations and learning administration	• Oversee execution of the organisation's learning administration processes • Manage logistics and resource arrangements across the organisation's products and services • Develop the organisation's learning calendar in line with business objectives and resource and demand analyses • Establish record and database management processes across the organisation • Oversee collation and distribution of learning materials • Manage organisation's enterprise risk management and mitigation plans • Oversee implementation of corporate governance regulations across the organisation • Oversee the implementation of business continuity strategies, policies and guidelines across the organisation
	Manage products and services portfolio	• Establish processes to gather information on effectiveness of the organisation's products and services portfolio and address client feedback • Monitor performance of the organisation's products and services portfolio based on business objectives and performance standards • Drive cross-functional collaboration to facilitate development and implementation of products and services portfolio • Recommend enhancement opportunities across the organisation's products and services portfolio based on business objectives • Review organisation's research and innovations to assess potential for integration into the organisation's products and services portfolio
	Drive financial performance	• Manage budgets across the organisation's products and services portfolio • Analyse return on investment to assess the viability of products and services • Manage organisation-wide financial approval requests • Identify opportunities to engage potential investors and partners • Create external funding applications

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Manage teams	• Define common goals, direction and accountability among staff • Manage the recruitment and selection of new staff • Conduct manpower and resource planning for the organisation based on business objectives and demand analyses • Conduct performance reviews for staff • Create succession plans to manage staff development and long-term resourcing across the organisation • Manage learning and development programmes across the organisation • Develop staff through ongoing coaching, mentoring and career discussions
	Manage stakeholders	• Analyse stakeholder needs and priorities • Establish long-term stakeholder relationships • Implement stakeholder management strategies to drive collaboration • Manage stakeholder expectations and feedback
	Manage vendors	• Design vendor requirements specification • Manage vendor selection processes • Assess vendor performance and adherence to service level standards • Cultivate strong relationships with vendors • Manage contractual and performance issues with existing vendors

Learning and Operations Manager

	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Budgeting	Level 5	Communication	Advanced
	Business Continuity Management	Level 4	Sense Making	Intermediate
	Business Environment Analysis	Level 4	Problem Solving	Intermediate
	Business Negotiation	Level 5	Decision Making	Intermediate
	Business Opportunities Development	Level 4	Interpersonal Skills	Advanced
	Business Risk Assessment	Level 4, Level 5		
	Change Management	Level 5		
	Contract Development and Management	Level 4		
	Corporate Governance	Level 4		
	Crisis Management	Level 4		
	Customer Relationship Management Operations	Level 4		
	Data Collection and Preparation	Level 4		
	Data Governance	Level 4		
	Data Management	Level 4		
	Financial Planning and Analysis	Level 4		
SKILLS AND COMPETENCIES	Knowledge Management	Level 4		
	Innovation Management	Level 4		
	Learning Experience Evaluation	Level 4		
	Leadership Development	Level 4		
	Market Research	Level 4		
	Networking	Level 4		
	Operational Excellence	Level 5		
	Organisational Analysis	Level 4		
	Organisational Strategising	Level 4		
	Organisation Management	Level 5		
	Partnership Management	Level 5		
	Performance Management	Level 4		
	Programme Management	Level 3		
	Project Management	Level 5		
	Research Data Analysis	Level 4		
	Service Excellence	Level 3		
	Stakeholder Engagement and Management	Level 5		
	Succession Planning	Level 4		
	Talent Management	Level 4		
	Vendor Management	Level 5		

Learning Quality Manager

JOB ROLE DESCRIPTION

The Learning Quality Manager is responsible for managing quality assurance activities and accreditation processes across the organisation. He/She designs quality assurance policies and systems and oversees implementation across the organisation. He evaluates adherence to quality assurance policies and systems, and develops accreditation and certification management processes. He assesses learning products and services against internal and external accreditation standards to determine accreditation and certification eligibility. He drives operational excellence across the organisation, implements processes which aim to a deliver consistent approach, and identifies opportunities for improvement. He manages and fosters relationships with stakeholders and vendors to ensure compliance with organisational quality policies and systems.

He leads by example and is passionate about driving operational excellence and championing quality standards across the organisation. He is diplomatic and highly skilled at engaging with others, thereby facilitating the creation of an organisational culture which is cooperative and strives for continuous development and excellence.

He works in an office environment, interacts regularly with digital systems, and can also be required to attend specific learning venues or client sites.

	CRITICAL WORK FUNCTIONS	KEY TASKS
	Design quality assurance policies and systems	• Conduct research to understand current and emerging quality assurance policies and systems trends
		• Build networks with key partners to understand industry and national policies which impact quality assurance requirements
		• Define the organisation's quality assurance philosophy, policies and operating procedures
		• Evaluate learning experience and organisation performance to identify priority areas which require quality assurance management
		• Identify appropriate tools and processes to support the organisation's quality assurance operating policies and procedures
		• Design internal audit processes and review cycles to facilitate effective implementation of the organisation's quality assurance policies and systems
		• Formulate the organisation's compliance management procedures
CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Manage implementation of quality assurance policies and systems	• Develop implementation plans for quality assurance policies and systems across the organisation
		• Champion operational excellence across the organisation
		• Conduct internal audits to evaluate compliance with quality assurance policies and systems across the organisation
		• Manage queries and instances of non-compliance with the organisation's quality assurance policies and systems
		• Evaluate the impact of quality assurance policies and systems on the organisation's performance
	Manage accreditation and certification processes	• Conduct research to understand current and emerging industry accreditation policies and requirements
		• Design processes and guidelines to facilitate accreditation and certification management processes for the organisation
		• Assess the organisation's products and services to determine accreditation eligibility
		• Conduct audits on the organisation's accreditation and certification processes
	Manage vendors	• Establish the organisation's vendor selection processes
		• Assess vendor compliance with organisation quality policies and systems
		• Manage contractual and performance issues with existing vendors

