TRAINING & ADULT EDUCATION
PROFESSIONAL COMPETENCY MODEL: ENABLING SKILLS MASTERY TOWARDS PROFESSIONAL EXCELLENCE

YOUR JOURNEY TO SKILLS MASTERY!

NEW AND EMERGING SKILLS
FUNCTIONAL SKILLS
HORIZONTAL SKILLS
PERSONAL FOUNDATIONAL SKILLS
PERSONAL VALUES AND ETHICS
TRAINING & ADULT EDUCATION
PROFESSIONAL COMPETENCY MODEL

IAI institute for adult learning singapore
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**Page numbers are placeholders for the actual page numbers in the document.**
STAY RELEVANT IN A FAST-EVOLVING ECONOMY

It is a fast-evolving economy. With the rise of advanced technologies such as artificial intelligence, machine learning, nanotechnology and biotechnology, business models and the economic ecosystem are evolving fast.

Along with these changes, skills sets disruption is a given. Skills and competences, modes of training and delivery, roles of Training and Adult Education (TAE) stakeholders – these are evolving rapidly as the macro-environment changes.

This is why the Institute for Adult Learning (IAL) has developed the Training and Adult Education Professional Competency Model (TAEPCM), to help our TAE stakeholders meet the challenges of the future.

HOW WILL THE TAE SECTOR BE IMPACTED?

To address the challenges posed by the macro-environment changes, business enterprises and individuals will expect innovative solutions in skills training which in turn will drive the following key trends in TAE:

**Increased Emphasis on Workplace Training**
With increasing automation coupled with the need for higher productivity, building a skilled workforce is essential for the new economy. At the same time, the drive for a lean workforce means that businesses will be hard-pressed to release employees for training. Workplace training will become more critical. Businesses will also seek holistic TAE solutions that require intensive collaboration and consultancy capabilities to improve their outcomes.

**Rise of Learning Technologies**
With technological advancement, demand for online and blended learning will grow. TAE providers will need to harness learning technologies to enhance the accessibility, effectiveness and efficiency of learning.

**Shift to Self-Directed and Individual-Driven Training**
As the proportion of PMEs grow and the workforce becomes more educated, self-directed and individual-driven training will become increasingly relevant. Demand for tools and systems that allow flexibility and efficiency in learning will grow.
TRANSFORM TO BE FUTURE-READY

TAE providers play an important role in helping business and employers meet the challenges of the new economy. To do so effectively, TAE providers need to transform. With the new TAE sector transformation plan, the roadmap to raising capabilities of TAE providers to be future-ready is clearly marked.

TAE SECTOR TRANSFORMATION PLAN

Reposition TAE provisions for growth opportunities
- Identify new opportunities
- Support business competitiveness
- Establish outcome measurement for learning to performance effectiveness

Strengthen infrastructure and systems for operational efficiency and business excellence
- Strengthen training management to support business models
- Strengthen learning infrastructure and systems to support innovative solutions

Address emerging manpower and skills
- Manpower resourcing for evolving and new TAE job roles
- Deepen critical skills sets through capability development and professionalism

NEW AND EMERGING CRITICAL SKILL SETS

To address the evolving needs of businesses and the TAE landscape, it is also time for TAE professionals to develop skills in new and emerging areas:

Pedagogical Innovation
Ability to design, develop and deliver blended learning experiences that integrate new modes of learning such as workplace-based learning and technology-enabled learning

Business / Entrepreneurship
Ability to develop knowledge of future trends, needs of workforce segments, industry sectors and business enterprises, innovate TAE provisions and deliver these provisions using appropriate business models for competitive advantage

Learning And Performance Consulting
Ability to collaborate with enterprises to diagnose business performance issues, co-create and implement integrated solutions linked to business outcomes, and evaluate the impact of learning and performance-related interventions

Technology-Enabled Learning
Ability to use learning technologies and systems to facilitate the entire online learning process, from design and development to delivery and assessment, such that learning can be seamlessly integrated with work and living hence making it flexible, accessible and relevant to meet the dynamic learning needs of enterprises and individuals

Workplace Learning
Ability to partner enterprises to integrate learning interventions with work and at the workplace and ensure that learning has direct relevance to workplace performance and career progression
WHAT IS THE TRAINING AND ADULT EDUCATION PROFESSIONAL COMPETENCY MODEL (TAEPCM) ABOUT?

TAEPCM refers to the Training and Adult Education Professional Competency Model.

It is a holistic skills reference framework developed by IAL. First launched in 2012, it is now updated to facilitate the skills development of TAE professionals to address the evolving needs of the TAE sector.

This framework helps TAE professionals and stakeholders to:
- Deepen and broaden skills for versatility and professional excellence
- Navigate and chart career pathways, both inter-functionally and intra-functionally, across the functional domains of Adult Education, Training Management and Human Capital Management
- Benchmark standards of capability development programmes
- Align skills development efforts with organisational goals

Currently, the TAEPCM houses about 170 skills units for TAE professionals to refer to for their skills development according to their unique job needs in the sector.
YOUR JOURNEY TO SKILLS MASTERY!

NEW AND EMERGING SKILLS
• Pedagogical Innovation
• Workplace Learning
• Learning & Performance Consulting
• Business / Entrepreneurship
• Technology-Enabled Learning

FUNCTIONAL SKILLS

ADULT EDUCATION
• Analysis
• Design
• Development
• Delivery
• Evaluation
• Quality Assurance
• Research
• Framework Design & Development

TRAINING MANAGEMENT
• Leadership & Management
• Training Administration & Operations
• Curriculum & Programme Management
• Quality Management

HUMAN CAPITAL MANAGEMENT
• HR Planning & Implementation
• Performance Management
• Organisational Development
• Talent Management
• Learning & Development

HORIZONTAL SKILLS

• Business Development
• Consulting
• Data Analytics
• Enterprise Risk Management
• Finance
• Legal
• Strategic Planning & Implementation
• People Management
• Productivity
• Project Management

PERSONAL FOUNDATIONAL SKILLS
• Engagement in Continuing Education & Training
• Future Economy & Business Orientation
• Human Capital & Workforce Fundamentals
• Personal Learning Excellence

PERSONAL VALUES AND ETHICS
• Aspirational
• Aware
• Committed
• Evolutionary
• Innovative
• Personal
• Principled

ADULT EDUCATION PROFESSIONALISATION (AEP)
Gain professional recognition for your expertise. Be an Adult Education Professional today. Learn more at www.ial.edu.sg/aep

ADULT EDUCATION NETWORK (AEN)
Join the community of TAE Professionals! Learn more at www.ial.edu.sg/aen

AE : Adult Education
TM : Training Management
HCM : Human Capital Management
TAE Professionals

Adult Educators
Individuals who are involved in the direct activities of development and training for the continuing education and training of the workforce

Training Management Specialists
Individuals who are involved in managing a training institution as its core business function

Human Capital Management Professionals
Individuals who are involved in the strategic conceptualisation and creation of HR strategies to build employee capacity and human capital to support business needs

Training Providers
Public and private training providers delivering programmes to adult learners for continuing education and training

Enterprises
Business owners and managers from all sectors who are looking to build internal TAE capabilities and personnel as ‘multipliers of performance’ to elevate enterprise performance through human capital

WHO BENEFITS FROM USING THE TAEPCM

BENEFITS OF USING THE TAEPCM

As a holistic framework, the TAEPCM has the following features:

• Clear descriptions of competences necessary for an evolving TAE landscape
• Categorisation of competences into strategic, managerial and operational areas
• Mapping of competences to IAL’s programmes for capabilities development

These features enable users to use the model effectively in their professional and business development. Here are the benefits for different stakeholders:

TAE Professionals
TAEPCM provides a roadmap that you can use to continually develop critical and emerging skills while deepening existing skills to stay relevant and grow professionally.