Learning Quality Manager

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Accreditation Structure Management	Level 5	Sense Making	Advanced
	Business Negotiation	Level 4	Communication	Advanced
	Business Risk Assessment	Level 3	Interpersonal Skills	Advanced
	Contract Development and Management	Level 5	Resource Management	Advanced
	Intellectual Property Management	Level 4	Problem Solving	Advanced
	Learning Experience Evaluation	Level 4		
	Market Research	Level 4		
	Networking	Level 4		
	Operational Excellence	Level 5		
	Organisational Analysis	Level 4		
	Organisation Management	Level 4		
	Partnership Management	Level 5		
	Quality Assurance Management	Level 4, Level 5		
	Research Data Analysis	Level 4		
	Service Excellence	Level 4		
	Stakeholder Engagement and Management	Level 4		
	Vendor Management	Level 5		

Learning Systems Manager

JOB ROLE DESCRIPTION

The Learning Systems Manager is responsible for the management of learning technology and systems. He/She plans and oversees learning technology and system integration, implementation, improvement and maintenance to ensure coherence across the organisation. He manages projects related to systems installations and configurations as well as monitoring and maintenance. He maximises service uptime, system backups, and manages service licensing and security standards for learning technology platforms and systems. He aims to drive digital innovation and data measurement as well as identifying opportunities for technology integration and deployment across the organisation. He designs and implements systems which offer user support/training and responds to user queries. He drives financial performance by managing learning technology and system budgets and approvals, as well as analysing return on investment.

He is collaborative and results-oriented, driving systems excellence and innovation across the organisation. He is able to manage multiple projects effectively and build strong stakeholder relationships to anticipate organisational and learning needs.

He works in an office environment and is at ease in digital environments. He can also be required to attend specific learning venues or client sites to assist with system set-ups.

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	CRITICAL WORK FUNCTIONS	KEY TASKS
	Lead learning technology and systems integration	• Conduct research to identify emerging learning technology and system application across the industry • Assess technology integration and digital innovation opportunities across the organisation • Design processes to manage learning technology and systems implementation across the organisation • Develop a consistent user experience and interface across the organisation's learning technology platforms and systems • Establish processes for hardware and software acquisition across the organisation • Manage technical issues faced during systems integration across the organisation • Evaluate effectiveness of the organisation's learning technology and systems based on desired objectives and outcomes
	Manage learning technology and systems performance and support	• Establish procedures to maintain services levels across the organisation's learning technology • Implement policies to manage data and system security across the organisation • Define processes to manage system and data backups across the organisation • Organise system activities including planned maintenance, system backup and disaster recovery drills across the organisation's learning technology and systems • Manage infrastructure operations and incidents across the organisation's learning technology and systems • Manage service performance issues and user queries across the organisation's learning technology and systems • Create materials and programmes to train staff on use of learning technology and systems

Learning Systems Manager

CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Conduct data measurement and analysis	• Identify potential applications for data measurement and analysis across the organisation • Determine data measurement metrics based on organisation's data measurement and analysis objectives • Design data collection processes to be implemented across the organisation • Deploy tools to conduct data analyses across the organisation • Synthesise outcomes of data analyses to create insight reports • Monitor compliance of data measurement and analysis processes with regulatory and ethical requirements across the organisation
	Manage stakeholders	• Analyse stakeholder needs and priorities • Establish long-term stakeholder relationships • Implement stakeholder management strategies to drive collaboration • Manage stakeholder expectations and feedback
	Manage vendors	• Design vendor requirements specification • Manage vendor selection processes • Assess vendor performance and adherence to service level standards • Cultivate strong relationships with vendors • Manage contractual and performance issues with existing vendors
	Drive financial performance	• Manage budgets for learning technology and systems across the organisation • Analyse return on investment to assess the viability of learning technology and systems across the organisation • Manage financial approval requests for learning technology and systems across the organisation

Learning Systems Manager

SKILLS AND COMPETENCIES	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
	Budgeting	Level 4	Digital Literacy	Advanced
	Business Continuity Management	Level 4	Problem Solving	Advanced
	Business Innovation	Level 5	Communication	Advanced
	Business Negotiation	Level 4	Interpersonal Skills	Intermediate
	Business Risk Assessment	Level 4	Sense Making	Intermediate
	Change Management	Level 4		
	Contract Development and Management	Level 4		
	Data Collection and Preparation	Level 4		
	Data Governance	Level 5		
	Data Management	Level 4		
	Emerging Technology Synthesis	Level 5		
	Financial Planning and Analysis	Level 4		
	Infrastructure Support	Level 3, Level 4		
	Learning Technology Design	Level 5		
	Market Research	Level 4		
	Networking	Level 3		
	Operational Excellence	Level 4		
	Organisational Analysis	Level 4		
	Partnership Management	Level 4		
	Project Management	Level 4		
	Research Data Analysis	Level 5		
	Service Excellence	Level 3		
	Software Testing	Level 4		
	Stakeholder Engagement and Management	Level 4		
	System Integration	Level 4, Level 5		
	User Interface Design	Level 5		
	Vendor Management	Level 5		

Centre Director/Head of Institute

JOB ROLE DESCRIPTION

The Centre Director/Head of Institute sets the overall learning direction for the organisation, formulates strategic goals and drives organisational growth. He/She assesses the industry landscape to identify new business opportunities and drive the continual development of the organisation's learning products and services portfolio. He champions the organisation's service excellence aspirations and fosters strategic relationships with stakeholders. He is accountable for the success of the organisation and is responsible for driving the organisation's financial, innovation and productivity strategies. He has a strong understanding of market and industry developments, including research developments and technology innovations.

He is an inspirational leader with a forward-thinking mindset and a deep passion for learning and development. He establishes and communicates a clear vision, and is highly skilled in influencing and engaging stakeholders to secure their buy-in and support. He has strong business acumen and is able to make calculated-risk decisions, performing effectively in a complex and difficult environment.

He frequently works outside of the office, attends industry events and client meetings to develop networks and build strong business relationships.

	CRITICAL WORK FUNCTIONS	KEY TASKS
CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Assess industry landscape	• Synthesise analyses of emerging industry trends • Direct analyses of emerging academic and industry research • Anticipate impact of potential government initiatives and regulatory changes on the industry and organisation • Evaluate current and emerging client needs in context of the organisation's products and services • Evaluate competitive business landscape to identify expansion opportunities • Establish strong industry networks across clients, vendors, partners and institutions
	Drive portfolio innovation and growth	• Establish portfolio management strategies for the organisation's products and services • Lead evaluation of the organisation's products and services portfolio performance based on business objectives and performance standards • Endorse priority innovation and research areas for the organisation • Evaluate proposed improvement areas and innovation applications across the organisation • Champion research findings and innovations across the organisation and broader industry networks • Lead productivity and innovation culture within the organisation
	Drive organisational performance	• Establish the organisation's vision, mission and values • Oversee talent and performance management and manpower planning for the organisation • Establish the organisation's enterprise risk management and mitigation plans • Establish the organisation's corporate governance regulations • Lead development of the organisation's business continuity strategies, policies and guidelines • Establish organisational quality assurance philosophy and policies • Establish organisational budget and financial targets • Evaluate the organisation's financial performance and viability of products and services

	CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	
CRITICAL WORK FUNCTIONS AND KEY TASKS / PERFORMANCE EXPECTATIONS	Manage stakeholders	• Champion stakeholder management strategies • Evaluate stakeholder needs and priorities • Establish long-term stakeholder relationships • Oversee management of stakeholder expectations and feedback
	Manage vendors	• Establish vendor selection processes • Establish policies and procedures for creating vendor requirements specification • Oversee vendor selection processes • Champion strong relationships with vendors • Oversee management of vendor performance • Oversee the management of contractual and performance issues with existing vendors
	Drive business development excellence	• Endorse sales and marketing strategies in line with the organisation's business objectives • Establish sales volume, market share and profit objectives for products and services • Oversee development of the organisation's sales expense budgets • Evaluate industry landscape and networks to anticipate potential sales opportunities • Set the overall direction for proposals and sales collaterals based on evaluation of business opportunities • Oversee sales negotiations and pitch processes • Oversee the development and execution of the organisation's marketing campaigns • Evaluate marketing outcomes to assess impact and return on investment

	TECHNICAL SKILLS AND COMPETENCIES		GENERIC SKILLS AND COMPETENCIES (TOP 5)	
SKILLS AND COMPETENCIES	Budgeting	Level 6	Leadership	Advanced
	Business Continuity Management	Level 5	Decision Making	Advanced
	Business Environment Analysis	Level 6	Communication	Advanced
	Business Innovation	Level 6	Developing People	Advanced
	Business Negotiation	Level 6	Global Mindset	Advanced
	Business Opportunities Development	Level 5		
	Business Risk Assessment	Level 6		
	Change Management	Level 6		
	Contract Development and Management	Level 5		
	Corporate Governance	Level 5		
	Crisis Management	Level 5		
	Customer Acquisition Management	Level 5		
	Customer Relationship Management Operations	Level 5		
	Financial Planning and Analysis	Level 6		
	Innovation Management	Level 6		
	Intellectual Property Management	Level 5		
	Knowledge Management	Level 5		

Centre Director/Head of Institute

SKILLS AND COMPETENCIES		
	Leadership Development	Level 5
	Learning Experience Evaluation	Level 6
	Learning Strategy Development	Level 6
	Marketing Campaign Management	Level 5
	Marketing Communications Plan Development	Level 5
	Market Research	Level 5
	Networking	Level 6
	Operational Excellence	Level 5
	Organisational Analysis	Level 5
	Organisational Strategising	Level 6
	Organisation Management	Level 5
	Partnership Management	Level 6
	Performance Management	Level 5
	Programme Management	Level 5
	Project Feasibility Assessment	Level 5
	Project Management	Level 6
	Quality Assurance Management	Level 6
	Research Data Analysis	Level 5
	Research into Professional Practice Translation	Level 6
	Sales Target Management	Level 5
	Service Excellence	Level 5
	Skills Framework Adoption	Level 6
	Stakeholder Engagement and Management	Level 6
	Succession Planning	Level 5
	Talent Management	Level 5
	Vendor Management	Level 5

Notes

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Business Development	Business Negotiation	Conduct negotiations to establish win-win outcomes for the organisation			●	●	●	●
	Networking	Identify and establish industry stakeholder relationships at all levels of business operations to further the organisation's strategies and objectives			●	●	●	●
Business Finance	Budgeting	Prepare organisational budgets to support short- and long-term business plans through forecasting, allocation and financial policy setting			●	●	●	●
	Financial Planning and Analysis	Facilitate strategic decision-making on the organisation's business finances by collating, verifying and analysing financial data in reports			●	●	●	●
Business Management	Business Environment Analysis	Analyse data pertaining to the business landscape and environment, including competitor-analysis			●	●	●	●
	Market Research	Formulate market research frameworks, as well as develop market research study objectives, market research plans and methodologies to analyse market trends and developments to forecast emerging market needs			●	●	●	
	Partnership Management	Build cooperative partnerships with inter-organisational and external stakeholders and leveraging of relations to meet organisational objectives. This includes coordination and strategising with internal and external stakeholders through close cooperation and exchange of information to solve problems			●	●	●	●
	Sales Target Management	Evaluate and monitor sales target and performance to plan and initiate actions to achieve excellence in sales delivery				●	●	
General Management	Business Continuity Management	Develop business continuity policies and frameworks which are aligned with the organisation's strategic objectives				●	●	
	Business Risk Assessment	Articulate, communicate and assess organisational risk appetite frameworks and risk statements across the organisation			●	●	●	●
	Change Management	Manage organisational change management systems to drive organisational success and outcomes by preparing, equipping and supporting adoption of change				●	●	●
	Corporate Governance	Endorse corporate governance frameworks, establish operationalisation of policies and maintain compliance to statutory laws and regulatory policies				●	●	
	Crisis Management	Apply strategies designed to enable an organisation to deal with disruptive events by planning for responses to potential crises, establishing monitoring systems and training systems, communicating both internally and externally, and leading recovery processes				●	●	
	Innovation Management	Manage organisation's ability to respond to internal and external opportunities by using creativity to introduce new ideas, processes and products				●	●	●