Training Providers
TAEPCM provides a map of relevant and emerging skills to develop capabilities in your TAE professionals and guide your manpower resourcing for a skilled TAE workforce to better tap on growth opportunities and stay competitive.

Enterprises
TAEPCM provides skills development pathways for your TAE professionals to help grow their capability to use learning to help your organisation achieve business goals.

HOW DOES THE TAEPCM BENEFIT TAE STAKEHOLDERS?
HOW TO USE THE TAEPCM

The TAEPCM is a powerful tool that allows TAE stakeholders to develop a holistic plan to address their capability developmental needs. Here are some guidelines on using the model.

PREVIEW
all the competency statements to understand desired outcomes, and the relevant capability development programmes to address each competency.

PLAN
skills development roadmap by setting skills development goals in the aspects of learning and practice, according to unique job needs. A timeframe to achieve the skills development goals should also be established to guide concrete actions.

ACT
by undertaking the planned learning and practice to achieve skills development goals, tapping on the various SkillsFuture funding subsidies (where applicable) such as the SkillsFuture Credit, Mid-Career Enhanced Subsidy and SkillsFuture Study Awards.

REVIEW
progress according to planned goals and actual achievements after an appropriate time interval e.g. 12 months from the date of planning. Continue to upgrade your skills to address gaps between planned goals and actual achievements.

Finally, assess if your achievements in learning and practice have met the requirements for recognition under the Adult Education Professionalisation (AEP). Learn more at: www.ial.edu.sg/aep

If you require further assistance with the TAEPCM, please contact IAL’s team of professional AE Advisors at: aeca@ial.edu.sg.
UNDERSTANDING THE TAEPCM

The competences described in TAEPCM are organised according to:
1. **Key functional domains** which support the TAE sector
2. **Sub-functional domain areas** which define specific activities within each key functional domain
3. **Proficiency levels** which peg the competences to varying defined degrees of mastery and expertise

**FUNCTIONAL DOMAINS**

- **ADULT EDUCATION**
  - Refers to the direct activities of development and training for the continuing education and training of the workforce, which may include analysis, design, development, facilitation and assessment

- **TRAINING MANAGEMENT**
  - Refers to the managing of a training institution as a core business function. This includes the management of programmes, curriculum, assessment, training resources, manpower, learning systems, quality assurance, compliance and administration

- **HUMAN CAPITAL MANAGEMENT**
  - Refers to the strategic conceptualisation and creation of HR strategies to build employee capacity and human capital to support business needs. This includes aspects like learning and development, talent management, performance management, organisational development and HR Planning and Implementation
**SUB-FUNCTIONAL DOMAINS**

The sub-functional domains within each of the key functional domains are:

### TRAINING MANAGEMENT

1. **Leadership & Management**
   - Relates to the leadership and management of training organisations as a business entity

2. **Training Administration & Operations**
   - Relates to the management of logistics, infrastructure, resources and operations to support delivery of training and assessment

3. **Curriculum & Programme Management**
   - Relates to the administration of pre-to post-training activities in curriculum and programme development

4. **Quality Management**
   - Relates to the management of quality of training systems, processes and outcomes to achieve continuous improvements

5. **Learning Technology & Systems Management**
   - Relates to the use of technology to enhance the efficiency and effectiveness of training delivery

### HUMAN CAPITAL MANAGEMENT

1. **HR Planning & Implementation**
   - Relates to activities involved in the planning and execution of cross-functional human resource development work

2. **Performance Management**
   - Relates to the design and management of performance-based, market competitive compensation and benefits interventions, as well as the process to maintain and improve employee job performance

3. **Organisational Development**
   - Relates to processes involving enterprise-wide efforts to achieve productivity gain and return on investments of human capital related initiatives

4. **Learning & Development**
   - Relates to a broad suite of activities that develop employees’ competences to meet business, organisational and personal goals

5. **Talent Management**
   - Relates to the design and implementation of integrated interventions that facilitate the identification, development and management of high potential employees as well as individual employees across the organisation

### ADULT EDUCATION

1. **Analysis**
   - Relates to the planning and analysis of training needs in adult education and organisational settings

2. **Design & Development**
   - Relates to the suite of activities to design and develop learning programmes

3. **Delivery**
   - Relates to the delivery of training interventions

4. **Evaluation**
   - Relates to the processes of assessing learners and evaluating training interventions

5. **Research**
   - Relates to the conduct of workforce development research and analysis to inform policy and decision-making

6. **Delivery**
   - Relates to the delivery of training interventions

7. **Quality Assurance**
   - Relates to the enforcement of quality assurance mechanism to support quality delivery of CET programmes to the workforce

8. **Framework Design & Development**
   - Relates to the development of workforce development structure and professional documents as instruments for human capital development
The levels of competences are mapped to the Workforce Skills Qualifications (WSQ) framework.

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Nature of Competency Acquired</th>
<th>Nature of Work Activities Performed</th>
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<tbody>
<tr>
<td><strong>Operational</strong></td>
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| Level 2:          | Able to use relevant skills and knowledge | • Mainly factual and procedural requiring basic comprehension skills to interpret and use relevant information and ideas  
|                   |                               | • A range of work activities, most of which are basic tasks, well-defined and routine-based performed in a largely stable and predictable work context  
|                   |                               | • Requires minimal judgment with limited autonomy as activities are carried out under clear instructions and within clearly specified boundaries  
|                   |                               | • Typically undertaken by entry-level or operational occupations  |
| Level 3:          | Able to apply and contextualise skills and knowledge | • Procedural with elements of abstraction and theory  
|                   |                               | • Awareness of different perspectives and approaches within the work context  
|                   |                               | • A range of work activities, some of which are non-routine and not well defined  
|                   |                               | • Requires some judgment or reasoning subject to overall guidance and generally carried out within clear boundaries with limited autonomy and frequent supervision  
|                   |                               | • Guiding others, and some planning and allocation of resources  
|                   |                               | • Typically undertaken by supervisor and team leads  |
| Level 4:          | Able to apply and contextualise skills and knowledge | • Sound and comprehensive understanding of theoretical and/or technical concepts in the relevant field of study  
|                   |                               | • Awareness of different perspectives and approaches within the work context  
|                   |                               | • A range of work activities, most of which are non-routine and not well-defined with a measure of complexity  
|                   |                               | • Requires minimal supervision with considerable individual accountability and autonomy  
|                   |                               | • Requires a significant degree of judgment and decision-making  
|                   |                               | • Guiding, developing and accountability for others, and planning and allocation of resources  
|                   |                               | • Typically undertaken by managers and professionals  |
Level 5:

Able to apply, integrate and contextualise advanced skills and knowledge

Nature of Competency Acquired:
- Advanced knowledge in the relevant field of study in depth, strategic and critical understanding of theories, principles and current developments in the field of study and a number of related disciplines.