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
General Management	Knowledge Management	Drive knowledge management through establishing, maintaining and improving processes and systems			●	●	●	
	Operational Excellence	Analyse the effectiveness of human resource (HR) operations, processes and initiatives, and recommend improvement actions				●	●	
	Organisation Management	Oversee and manage centre operations to drive operational excellence				●	●	
	Project Management	Execute projects by managing stakeholder engagement, resources, budgets and resolving problems			●	●	●	●
	Vendor Management	Manage vendor relationships by ensuring performance as per contracts, operations within standards established by the organisation such as adherence to safety, security, and compliance standards			●	●	●	
Human Capital Management	Competency Framework Development	Design and develop competency frameworks, ensuring that human resource (HR) programmes are aligned to support their application across organisation levels and functions			●	●	●	
	Leadership Development	Build a culture of strong leadership and drive initiatives to facilitate the development of leadership capabilities in the organisation				●	●	
	Performance Management	Establish organisation-wide performance management strategies to facilitate performance management, including identification of key performance indicators and employee performance assessment			●	●	●	
	Succession Planning	Develop succession strategies for critical roles in alignment with organisation's strategic direction and priorities				●	●	
	Talent Management	Drive talent management strategies and programmes to identify, develop, review and retain talent to meet the current and future organisational needs					●	
Learning Analytics and Data Management	Data Collection and Preparation	Collect human resource (HR) data from employees for the purpose of generating business and HR insights	●	●	●			
	Data Governance	Develop and implement guidelines, laws, and regulations across the organisation for the handling of data at various stages in its lifecycle as well as the provision of advice on proper data handling and resolution of data breaches in a range of complex, ambiguous or multi-faceted contexts				●	●	
	Data Management	Prepare, structure and manage human resource (HR) data and information to assist in the analyses of business and HR issues	●	●	●			
	Research Data Analysis	Analyse research data, interpret results generated and link them to the research question or related findings in scientific literature to derive new insights			●	●	●	

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Learning Assessment and Evaluation	Accreditation Structure Management	Design accreditation structures and award learning qualifications based on assessments of alignment with accreditation requirements				●	●	
	Assessment Design and Implementation	Design and implement assessment methods and tools to evaluate learner progress			●	●	●	
	Learning Experience Evaluation	Assess overall learning experiences to measure effectiveness and drive excellence across all learning activities				●	●	●
	Reflective Practice	Assess own skills and abilities through active reflection to drive personal and learning experience improvements			●	●		
	Talent Capability Assessment	Develop talent assessment processes with assessment tools to evaluate employees' capabilities			●	●	●	
Learning Delivery	Behaviour Change Facilitation	Drive mindset shifts and behaviour changes to sustain learning initiatives and interventions				●	●	
	Coaching and Mentoring	Develop and implement coaching and mentoring approaches to address learner developmental needs			●	●		
	Group Dynamics Facilitation	Assess group profile and dynamics to inform learning facilitation and group interaction approaches				●	●	
	Learning Experience Delivery	Drive learning delivery activities to facilitate learning experiences, knowledge transfer and skills application			●	●		
	Technology-enabled Learning Delivery	Implement and integrate learning technology to facilitate learning experiences			●	●		
Learning Design	Curriculum Design	Design and develop overall curriculum structure and courseware materials				●	●	
	Learner Profile Analysis	Assess learner demographics and learning styles to formulate learning design and delivery approaches			●	●		
	Learning Mode Design	Assess, design and integrate suitable learning modes to drive desired learning experiences				●	●	
	Learning Needs Analysis	Assess capability and performance within an organisation to identify learning needs			●	●		
	Learning Solution Design	Design and evaluate learning solutions which drive performance enhancement				●	●	
	Learning Space Design	Design learning environments aligned with desired learning experiences and outcomes				●	●	
	Learning Strategy Development	Develop learning strategy and philosophy to drive business performance					●	●
	Skills Framework Adoption	Drive the adoption, integration and implementation of Skills Frameworks and their components in business and human resources activities throughout the organisation			●	●	●	●

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Learning Management	Programme Management	Manage the implementation and development of programmes to facilitate achievement of organisation's objectives and growth		●	●	●	●	
	Quality Assurance Management	Design, implement and evaluate quality assurance policies and systems which align with organisation's objectives and industry standards				●	●	●
	Service Excellence	Develop a service framework to manage and address service challenges, and partner with partners to deliver service excellence			●	●	●	
Marketing	Customer Acquisition Management	Develop customer acquisition strategies as well as foster customer relationships to attract new customers		●	●	●	●	
	Customer Relationship Management Operations	Manage and analyse customer data to foster long-term relationships with customers and drive sales growth		●	●	●	●	
	Digital Marketing	Develop, manage and execute digital marketing strategies and campaigns which create effective digital presence and promote business objectives			●	●		
	Marketing Campaign Management	Develop evaluation strategies for marketing campaign effectiveness and analyse data to provide recommendations for improvements in future marketing campaigns		●	●	●	●	
	Marketing Communications Plan Development	Formulate, develop and implement marketing communications plans and evaluate tools and vehicles appropriate to reflect effective execution of communication strategies				●	●	
Project Management	Project Feasibility Assessment	Assess the business environment and organisational capabilities to evaluate and determine the feasibility of a project				●	●	
Research and Innovation	Intellectual Property Management	Evaluate, determine and implement organisational intellectual property rights to mitigate potential infringement				●	●	
	Research Design	Evaluate existing research literature to understand the existing body of knowledge, identify gaps or issues, translate them into research questions and design research studies to investigate and test hypotheses				●	●	
	Research Findings Communication	Communicate the research findings effectively to the relevant audiences using communication methods in accordance to established standards in the scientific community			●	●		
	Research into Professional Practice Translation	Review findings from research studies, formulate recommendations to inform gaps in policies, research and professional practice and translate research results into professional practices				●	●	●

Technical Skills and Competencies (TSCs)

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Stakeholder and Customer Management	Business Opportunities Development	Identify new business opportunities to better meet the needs of existing markets and bring benefits to the organisation				●	●	●
	Contract Development and Management	Manage contract creation, evaluation, negotiation, tendering to maximise operation and financial performance of an organisation				●	●	●
	Stakeholder Engagement and Management	Manage stakeholder expectations through effective communication, negotiation and alignment of their needs with the organisation's or human resource (HR) objectives			●	●	●	●
Strategic Planning	Organisational Strategising	Make management decisions to establish, review and refine strategic organisational objectives and policies through collation and analysis of relevant organisational and business information				●	●	●
Strategic Planning and Implementation	Organisational Analysis	Evaluate factors that can affect the organisation's performance as well as strategically assessing the organisation's own resources and potential for improvement				●	●	
Technology Development and Management	Business Innovation	Identify and evaluate digitisation and innovative business opportunities provided by new advancements in information and communication technology to establish new services or businesses to bridge the physical and digital worlds				●	●	●
	Emerging Technology Synthesis	Monitor and integrate emerging technology trends and developments, structured data gathering for the identification of new and emerging technological products, services and techniques. In addition, the performance of cost-benefit analysis and evaluation of their relevance, viability, sustainability and potential value add to the business				●	●	●
	Infrastructure Support	Provide services to end users by systematically identifying, classifying and troubleshooting technical issues and incidents that disrupt and impact their day-to-day business activities, within a specified timeframe. This also includes implementing an end-to-end problem management process to analyse underlying problems, advising on infrastructure related upgrades and improvements and developing user guides and training materials				●	●	
	Learning Technology Design	Design learning technologies to enhance learning experience and delivery				●	●	
	Software Testing	Assess and test the overall effectiveness and performance of an application, involving the setting up of suitable testing conditions, definition of test cases and/or technical criteria				●	●	

TSC Category	TSC Title	TSC Description	Proficiency Levels					
			1	2	3	4	5	6
Technology Development and Management	System Integration	Develop and implement a roadmap and specific integration solutions to facilitate integration of various ICT components and optimise inter-operability of systems and their interfaces. This includes the integration of various architectural components such as networks, servers, system platforms and their interfaces				●	●	
	User Interface Design	Design user interfaces for machines and software, incorporating visual, technical and functional elements that facilitate ease of access, understanding and usage. This would involve adding, removing, modifying or enhancing elements to make the user's interaction with the product as seamless as possible				●	●	
Workplace Learning	Organisational Impact Analysis	Assess the impact of learning solutions and interventions on organisation's desired outcomes and identify ways to enhance learning effectiveness			●	●		
	Workplace Learning Delivery	Implement workplace learning delivery approaches and solutions to drive performance improvement			●	●		
	Workplace Performance Diagnosis	Assess workplace, organisational and industry context to drive workplace performance				●	●	

Overview of Technical Skills and Competencies

General Descriptors for Technical Skills and Competencies (TSCs)

Level	Responsibility (Degree of supervision and accountabiity)	Autonomy (Degree of decision-making)	Complexity (Degree of difficulty of situations and tasks)	Knowledge and Abilities (Required to support work as described under Responsibility, Autonomy and Complexity)
6	Accountable for significant area of work, strategy or overall direction	Empower to chart direction and practices within and outside of work (including professional field/ community), to achieve/ exceed work results	Complex	• Synthesise knowledge issues in a field of work and the interface between different fields, and create new forms of knowledge • Employ advanced skills, to solve critical problems and formulate new structures, and/or to redefine existing knowledge or professional practice • Demonstrate exemplary ability to innovate, and formulate ideas and structures
5	Accountable for achieving assigned objectives, decisions made by self and others	Provide leadership to achieve desired work results; Manage resources, set milestones and drive work	Complex	• Evaluate factual and advanced conceptual knowledge within a field of work, involving critical understanding of theories and principles • Select and apply an advanced range of cognitive and technical skills, demonstrating mastery and innovation, to devise solutions to solve complex and unpredictable problems in a specialised field of work • Manage and drive complex work activities
4	Work under broad direction Hold accountability for performance of self and others	Exercise judgment; Adapt and influence to achieve work performance	Less routine	• Evaluate and develop factual and conceptual knowledge within a field of work • Select and apply a range of cognitive and technical skills to solve non-routine/ abstract problems • Manage work activities which may be unpredictable • Facilitate the implementation of innovation
3	Work under broad direction May hold some accountability for performance of others, in addition to self	Use discretion in identifying and responding to issues, work with others and contribute to work performance	Less routine	• Apply relevant procedural and conceptual knowledge, and skills to perform differentiated work activities and manage changes • Able to collaborate with others to identify value-adding opportunities
2	Work with some supervision Accountable for a broader set of tasks assigned	Use limited discretion in resolving issues or enquiries. Work without frequently looking to others for guidance	Routine	• Understand and apply factual and procedural knowledge in a field of work • Apply basic cognitive and technical skills to carry out defined tasks and to solve routine problems using simple procedures and tools • Present ideas and improve work
1	Work under direct supervision Accountable for tasks assigned	Minimal discretion required. Expected to seek guidance	Routine	• Recall factual and procedural knowledge • Apply basic skills to carry out defined tasks • Identify opportunities for minor adjustments to work tasks

Overview of Generic Skills and Competencies

Generic Skills and Competencies (GSCs)

GSC	GSC Description	Proficiency Levels		
		Basic	Intermediate	Advanced
Communication	Convey and exchange thoughts, ideas and information effectively through various mediums and approaches.	Communicate information with others to respond to general inquiries and to obtain specific information.	Articulate and discuss ideas and persuade others to achieve common outcomes.	Negotiate with others to address issues and achieve mutual consensus.
Computational Thinking	Develop and use computational models, tools and techniques to interpret and understand data, solve problems and guide decision-making.	Use computational models, tools and techniques to identify patterns in a problem and develop a solution.	Modify existing computational models, tools and techniques to develop different solutions.	Develop and create computational models, tools and techniques to implement new solutions and apply to other problems.
Creative Thinking	Adopt a fresh perspective to combine ideas or information in new ways and make connections between seemingly unrelated fields to create new ideas and applications.	Connect ideas or information from related fields or applications to address an immediate issue.	Connect or combine ideas or information from unrelated fields or applications to generate multiple ideas to bring about a specific outcome.	Create original applications or ideas to reveal new possibilities and reshape goals through high level of innovativeness.
Decision Making	Choose a course of action from various alternatives using a reasoned process to achieve intended goals.	Make decisions of simple or routine nature to achieve intended goals using given information and guidelines.	Make decisions in a complex setting to achieve intended goals using a structured process and multiple sources of available information.	Make decisions in a volatile and ambiguous setting using a structured process and limited sources of available information to achieve intended goals.
Developing People	Help others to learn and develop their capabilities to enhance their performance and achieve personal or professional goals.	Use demonstration and explanation to teach a familiar task to inexperienced co-workers.	Provide coaching to others to develop their skills and knowledge on their jobs to enhance performance.	Provide mentorship to help others in their professional and personal development to improve performance and further their careers.
Digital Literacy	Use ICT tools, equipment and software to create, evaluate and share information digitally with others.	Perform basic functions using software programmes pertaining to computer operating systems and file management, and search online information.	Use available software features to create and edit documents, customise templates and reports and evaluate online information.	Use available software features to enhance documents, analyse and manipulate data, and use ICT to organise, share and communicate information clearly and coherently.
Global Mindset	Awareness of diversity across global cultures and markets. Seek opportunities to adopt successful practices and ideas.	Demonstrate understanding of global challenges and opportunities and how to transfer best practices across cultures. Respect cultural differences and needs of a diverse workforce.	Develop global networks and manage virtual relationships while balancing both local and global perspectives. Adopt a local and global perspective when making decisions.	Build the organisation's capabilities to compete in a global environment. Manage tension between corporate requirements, global and cultural differences.