Nature of Work Activities Performed:
- A broad range of work activities, most of which are complex, high-level technical or professional work activities
- Requires minimal supervision with full individual accountability and significant autonomy for own processes and outputs
- Requires a significant degree of strategic thinking and judgment
- Guiding, developing and accountability for others
- Typically undertaken by professionals and specialists

Level 6:

Able to critically analyse, interpret and evaluate complex knowledge, concepts and theories

Nature of Competency Acquired:
- Highly sophisticated and evolved through original research
- Advanced knowledge in the relevant field of study in depth, strategic and critical understanding of theories, principles and current developments in the field of study and related disciplines
- Understanding how different perspectives affect area of work and how to reformulate concepts to apply to work context

Nature of Work Activities Performed:
- A broad range of work activities that are complex, professional and specialist in nature and issues to manage tend to be unpredictable and multi-faceted
- Activities that are related substantially to organisational development and change or field of work
- Requires minimal supervision, if any, with accountability in terms of self-directed activities, involving substantial organisation and resource management
- Leading and development of, and accountability for others
- Typically undertaken by senior management, senior professionals and senior specialists
AE-ANA-601 Appraise and Apply Theories of Learning and Teaching for Adult and Vocational Training
This competency aims to develop a critical understanding of major theories relating to learning and teaching for adults by evaluating comparative practices in post-compulsory and professional education. It enables learners to apply learning pedagogies optimal to a specific context of training.

Formal Learning Programmes (Certifiable)
Master of Arts in Lifelong Learning and Leadership
Module: Analysing Adult Education Policy & Practice (UCL-IOE)

AE-ANA-602 Appraise and Apply Work-Based or Workplace Learning in Adult and Vocational Training
This competency provides a conceptual and practical understanding of how work-based or workplace learning can contribute to the competences of workers.

Formal Learning Programmes (Certifiable)
Master of Training and Development
Module: Workplace Learning
(Griffith University)

AE-ANA-603 Appraise and Apply Teaching Approaches on Diversity
This competency draws on social justice principles and strategies to develop teaching and learning approaches that meet the learning needs of students from diverse backgrounds. This includes appreciating the value of diversity, respect for differences and the ability to incorporate or obviate any differences in the learning process.

Formal Learning Programmes (Certifiable)
Master of Training and Development
Module: Instructional Design Strategies
(Griffith University)

AE-ANA-604 Build Expertise through Adult and Vocational Training Vocational Training
This competency covers the knowledge and skills to apply the theories of psychological development of individuals and learning theories to build the expertise of workers in their vocations.

Formal Learning Programmes (Certifiable)
Master of Training and Development
Module: Expertise and Development
(Griffith University)
AE-DES-601 Apply Instructional Design Strategies in Adult and Vocational Training
This competency covers the knowledge and skills of instructional design to address problems requiring training intervention.

Formal Learning Programmes (Certifiable)
- Master of Training and Development
  - Module: Instructional Design Strategies
  - (Griffith University)
- Master of Training and Development
  - Module: Curriculum Development
  - (Griffith University)

AE-DES-602 Appraise and Apply Curriculum Development Strategies in Adult and Vocational Training
This competency covers the knowledge and skills of curriculum development in adult and vocational education for the design, implementation and evaluation of curriculum initiatives.

Formal Learning Programmes (Certifiable)
- Master of Training and Development
  - Module: Instructional Design Strategies
  - (Griffith University)
- Master of Training and Development
  - Module: Curriculum Development
  - (Griffith University)

AE-DES-603 Appraise and Apply Technologies in Adult and Vocational Education
This competency covers the theoretical approaches to teaching and learning with technologies to support cognitions of learning, collaborative learning, effective learning practices and the design of learning environments.

Formal Learning Programmes (Certifiable)
- Master of Arts in Professional Education
  - Module: E-Learning Tools for Training
  - (NTU-NIE)

Functional Area: Evaluation

AE-EVL-601 Appraise and Evaluate Assessment in Adult and Vocational Training
This competency specifies the theoretical considerations about the evaluation of learning and teaching. It enables adult educators to develop skills in judging the extent of learning, determine the worth of curriculum activities and report to students and others. Assessment for this course is by assignments based on conceptual aspects of assessment and the development, with full justification of an assessment instrument, in the students' own teaching area.

Formal Learning Programmes (Certifiable)
- Master of Training and Development
  - Module: Vocational Assessment
  - (Griffith University)
### Functional Area: Evaluation

**AE-EVL-602 Evaluate Learning Initiatives**  
This competency specifies the philosophical, procedural and technical aspects of evaluation. It enables the learner with the knowledge and skills in the application of acceptable and efficient models to evaluate educational programmes.

**Formal Learning Programmes (Certifiable)**  
Master of Arts (Instructional Design & Technology)  
Modules: Evaluation Models and Methods (NTU-NIE)

### Functional Area: Workforce Development Research

**WFD-WDR-601 Strategise and Lead Research Programmes and Projects to Meet CET Strategic Aims and Objectives**  
This competency refers to strategising the theme, design and implementation of research programmes and projects that meet the CET strategic aims and objectives. It also involves the ability to conceptualise policy research arising from workforce development and manpower issues, as well as critically evaluating research in educational and social contexts through engagement of both qualitative and quantitative research.

**Formal Learning Programmes (Certifiable)**  
Master of Science in Skills and Workforce Development (Cardiff University)

**WFD-WDR-602 Evaluate Research Findings for Policy Recommendations and Viable Implementation Strategies**  
This competency refers to the evaluation of research findings which include the verifications and contextualised interpretation of findings to address workforce development and manpower issues, suggested policy changes and refinement in implementation strategies.

**Formal Learning Programmes (Certifiable)**  
Master of Arts in Lifelong Learning and Leadership  
Module: The Design, Conduct and Evaluation of Educational and Social Research (UCL-IOE)

**WFD-WDR-603 Perform Quantitative Research**  
This competency equips the learner with the knowledge and skills for conducting of quantitative research. It includes the notion of what research is about and the meanings of such keywords as hypothesis, theory, variables, constructs and research validity, both internal and external. Performing skills in research such as sampling procedures, designing with pre-experimental, experimental and quasi-experimental, correlational and factorial considerations as well as hypothesis testing using t-tests, ANOVA and non-parametric tests of chi-square are covered in this competency.

**Formal Learning Programmes (Certifiable)**  
Master of Arts in Lifelong Learning and Leadership  
Module: The Design, Conduct and Evaluation of Educational and Social Research (UCL-IOE)  
Master of Science in Skills and Workforce Development  
Module: Research Methods and Techniques in Context (Cardiff University)
**Strategic Competences Level 6**

### Functional Area: Workforce Development Research

**WFD-WDR-604 Perform Qualitative Research**
This competency develops skills of observation and interviewing, which are essential for the holistic and contextual analysis of social and psychological processes in natural settings. It enables the capability to carry out field action research in the style, form and discipline of anthropological, phenomenological and naturalistic inquiry. In addition, the skills of analysis of qualitative data and the capability to prepare instruments ‘for testing generalisations’ or confirming transferability in small and contrasting settings are emphasised.

**Formal Learning Programmes (Certifiable)**

- Master of Arts in Lifelong Learning and Leadership
  Module: The Design, Conduct and Evaluation of Educational and Social Research
  (UCL-IOE)

- Master of Science in Skills and Workforce Development
  Module: Research Methods and Techniques in Context
  (Cardiff University)

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**Strategic Competences Level 5**

### Functional Area: Analysis

**AE-ANA-501 Establish Training Needs Assessment and Solutions**
This competency enables the learner to examine issues and procedures falling under the general category of Front-End Analysis such as assessment of skills and attitudes, determination of entry behaviours, identification of training objectives and task analysis. It includes the planning of needs assessment data collection in the focus of instrument design, data reliability and validity.