Generic Skills and Competencies (GSCs)

GSC	GSC Description	Proficiency Levels		
		Basic	**Intermediate**	**Advanced**
Interpersonal Skills	Manage relationships efficiently and communicate with others effectively to achieve mutual consensus and outcomes.	Recognise own internal feelings and emotional states to manage interpersonal relationships in social situations.	Detect and decipher emotions of others to manage interpersonal relationships in social situations.	Influence, guide and handle others' emotions to build instrumental relationships and manage conflicts and disagreements.
Leadership	Lead others to achieve objectives in the most effective way. Provide an inclusive workplace that cultivates workplace relationships and teamwork, and foster the development of others.	Demonstrate professionalism to set a good example at peer level. Support others through own initiative and enthuse others through own positive and energetic approach.	Lead by example at team level. Encourage and guide others to adopt a point of view, make changes or take action. Provide a team environment that facilitates relationships building, teamwork and the development of others.	Lead by example at organisational level. Inspire, motivate and guide others to adopt a point of view, make changes or take action. Cultivate an open, cooperative and collaborative learning culture for the organisation.
Lifelong Learning	Seek out opportunities to enhance one's knowledge and skills. Access and acquire new knowledge and skills actively for continual learning.	Organise and manage own learning by setting learning targets. Identify learning approaches to achieve work or career goals.	Engage in collaborative learning by discussing one's learning with others and soliciting feedback to continually improve oneself.	Conduct self-reflective practices to review one's learning to facilitate continual growth in one's career or profession.
Managing Diversity	Work well with people from different ethnic, social, cultural and educational backgrounds and understand the concerns and interests of diverse work groups.	Demonstrate sensitivity to the cultural characteristics, values, beliefs, and behaviors of another ethnic or cultural group.	Build relationships with different ethnic or cultural groups by engaging in cross-cultural cooperative projects.	Manage conflicts arising from different ethnic or cultural groups and work effectively in cross-cultural settings.
Problem Solving	Generate feasible and efficient solutions to solve problems and capitalise on new opportunities.	Identify easily perceivable problems and follow given guidelines and procedures to solve the problems.	Identify less perceivable problems and use problem solving tools and techniques to solve the problems.	Anticipate potential problems beyond the current scope and apply higher order problem solving tools and techniques to turn problems into opportunities.
Resource Management	Efficient and effective deployment and allocation of resources when and where they are needed. Include planning, allocating and scheduling of resources to tasks, which typically include manpower, machines, money and materials.	Use resources to ensure optimum and efficient use of resources.	Deepen insights into the planning, allocation and deployment of resources to anticipate needs. Plan the allocation and deployment of resources efficiently and effectively.	Establish strategies for the allocation and deployment of resources efficiently and effectively.

Generic Skills and Competencies (GSCs)

GSC	GSC Description	Proficiency Levels		
		Basic	**Intermediate**	**Advanced**
Sense Making	Organise and analyse data and information accurately to identify relationships and detect patterns and trends to gain insights for decision-making.	Identify relationships and linkages within different components of data.	Interpret data to uncover patterns and trends between various sources of data.	Analyse data relationships, patterns and trends to gain important insights and make informed decisions.
Service Orientation	Commit to exceeding both internal and external customers' needs. Proactively identify customer needs and sustain a culture of service excellence within the organisation.	Exceed customer needs and expectations and handle service challenges with a positive mindset. Demonstrate an understanding of the organisation's service vision, mission and values.	Anticipate customer needs and expectations and elicit feedback from customers to improve service. Build relationships with customers to create and sustain customer loyalty.	Model, lead, train and motivate staff with a focus on sustaining a culture that encourages commitment to service excellence and high performance.
Teamwork	Work collaboratively and effectively with others to contribute to group efforts to achieve identified objectives.	Contribute to a positive and cooperative working environment by fulfilling own responsibilities and providing support to co-workers to achieve team goals.	Facilitate work team activities, provide assistance and support needed by team members and promote ownership and commitment among team members to work goals to improve team performance.	Establish teams, design and assess tasks to continually improve team effectiveness and cultivate a sense of organisational ownership and a cooperative working environment.
Transdisciplinary Thinking	Understanding of concepts across multiple disciplines, with the capacity to synthesise the knowledge and insights to guide decisions and foster cooperation.	Research and adapt concepts from outside one's field of expertise to supplement one's core knowledge and proficiency.	Co-relate material from diverse knowledge bases to guide decisions and policy making. Participate in reflective and trans-disciplinary communities within and outside the organisation.	Synthesise knowledge and insights across disciplinary boundaries to aid strategic decisions and foster cooperation within and outside of the organisation.
Virtual Collaboration	Use online collaborative communication tools to work as teams to accomplish tasks or projects.	Participate and contribute in a virtual team. Set up appropriate online collaborative tools and supporting equipment.	Use interactive collaborative tools to foster cohesion and commitment among virtual team members to achieve goals. Keep up-to-date with innovative online collaborative tools and applications to enhance one's proficiency in engaging in virtual collaboration.	Leverage on diverse team talent, latest online collaborative technologies and virtual platforms to produce collaborative behaviour and achieve technological savviness in virtual collaboration.

We would like to thank the following organisations and partners for their support and contributions in the development and validation of the Skills Framework for Training and Adult Education:

A+B Tourism Training Hub Pte Ltd	Flow Enterprise Inc Pte ltd
Abundanz Consulting Pte Ltd	Four Points By Sheraton Singapore
Accord Business Solutions Pte Ltd	G&L Chartered Business Consultants Pte Ltd
All Elite Security Pte Ltd	Genetic Computer School Pte Ltd
Alpsoft Technologies Pte Ltd	Google Singapore
Apro Training Centre	GroomTalent
Ascendo Consulting Pte Ltd	Hempel (Singapore) Pte Ltd
Asian Culinary Institute Singapore	HMI Institute of Health Sciences
Asian International College	Hong Ye Group Pte Ltd
ASM Technology Singapore Pte Ltd	iBosses Pte Ltd
Association of Singapore Marine Industries	Imageworks Pte Ltd
At-Sunrice GlobalChef Academy	Institute of Process Industry
Bespoke Solution Training Consultancy Pte Ltd	Institute of Technical Education
Business Continuity Planning Asia Pte Ltd	June Floral Art School
Capelle Academy	Kalyn Hughes Pte Ltd
Capitaland Limited	Knight Intelligence & Forensics Pte Ltd
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Certis Cisco Security Pte Ltd	Learnzone Singapore
Changi General Hospital	Linkedin
Cosmonine Consulting Pte Ltd	Lithan Academy
Crate and Barrel Singapore	Manulife Singapore
Development Bank of Singapore	McDonald's Corporation
Developer Learning Solutions	Metamorphosys Training Consultancy
DFS Safety Solutions	Microsoft Singapore
Dioworks Learning Pte Ltd	Monochrome Learning Solutions Pte Ltd
DSI Academy Pte Ltd	Morph Consulting Pte Ltd
EastAsia Compliance Pte Ltd	Nanyang Polytechnic
Edquest International Institute	National Institute of Education
eLC Pte Ltd	National University of Singapore
EON Consulting & Training Pte Ltd	NTUC LearningHub
EPM Training Services Pte Ltd	Ngee Ann Polytechnic
Facilitators Network Singapore	OCBC Bank Singapore
Fastrek Learning Pte Ltd	ODE Consulting Pte Ltd

Orange Valley Nursing Home Pte Ltd	Singapore Institute of Technology
Panasonic Asia Pacific Pte Ltd	SMER Pte Ltd
Parkway College of Nursing and Allied Health	Social Service Institute
Praxis SaM Pte Ltd	SOCOTEC Certification Singapore Pte Ltd
Progreso Training Pte Ltd	SOHA Institute
ProTherapist Academy Pte Ltd	Solutions At Work Pte Ltd
PSA Marine (Pte) Ltd	ST Engineering
PSB Academy	Singapore University of Social Sciences
RE Training & Consultancy Pte Ltd	Singapore University of Technology and Design
Real Centre Network	Singapore Technologies
Real Estate & Construction Academy	Tan Tock Seng Hospital
Revmax Technologies Pte Ltd	Temasek Polytechnic
Rice Consultancy Pte Ltd	Technometrics Consultancy Services
ROHEI Corporation	Textile and Fashion Industry Training Centre Pte Ltd
RSVP Proguide Pte Ltd	The Ascott Limited
Republic Polytechnic	The Learning Connections Pte Ltd
Samwoh Corporation Pte Ltd	The Learning Motion Pte Ltd
Security Industry Institute	The School of Makeup Pte Ltd
Sembcorp Marine Ltd	Tokio Marine Insurance Singapore
SeraphCorp Institute Pte Ltd	Training Vision Institute
Service Quality Centre Pte Ltd	Transit Link Pte Ltd
SFIC Institute	Triduum Learning Labs Pte Ltd
SGS International Certification Services Singapore Pte Ltd	Trilogy People Performance Consultancy
Singapore Academy of Law	UBTS Pte Ltd
Singapore Airlines Limited	United Overseas Bank Limited
Singapore Chinese Chamber Institute of Business	UTAC Manufacturing Services Singapore Pte Ltd
Singapore Institute of Manufacturing Technology	Volvo East Asia Pte Ltd
Singapore Institute of Retail Studies	Warees Halal Limited
Singapore Media Academy	Woodlands Transport
Singapore Polytechnic	XpRienz Pte Ltd
Singapore Telecommunications Limited	Zing Quotient

In addition, we would like to express our gratitude to the following stakeholders and partners for their contribution to the development of the Skills Framework for Training and Adult Education:

• Individuals who have agreed to share their personal career stories

• The Industry Association and Professional Bodies for sharing their business and members' perspectives

• Various Government and Government-Linked Agencies for their assistance

• Various Institutes of Higher Learning (IHLs) for their inputs on skills and competencies development

• Individual adjunct professionals for their inputs on skills and competencies development

• Education and Training providers for the inputs on skills and competencies development

MONTHLY GROSS WAGES OF SELECTED OCCUPATIONS IN TRAINING AND ADULT EDUCATION, NOVEMBER 2018

Occupations	Gross Wage	
	25th Percentile ($)	75th Percentile ($)
Learning Support Executive	2,400	3,600
Learning Facilitator	3,700	6,300
Courseware Developer	4,100	5,500
Learning Technology Designer	3,800	6,600
Learning Consultant/Learning Solutionist	5,600	11,800
Curriculum Lead	4,000	8,500
Product Development Manager/Business Development Manager	2,900	7,100
Learning and Operations Manager	3,700	5,700
Learning Quality Manager	5,300	7,300
Learning Systems Manager	4,100	6,500
Centre Director/Head of Institute	10,600	17,100