**Formal Learning Programmes (Certifiable)**

- Master of Arts in Professional Education
  Module: Training Needs Assessment and Solutions
  (NTU-NIE)

**AE-ANA-502 Identify The Learning Problem that is Aligned to a Business Need**
This competency enables the learner to analyse the business drivers, priorities and demands of an enterprise to establish a clear vision for the competence development of staff, design and conduct field research to ascertain the starting point, needs and constraints of key stakeholders, and scope the learning issue(s) underpinned by business needs and desired outcomes if the learning issue(s) are resolved.

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</table>
Functional Area: Design and Development

AE-DES-502 Design and Develop Recognition of Prior Learning (RPL) Assessment Plan Toolkits
This competency equips assessment plan developers with the knowledge of recognition of prior learning (RPL) and the skills to develop RPL assessment plan and toolkits for the conduct of RPL.

**Informal Learning Programmes (Non-Certifiable)**
Recognition of Prior Learning (RPL) Assessment Plan Toolkits Development

Coming Soon

(IAL-AEN)

AE-DES-503 Design and Develop Blended Learning to Deliver Learning Facilitation
This competency enables the learner to design and develop curriculum and instruction to deliver blended learning experiences that integrate two or more modes of learning which can include classroom-based learning, workplace-based learning or technology-enabled learning.

**Informal Learning Programmes (Non-Certifiable)**
Designing and Developing Blended Learning Curriculum

Coming Soon

(IAL-AEN)

AE-DES-504 Design and Develop Process Facilitation to Achieve Desired Group Outcomes
This competency equips the learner with process facilitation competences, in particular, the design and delivery of facilitation intended to address desired outcomes scoped in consultation with stakeholders who commissioned the facilitation engagement. Facilitation skills and techniques that can be used to elicit optimal group participation will be introduced.

**Formal Learning Programmes (Certifiable)**
WSQ Specialist Diploma in Advanced Facilitation
Module: Use Process facilitation to Achieve Desired Groups Outcomes

(IAL)

AE-DES-505 Co-create Workplace Learning Intervention with Key Stakeholders
This competency enables the learner to collaborate with key stakeholders to build consensus on desired intervention(s) and success indicators, advocate a multi-disciplinary approach that takes into account organisation development and job design issues to create the conditions for success, and anticipate potential implementation challenges and devise mitigating strategies to facilitate smooth implementation.

**Formal Learning Programmes (Certifiable)**
Certified Workplace Learning Specialists

(IAL)

**Informal Learning Programmes (Non-Certifiable)**
Workplace Learning – Levers of Change
[Basics of Workplace Learning]

(IAL-AEN)
Strategic Competences
Level 5

Functional Area: Delivery

AE-DEL-501 Facilitate the Piloting of the Workplace Learning Intervention, Monitor Progress, and Trouble-Shoot as Required
This competency enables the learner to design and develop the learning intervention in partnership with key stakeholders, implement the intervention by facilitating the acquisition of necessary resources such as manpower, access, and materials, and proactively surface issues and possible solutions to unanticipated disruptions to the progress of the intervention.

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AE-DEL-502 Use Blended Learning to Deliver Learning Facilitation
This competency enables the learner to design and deliver blended learning experiences that integrate classroom active learning approaches and facilitation strategies in a digital space (e.g. online discussion boards, social media, webinars etc).

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AE-DES-503 Use Process Facilitation to Achieve Desired Group Outcomes
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Functional Area: Evaluation

AE-EVL-501 Conduct Recognition of Prior Learning (RPL) Assessment
This competency equips experienced assessors with the knowledge and skills to conduct assessments in a recognition of prior learning context using the holistic assessment methodology.

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AE-EVL-502 Evaluate the Impact of the Workplace Learning Intervention and Make Recommendations on Sustainability and Feasibility
This competency enables the learner to evaluate learning outcomes and returns of investment to demonstrate value-add, recommend potential next steps to enterprise management to sustain positive outcomes of adopting workplace learning and use reflective practice to review individual professional growth and development throughout the process.

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Functional Area: Workforce Development Research

**WFD-WDR-501 Conceptualise, Develop and Implement Research Dissemination Plan**
This competency unit includes the establishment of a dissemination plan during research conceptualisation so that relevant stakeholders are engaged from research initiation. There is sharing of research at crucial project milestones, and dissemination of research to appropriate audiences nationally and internationally.

**Informal Learning Programmes (Non-Certifiable)**
- Conceptualising, Developing and Implementing a Research Dissemination Plan (IAL-AEN)

**WFD-WDR-502 Organise and Coordinate Effort for Stakeholders to Interpret and Engage Research**
This competency unit refers to the organisation and coordination effort required for stakeholders to interpret and engage in research at the onset and throughout the project at the strategic level.

**Informal Learning Programmes (Non-Certifiable)**
- Interpreting and Engaging in Research (IAL-AEN)

Functional Area: CET Quality Assurance

**WFD-CQA-501 Evaluate QA Strategies, Policies and Guidelines**
This competency unit covers the evaluation of the effectiveness of QA strategies, policies and guidelines, taking into consideration costing, risk control factors, efficiency and professional maturity and proficiency of the training industry. In addition, it also recommends areas for improvement, including mechanism to shape behaviour - such as the adoption of new learning technologies and etc.

**Formal Learning Programmes (Certifiable)**
- WSQ Specialist Diploma in Educational Quality Management (IAL)

ADULT EDUCATION

Managerial Competences Level 4

Functional Area: Analysis

**AE-ANA-401 Conduct a Training Needs Analysis**
This competency equips the learner with the knowledge and skills for planning a training needs analysis through the processes of preparing, collecting, analysing and reporting.

**Formal Learning Programmes (Certifiable)**
- WSQ Diploma in Adult and Continuing Education Module: Conduct a Training Needs Analysis (IAL)

**Informal Learning Programmes (Non-Certifiable)**
- Tools for Training Needs Analysis (IAL-AEN)
**AE-ANA-402 Review Competency-Based Training Approaches for Adult Workers**
This competency equips the learner with the knowledge and skills to review the implementation of competency-based training as applied to adult workers.

**Formal Learning Programmes (Certifiable)**
- WSQ Diploma in Adult and Continuing Education
  Module: Review Competency-Based Training Approaches for Adult Workers (IAL)

**Functional Area: Design and Development**

**AE-DES-401 Design and Develop an E-Learning Programme**
This competency equips the learner with the techniques and steps in conceptualising e-learning programmes, through examining the various types of e-learning environments and their impact on the e-learning process.

**Formal Learning Programmes (Certifiable)**
- WSQ Diploma in Adult and Continuing Education
  Module: Design and develop an e-learning programme (IAL)

<table>
<thead>
<tr>
<th>Informal Learning Programmes (Non-Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Learning Master Class: Developing Practical and Concrete Skills (IAL-AEN)</td>
</tr>
<tr>
<td>Getting Started with Articulate Storyline 2 (IAL-AEN)</td>
</tr>
<tr>
<td>Advanced Articulate Storyline 2 Technique (IAL-AEN)</td>
</tr>
<tr>
<td>e-Content Development (IAL-AEN)</td>
</tr>
<tr>
<td>The CET Human Cloud – An Effective Way to Create and Convert Content to Rich Media (IAL-AEN)</td>
</tr>
<tr>
<td>Creating Interactive Narratives that Engage Your Digital Learners (IAL-AEN)</td>
</tr>
<tr>
<td>Designing and Developing Scenario-based e-Learning with SmartBuilder (IAL-AEN)</td>
</tr>
<tr>
<td>Quality Assurance in e-Learning Projects (IAL-AEN)</td>
</tr>
</tbody>
</table>

**AE-DEV-401 Develop Curriculum and Instruction for Adult Learning Programme**
This competency equips the learner with the knowledge and skills in developing effective courseware that is aligned with a sound curriculum design, using concepts like curriculum models and instructional design principles.

**Formal Learning Programmes (Certifiable)**
- WSQ Diploma in Adult and Continuing Education
  Module: Develop Curriculum and Instruction for Adult Learning Programme (IAL)
### Functional Area: Design and Development

**AE-DEV-402 Develop a Workplace Learning Plan**
This competency equips the learner with the knowledge and skills to incorporate relevant workplace learning strategies in the design, development and evaluation of a workplace learning plan to meet the needs of different organisations.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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</thead>
<tbody>
<tr>
<td>WSQ Diploma in Adult and Continuing Education</td>
</tr>
<tr>
<td>Module: Develop a Workplace Learning Plan (IAL)</td>
</tr>
</tbody>
</table>

**AE-DEV-403 Develop On-the-Job Training Programme**
This competency equips the learner with the knowledge and skills to examine the characteristics of OJT, then plan, develop, review and evaluate an On-the-Job (OJT) programme to meet organisational needs, through developing OJT blueprints and materials accordingly.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSQ Diploma in Adult and Continuing Education</td>
</tr>
<tr>
<td>Module: Develop an On-the-Job Training Programme (IAL)</td>
</tr>
</tbody>
</table>

**AE-DEV-404 Develop and Review Competency-Based Assessment**
This competency equips the learner with the knowledge and skills to develop and evaluate assessment methods and tools using concepts like principles of assessment and rules of evidence.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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</thead>
<tbody>
<tr>
<td>WSQ Diploma in Adult and Continuing Education</td>
</tr>
<tr>
<td>Module: Develop and Review Competency-Based Assessment (IAL)</td>
</tr>
</tbody>
</table>

**AE-DEV-405 Develop Assessment Tools**
This competency equips the learner with the knowledge and skills to conduct a deeper examination of assessment issues, guided by further practice in the design of assessment.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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</thead>
<tbody>
<tr>
<td>WSQ Diploma in Adult and Continuing Education</td>
</tr>
<tr>
<td>Module: Develop Assessment Tools (IAL)</td>
</tr>
</tbody>
</table>

### Functional Area: Evaluation

**AE-EVL-401 Evaluate an Adult Learning Programme**
This competency enables the learner to develop a plan to evaluate training programmes to effect organisational development. As part of the process, learners are expected to design and develop an instrument for data collection and prepare an evaluation report.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
<th>Informal Learning Programmes (Non-Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSQ Diploma in Adult and Continuing Education</td>
<td></td>
</tr>
<tr>
<td>Module: Evaluate an Adult Learning Programme (IAL)</td>
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<tr>
<td>Evaluation of Performance Interventions for Capabilities (EPIC)</td>
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<tr>
<td>(IAL-AEN)</td>
<td></td>
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</tbody>
</table>

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Managerial Competences
Level 4

Functional Area: Evaluation

AE-EVL-402 Develop Practice Through Reflection
This competency equips the learner with the knowledge and skills in the practice of reflection as a means of enhancing their lifelong professional development.

Formal Learning Programmes (Certifiable)
- WSQ Diploma in Adult and Continuing Education Module: Develop Practice Through Reflection (IAL)

Functional Area: Workforce Development Research

WFD-WDR-401 Conduct Policy and Practise Workforce Development Related Research (not limited to CET) Using Quantitative and Qualitative Methodologies
This competency covers the conceptualisation of research arising from CET strategic challenges and issues, designing the research using both quantitative and qualitative methodologies so that it is able to effectively address the larger research question and lead the project by managing the budgets, resources and manpower efficiently.

Informal Learning Programmes (Non-Certifiable)
- Quantitative and Qualitative Methodologies for Workforce Development Related Research (IAL-AEN)

WFD-WDR-402 Conduct Primary and Secondary Data Analyses Using a Variety of Research Methodologies
This competency covers the conduct of primary and secondary data analysis using various research methodologies. This includes the identification of data sources and a good understanding of the advantages and disadvantages of the primary and secondary data analysis.

Informal Learning Programmes (Non-Certifiable)
- Conducting Primary and Secondary Data Analyses in CET Research (IAL-AEN)

Functional Area: CET Quality Assurance

WFD-CQA-402 Design QA Strategies, Policies and Guidelines
This competency covers the design of QA strategies, policies and guidelines, taking into consideration costing, risk control factors, efficiency and professional maturity and proficiency of the training industry.

Formal Learning Programmes (Certifiable)
- WSQ Specialist Diploma in Educational Quality Management (IAL)
Managerial Competences
Level 4

Functional Area: CET Quality Assurance

WFD-CQA-403 Evaluate QA Tools and Approaches
This competency covers the evaluation of the developed QA tools and approaches to ascertain and assess the effectiveness in upholding the quality assurance level.

Formal Learning Programmes (Certifiable)
WSQ Specialist Diploma in Educational Quality Management (IAL)

WFD-CQA-404 Manage Complex Accreditation and Audit Cases
This competency covers the treatment of complex accreditation and audit cases, such as training providers involved in multiple frameworks.

Formal Learning Programmes (Certifiable)
WSQ Specialist Diploma in Educational Quality Management (IAL)

WFD-CQA-405 Lead Investigations on CET Training Organisations
This competency covers the investigation techniques to identify, document and collect evidence to build a case and recommend actions to be taken in accordance with established guidelines and procedures.

Formal Learning Programmes (Certifiable)
WSQ Specialist Diploma in Educational Quality Management (IAL)

Functional Area: Workforce Framework Design & Development

WFD-WFDD-401 Review Framework’s Professional Documents
This competency unit covers the review of framework’s professional documents taking into consideration trends and development pattern internationally and nationally to meet workforce learning needs.

Informal Learning Programmes (Non-Certifiable)
Reviewing a CET Framework’s Professional Documents (IAL-AEN)

WFD-WFDD-402 Design Flexible Pathways for Training and Assessments
This competency unit covers the design of efficient and effective delivery of training and assessment pathways to strengthen the acquisition and demonstration of learning by individuals. This also includes the analysis of costing, funding mechanism and design of components and features of sustainable eco-system to be responsive in meeting industry manpower needs.

Informal Learning Programmes (Non-Certifiable)
Designing Flexible Pathways for Training and Assessments (IAL-AEN)

Formal Learning Programmes (Certifiable)
WSQ Specialist Diploma in Educational Quality Management (IAL)
### Managerial Competences Level 4

#### Functional Area: Workforce Framework Design & Development

**WFD-WFDD-403 Design and Develop Recognition of Prior Learning (RPL) System**
This competency unit covers the design and development of Recognition of Prior Learning system across and within CET and PET frameworks. This includes the identification, design and development of the entire RPL environment such as policy directions, funding mechanism, processes and essential components and features of sustainable eco-system.

**Informal Learning Programmes (Non-Certifiable)**
- Designing and Developing a Recognition of Prior Learning (RPL) System *(Coming Soon)*
  - IAL-AEN

### Managerial Competences Level 3

#### Functional Area: Analysis

**AE-ANA-301 Interpret the Singapore Workforce Skills Qualifications (WSQ) System**
This competency specifies the competency required to interpret the Singapore Workforce Skills Qualifications System and a set of National Competency Standard and apply them in a learning and development context.