Source: Wage Study conducted by Mercer (Singapore) Pte Ltd, commissioned by SkillsFuture Singapore
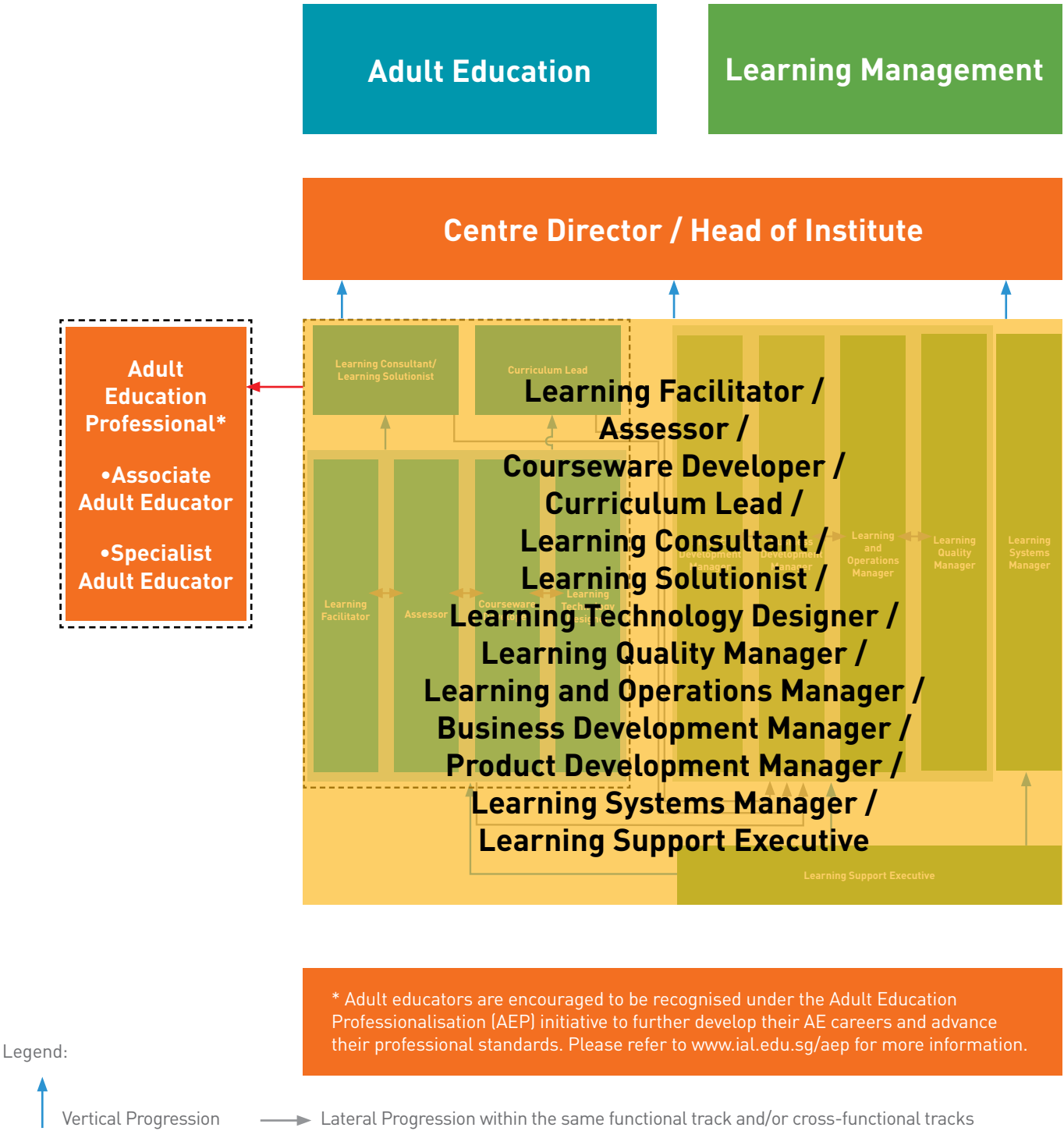
| Occupation	Hourly Wage	
	25th Percentile ($)	75th Percentile ($)
Adjunct Adult Educator	30	80

Source: TAE Landscape Survey, 2018, by Institute for Adult Learning Singapore

Note:

The above data reflects the indicative monthly gross salary and includes fixed bonuses, variable bonuses, overtime pay and allowances. Actual salaries may differ due to market conditions and company/organisation policies.

SKILLS FRAMEWORK FOR TRAINING AND ADULT EDUCATION

Career Pathways (Adjunct Adult Educator's View)

Adult Education	Learning Management

Centre Director / Head of Institute

Adult Education Professional*

- •Associate Adult Educator
- •Specialist Adult Educator

Learning Consultant/ Learning Solutionist

Curriculum Lead

Learning Facilitator / Assessor / Courseware Developer / Curriculum Lead / Learning Consultant / Learning Solutionist / Learning Technology Designer / Learning Quality Manager / Learning and Operations Manager / Business Development Manager / Product Development Manager / Learning Systems Manager / Learning Support Executive

Learning Facilitator Assessor Courseware Developer

Learning and Operations Manager Learning Quality Manager Learning Systems Manager

Learning Support Executive

* Adult educators are encouraged to be recognised under the Adult Education Professionalisation (AEP) initiative to further develop their AE careers and advance their professional standards. Please refer to www.ial.edu.sg/aep for more information.

Legend:

↑ Vertical Progression → Lateral Progression within the same functional track and/or cross-functional tracks

SSG-funded training providers who offer certifiable courses are subjected to the Adult Educators' requirements. For instance, a SSG-funded training provider who is offering public courses needs to have at least 80% of their trainers and/or assessors attain ACTA/ACLP qualification or equivalent. For more information on the Adult Educators' requirements, please refer to www.ssg.gov.sg/wsq/Industry-and-Occupational-Skills/Training-and-Adult-Education-WSQ.html. Please note that the Institutes of Higher Learning (i.e. ITE, Polytechnics and Autonomous Universities) are exempted from the Adult Educators' requirements.

Note: The Career Pathways serve as a reference to reflect the typical job roles and possible career pathways in the Training and Adult Education sector, which may vary depending on each company's structure and business context. The career progression pathways would depend on individual performance, capability, experience, aspiration, as well as company needs.

SKILLS FRAMEWORK FOR TRAINING AND ADULT EDUCATION

Career Pathways

Adult Education	Learning Management

Centre Director / Head of Institute

Adult Education Professional*

- •Associate Adult Educator
- •Specialist Adult Educator

Learning Consultant/ Learning Solutionist	Curriculum Lead

Learning Facilitator	Assessor	Courseware Developer	Learning Technology Designer

Product Development Manager	Business Development Manager	Learning and Operations Manager	Learning Quality Manager	Learning Systems Manager

Learning Support Executive

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SKILLS FRAMEWORK FOR TRAINING AND ADULT EDUCATION
Career Pathways

Scan this QR code to find out more about the Skills Framework for Training and Adult Education

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