**Formal Learning Programmes (Certifiable)**
- WSQ Advanced Certificate in Training and Assessment
  - Module: Interpret the Singapore Workforce Skills Qualifications (WSQ) System *(IAL)*

#### Functional Area: Design and Development

**AE-DES-301 Design a Learning Experience**
This competency equips the learner with knowledge and skills to design lesson plans for a short learning experience applying the understanding of adult learning principles, active learning qualities and instructional methods.

**Formal Learning Programmes (Certifiable)**
- WSQ Advanced Certificate in Training and Assessment
  - Module: Design a Learning Experience *(IAL)*

**AE-DES-302 Apply Adult Learning Principles in Training**
This competency equips the learner with the knowledge and skills in the application of adult learning principles in training delivery.

**Formal Learning Programmes (Certifiable)**
- WSQ Advanced Certificate in Training and Assessment
  - Module: Apply Adult Learning Principles in Training *(IAL)*
**ADULT EDUCATION**

### Managerial Competences

#### Level 3

### Functional Area: Delivery

**AE-DES-302 Prepare and Facilitate a Learning Experience**
This unit equips the learner with knowledge and skills to prepare and facilitate an active learning experience for learners.

#### Formal Learning Programmes (Certifiable)

- WSQ Advanced Certificate in Training and Assessment Module: Prepare and Facilitate a Learning Experience (IAL)

### Functional Area: Evaluation

**AE-EVL-301 Assess Competence**
This competency equips the learner with knowledge and skills to prepare and conduct a competency-based assessment to assess competence.

#### Formal Learning Programmes (Certifiable)

- WSQ Advanced Certificate in Training and Assessment Module: Assess Competence (IAL)

#### Informal Learning Programmes (Non-Certifiable)

- Assessment in the Online Learning Environment (IAL-AEN)
- Assessing Qualitative Online Discussions Using ATLAS.ti (IAL-AEN)

**AE-EVL-302 Prepare for Continuing Professional Development**
This competency equips the learner with knowledge and skills to objectively reflect upon his or her own training practice to engage in continuing professional development for improvement.

#### Formal Learning Programmes (Certifiable)

- WSQ Advanced Certificate in Training and Assessment Module: Prepare for Continuing Professional Development (IAL)

### Functional Area: Workforce Development Research

**WFD-WDR-301 Assist Lead Researchers in the Design, Implementation, Data Collection and Analysis of Research**
This competency involves assisting the lead researcher in framing the research problem, undertaking of literature searches, gathering and management of relevant research data in adherence to coding and ethical guidelines, and contribution in the design of research instruments. It includes the analysis of data (qualitative and quantitative), as well as identification of appropriate publication and dissemination channels and platforms to provide support to the researchers during the entire publishing processes.

#### Informal Learning Programmes (Non-Certifiable)

- Design, Implementation, Data Collection and Analysis of Research (IAL-AEN)
### Managerial Competences Level 3

#### Functional Area: Workforce Development Research

**WFD-WDR-302 Assist in the Dissemination / Publication of Research Papers**
This competency covers the assistance rendered to help dissemination and publication of research papers to targeted audiences.

<table>
<thead>
<tr>
<th>Informal Learning Programmes (Non-Certifiable)</th>
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<tbody>
<tr>
<td>Dissemination and Publication of Research Papers (IAL-AEN)</td>
</tr>
</tbody>
</table>

**WFD-WDR-303 Facilitate User Engagement from Research Initiation to Completion**
This competency covers the identification and engagement of stakeholders at the onset and throughout the research project to support the successful completion.

<table>
<thead>
<tr>
<th>Informal Learning Programmes (Non-Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Engagement from Research Initiation to Completion (IAL-AEN)</td>
</tr>
</tbody>
</table>

#### Functional Area: CET Quality Assurance

**WFD-CQA-301 Implement Policies and QA Strategies to Achieve System Objectives**
This competency covers the overarching quality assurance policies and strategies and the application of these policies and strategies to ensure quality provision of CET. It also covers the different approaches of organisation and course accreditation and continuous improvement review audits for different training providers based on the risk profile and quality of service delivery.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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</thead>
<tbody>
<tr>
<td>WSQ Specialist Diploma in Educational Quality Management (IAL)</td>
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</tbody>
</table>

**WFD-CQA-302 Design and Develop QA Tools and Approaches**
This competency covers the design and development of qualitative assurance tools and approaches to facilitate the quality assurance checking and maintenance processes.

<table>
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<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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</thead>
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<tr>
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</tbody>
</table>

**WFD-CQA-303 Accredit CET Providers**
This competency covers the accreditation of organisations which are aligned to established system requirements. It examines the soundness of financial status; assessing the appropriateness of facilities and equipment for the conduct of training delivery and assessment; checking on the capability and capacity of teaching faculty to ensure quality service provision; as well as determining the adequacy of training management system to protect the interest of trainees.

<table>
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<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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<tbody>
<tr>
<td>WSQ Specialist Diploma in Educational Quality Management (IAL)</td>
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</tbody>
</table>
## Functional Area: CET Quality Assurance

<table>
<thead>
<tr>
<th>WFD-CQA-304 Accredit CET Courses</th>
<th>This competency unit covers the course accreditation which is aligned to established system requirements. It examines the relevance and currency of contents, assessing whether the delivery and assessment strategies are pedagogically sound and effective; checking against the level of contextualisation to meet specific industries’ and organisation’s needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal Learning Programmes (Certifiable)</strong></td>
<td><strong>WSQ Specialist Diploma in Educational Quality Management</strong>&lt;br&gt;(IAL)</td>
</tr>
</tbody>
</table>

## Functional Area: Workforce Framework Design & Development

<table>
<thead>
<tr>
<th>WFD-WFDD-301 Conduct International Benchmarking of Workforce Competency</th>
<th>This competency covers the conduct of international benchmarking analysis. This includes the scoping and establishment of parameters of benchmarking, methods and approaches to collect and analyse data and provide recommendations to address gaps identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informal Learning Programmes (Non-Certifiable)</strong></td>
<td><strong>International Benchmarking of Workforce Competency</strong>&lt;br&gt;(IAL-AEN) &lt;br&gt;<strong>Coming Soon</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WFD-WFDD-302 Develop Competency Map</th>
<th>This competency covers the development of competency map to establish career and training pathway within or across sectors, designing qualification structure to promote mobility and to enhance professionalism to meet industry growth need. The skills include the scoping of the sector, identifying job roles and relevant competency requirements for occupations, clustering of competences into meaningful categories and designing qualification structures that meet industry needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informal Learning Programmes (Non-Certifiable)</strong></td>
<td><strong>Develop Competency Map</strong>&lt;br&gt;(IAL-AEN)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WFD-WFDD-303 Develop Competency Standard</th>
<th>This competency unit covers the development of competency standards to codify required attitude, skills and knowledge for one to perform at an acceptable level set by the industry. This includes the codification of competences that are observable, measurable and assessable; incorporating current best practices and emerging competences to enhance competitiveness; aligning to industry-specific guidelines and regulation; and crafting the contents within established national / industry / professional bodies’ guidelines.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informal Learning Programmes (Non-Certifiable)</strong></td>
<td><strong>Develop Competency Standard</strong>&lt;br&gt;(IAL-AEN)</td>
</tr>
</tbody>
</table>
**Managerial Competences Level 3**

**Functional Area: Workforce Framework Design & Development**

**WFD-WFDD-304 Manage Professional Documents’ Validation**
This competency unit covers the overall management of professional document validation. This includes the design of validation strategies, management of resources within established project timeframe and budget allocation, securing buy-in and fine tuning of the document after the pilot implementation and evaluation of the professional documents.

**Informal Learning Programmes (Non-Certifiable)**
Validation of CET Professional Documents (IAL-AEN)

**WFD-WFDD-305 Perform Mapping Comparisons of Professional Documents and Framework Structure**
This competency unit covers the mapping of professional documents and structure to establish equivalence for articulation purpose. This includes the application of mapping techniques to establish equivalency of contents coverage, comparison of assessment methodology and overall framework design structure, identifying gaps to meet qualification requirements within established policy guidelines and to examine the impact of implementation.

**Informal Learning Programmes (Non-Certifiable)**
Conduct Mapping for Establishing WSQ Credit Exemptions (IAL-AEN)

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**Operational Competences Level 2**

**Functional Area: Delivery**

**AE-DEL-201 Facilitate Workplace Learning**
This competency equips learners with the skills to design a workplace learning plan that meets the needs of their organisations. Using the plan they have developed, learners will be able to conduct a workplace learning session for their learners at an authentic or simulated workplace setting.

**Formal Learning Programmes (Certifiable)**
WSQ Workplace Trainer Programme (WTP) Module: Facilitate Workplace Learning (IAL)
Strategic Competences
Level 6

Functional Area: Leadership & Management

TM-LM-601 Lead a Training Organisation
This competency equips the learner with the skills and knowledge to establish strategic priorities and business objectives for the organisation, drive the development of organisation vision, mission, values, culture, business roles, and provide organisational leadership, direction and governance.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
<th>Informal Learning Programmes (Non-Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Training as a Business (MTB) Series (IAL)</td>
<td>Future-proof Your Business in Disruptive Times (IAL-AEN)</td>
</tr>
<tr>
<td>Leading and Managing Change in Continuing Education and Training Landscape (Monash University)</td>
<td></td>
</tr>
<tr>
<td>Digital Innovation and Design Series (NUS-ISS)</td>
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</tr>
</tbody>
</table>

TM-LM-602 Manage the Organisation and Development of Education Institutions
This competency equips the learner with the knowledge and skills to analyse and manage the impact of managerial behaviours, practices and social interactions in an educational entity. It includes such elements as personalities and abilities, communication network, composition and functions of teams, leadership styles, decision-making processes, job motivation and satisfaction, information technology, organisational design and change management.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>WSQ Specialist Diploma in Human Capital Management Module: Lead Organisational Design (HR WSQ CET Centre / Programme Partners)</td>
</tr>
<tr>
<td>Leading and Managing Change in Continuing Education and Training Landscape (Monash University)</td>
</tr>
</tbody>
</table>
## Strategic Competences Level 5

### Functional Area: Curriculum & Programme Management

**TM-CPM-501 Develop Strategies for Curriculum and Programme Management**  
This competency equips the learner with the skills and knowledge to draw up strategies for curriculum and programme management of the training organisation. It covers contexts such as programme development of courseware and materials for training and assessment activities, validation, implementation, evaluation.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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</thead>
<tbody>
<tr>
<td>Managing Training as a Business (MTB) Series (IAL)</td>
</tr>
</tbody>
</table>

### Functional Area: Quality Management

**TM-QM-501 Develop Strategies for Quality Management of Training Organisations**  
This competency equips the learner with the knowledge and skills to develop the strategies for the organisation to seek continuous improvements in quality of training services and processes, and to meet compliance requirements such as accreditation of courseware, service quality, and any other mandatory requirements by the authorising agencies.

<table>
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<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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</thead>
<tbody>
<tr>
<td>Managing Training as a Business (MTB) Series (IAL)</td>
</tr>
<tr>
<td>WSQ Specialist Diploma in Educational Quality Management (IAL)</td>
</tr>
</tbody>
</table>

### Functional Area: Learning Technology & Systems Management

**TM-LTSM-501 Develop Strategies for Training and Learning Technology Management**  
This competency addresses skills and knowledge required to develop strategies to leverage technology that enhances learning and training management through which the flow of people, work, process and information add to the smooth implementation of training. It covers leading the analysis of internal and external trends, developing training and learning technology management strategies, engaging key stakeholders and guiding training managers to evaluate, implement and utilise training management systems and processes.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
<th>Informal Learning Programmes (Non-Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Training as a Business (MTB) Series (IAL)</td>
<td>Riding on the Waves of Technologies in Learning and Development (IAL-AEN)</td>
</tr>
<tr>
<td>Digital Innovation and Design Series (NUS-ISS)</td>
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</tbody>
</table>
**Managerial Competences Level 4**

### Functional Area: Training Administration & Operations

**TM-TAO-401 Manage Training Operations, Adult Educators and Resources**
This competency equips the learner with the skills and knowledge to manage the end to end training operations such as planning and managing the administrative system, adult educators, resources, training budget and government funding, and overseeing and ensuring the high service quality, efficiency and smooth operation of the training organisation and its training programmes.

<table>
<thead>
<tr>
<th>Functional Learning Programmes (Certifiable)</th>
<th>Formal Learning Programmes (Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Training as a Business (MTB) Series</td>
<td>Managing Training as a Business (MTB) Series</td>
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<td>(IAL)</td>
<td>(IAL)</td>
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</tbody>
</table>

### Functional Area: Curriculum & Programme Management

**TM-CPM-401 Manage Curriculum and Programme Development, Validation and Evaluation**
This competency equips the learner with the knowledge and skills to manage the development and sourcing of training programmes based on the strategic directions of the organisation and target audience, coordinate work of relevant courseware developers, establish recruitment criteria, select trainers and assessors, conduct validation exercises, pilot trials, and evaluate training programmes.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
<th>Informal Learning Programmes (Non-Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Training as a Business (MTB) Series</td>
<td>Evaluation of Performance Interventions for Capabilities (EPIC) (IAL-AEN)</td>
</tr>
<tr>
<td></td>
<td>Multiple Uses of Training Needs Analysis (IAL-AEN)</td>
</tr>
</tbody>
</table>

### Functional Area: Quality Management

**TM-QM-401 Develop System and Processes to Meet Accreditation, Compliance and Quality Requirements**
This competency equips the learner with the knowledge and skills to establish the training system, processes and SOPs to meet compliance requirements within a training organisation to establish certifications, requirements and standards, for supporting the consistent and reliable operations of systems and processes related to curriculum development, assessment management, training delivery and administration.

<table>
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<tr>
<td>Managing Training as a Business (MTB) Series</td>
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<td>(IAL)</td>
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</table>

**TM-QM-402 Manage Continuous Improvement and Quality of Training Organisation**
This competency equips the learner with the knowledge and skills to manage the quality and effectiveness of training (including courseware content and trainer delivery) and efficiency of training processes, and to seek and initiate continuous improvement projects and activities. This may include the development of training measurements for training effectiveness.

<table>
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<td>Managing Training as a Business (MTB) Series</td>
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<td>(IAL)</td>
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</tbody>
</table>
### Functional Area: Quality Management

**TM-QM-403 Manage Intellectual Property Compliance**
This competency equips the learner with the knowledge and skills to develop, manage and evaluate IP processes, ensure compliance with regulations, and to address IP infringements in relation to training resources of training organisations.

### Formal Learning Programmes (Certifiable)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing Training as a Business (MTB) Series</td>
<td>(IAL)</td>
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</tbody>
</table>

### Functional Area: Learning Technology & Systems Management

**TM-LTSM-401 Evaluate Training Management Systems**
This competency addresses skills and knowledge required to evaluate the use of training management systems. It covers evaluation effectiveness of training management system, uncovering of new technologies to meet business needs and analysis of internal and external trends.

### Informal Learning Programmes (Non-Certifiable)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluating Training Management Systems</td>
<td>Coming Soon (IAL-AEN)</td>
</tr>
</tbody>
</table>

**TM-LTSM-402 Evaluate Technology Tools and Systems for Learning**
This competency addresses skills and knowledge required to evaluate the use of technology tools and systems for learning. It covers evaluation effectiveness of training technology tools and systems for learning, uncovering of new technologies for learning and analysis of internal and external trends.

### Informal Learning Programmes (Non-Certifiable)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting a Learning Management System (LMS)</td>
<td>(IAL-AEN)</td>
</tr>
<tr>
<td>Riding on the Waves of Technologies in Learning and Development</td>
<td>(IAL-AEN)</td>
</tr>
</tbody>
</table>

### Functional Area: Training Administration & Operations

**TM-TC-301 Maintain Training Logistics and Facilities**
This competency equips the learner with skills and knowledge required to maintain the equipment, facilities, tools and materials related to training, and ensure they are in suitable working condition.

### Informal Learning Programmes (Non-Certifiable)

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining Training Logistics and Facilities</td>
<td>Coming Soon (IAL-AEN)</td>
</tr>
</tbody>
</table>
**Functional Area: Training Administration & Operations**

**TM-TAO-302 Handle Feedback, Complaints and Appeals**
This competency equips the learner with skills and knowledge required to handle customers’ enquiries, feedback, complaints, appeals and any other difficult cases relating to the dissatisfaction of the customer’s experience in a training institution.

**Informal Learning Programmes (Non-Certifiable)**
Handling Feedback, Complaints and Appeals (IAL-AEN)

**Functional Area: Curriculum & Programme Management**

**TM-TAO-302 Handle Feedback, Complaints and Appeals**
This competency equips the learner with the knowledge and skills to develop the programme implementation plan for the roll-out of training and assessment activities, including parameters on class capacity, adult educators and identifying the necessary training support required.

**Informal Learning Programmes (Non-Certifiable)**
Developing a Programme Implementation Plan for training and assessment (IAL-AEN)

**Functional Area: Quality Management**

**TM-QM-301 Conduct Internal Quality Audit of Training Organisation**
This competency equips the learner with the knowledge and skills to conduct an internal audit of the training organisation’s systems to support the consistent and reliable operations of systems and processes related to curriculum development, assessment management, training delivery and administration.

**Formal Learning Programmes (Certifiable)**
WSQ Specialist Diploma in Educational Quality Management (IAL)

**TM-QM-302 Prepare for Accreditation and Compliance Audits**
This competency equips the learner with the knowledge and skills to prepare the relevant documentation, materials and people for accreditation and compliance to meet established certifications, requirements and standards for supporting the consistent and reliable operations of systems and processes related to curriculum development, assessment management, training delivery and administration.

**Formal Learning Programmes (Certifiable)**
WSQ Specialist Diploma in Educational Quality Management (IAL)
**Managerial Competences Level 3**

**Functional Area: Learning Technology & Systems Management**

**TM-LTSM-301 Implement Training Management Systems**
This competency addresses the skills and knowledge required to implement training management systems for learning. It includes identifying improvements in processes and practices to leverage the use of training management systems, facilitating the gathering of user requirements, consulting key stakeholders and managing and evaluating the implementation of a training management system and managing the roll-out plan.

Informal Learning Programmes (Non-Certifiable)

Implementing Training Management Systems, Coming Soon

(IAL-AEN)

**TM-LTSM-302 Implement Technology Tools and Systems for Learning**
This competency addresses the skills and knowledge required to administer the implementation of technology tools and systems for teaching and learning. It includes identifying improvements in processes and practices to leverage the use of technology solutions, facilitating the gathering of user requirements, consulting key stakeholders and managing and evaluating the implementation of technology tools and systems for learning and managing the roll-out plan.

Informal Learning Programmes (Non-Certifiable)

Manage a Learning Management System (LMS) in a Day

(IAL-AEN)

Webinar & Collaboration Tools (for e-Learning & e-Training)

(IAL-AEN)

**Operational Competences Level 2**

**Functional Area: Training Administration & Operations**

**TM-TAO-201 Administer Learner Enrolment**
This competency equips the learner with skills and knowledge required to administer the recruitment and selection of learners, including providing learning programme information to customer enquiries, enrolment of courses, administrating fees and providing learner support.

Formal Learning Programmes (Certifiable)

WSQ Higher Certificate in Human Resources
Module: Provide Learning Administration Services
(HR WSQ CET Centre / Programme Partners)

**TM-TAO-202 Coordinate Training & Assessment Activities and Events**
This competency equips the learner with skills and knowledge for coordinating, arranging and scheduling trainers, assessors, facilities, equipment, materials, refreshments to facilitate smooth conduct of training programme.

Formal Learning Programmes (Certifiable)

WSQ Higher Certificate in Human Resources
Module: Provide Learning Administration Services
(HR WSQ CET Centre / Programme Partners)
## Operational Competences

### Level 2

## Functional Area: Training Administration & Operations

### TM-TAO-203 Maintain Learner Records for Training and Assessment
This competency equips the learner with skills and knowledge required to maintain the training and assessment information requirements of the organisation and other relevant bodies, and provide recording and reporting of training and assessment data.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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</thead>
<tbody>
<tr>
<td>WSQ Higher Certificate in Human Resources</td>
</tr>
<tr>
<td>Module: Provide Learning Administration Services</td>
</tr>
<tr>
<td>(HR WSQ CET Centre / Programme Partners)</td>
</tr>
</tbody>
</table>

### TM-TAO-204 Deliver Service Excellence
This competency equips the learner with skills and knowledge to apply organisational service values and use organisational systems to provide excellent customer service, follow-up post-sales service support and utilise and update a customer database when working individually.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
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<tbody>
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<td>WSQ Higher Certificate in Human Resources</td>
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<tr>
<td>Module: Provide Learning Administration Services</td>
</tr>
<tr>
<td>(HR WSQ CET Centre / Programme Partners)</td>
</tr>
</tbody>
</table>

## Functional Area: Curriculum & Programme Management

### TM-CPM-201 Maintain Training and Assessment Materials
This competency equips the learner with skills and knowledge required to maintain the developed training courseware, assessment plans, and other related materials to ensure version control and that the updated materials are used for the delivery of training and conduct of assessments.

<table>
<thead>
<tr>
<th>Informal Learning Programmes (Non-Certifiable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining Training and Assessment Materials</td>
</tr>
<tr>
<td>(IAL-AEN)</td>
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</tbody>
</table>

## Functional Area: Quality Management

### TM-QM-201 Support Audit Processes
This competency equips the learner with the knowledge and skills to support and assist in the various audit processes, including preparation for accreditation and conducting of internal audit.

<table>
<thead>
<tr>
<th>Informal Learning Programmes (Non-Certifiable)</th>
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<tbody>
<tr>
<td>Supporting CET Audit Processes</td>
</tr>
<tr>
<td>(IAL-AEN)</td>
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</tbody>
</table>
**TM-LTSM-201 Operate Training Management Systems**
This competency addresses the skills and knowledge required to operate an organisation’s Training Management System. It includes entering learner particulars, scheduling classes, payment, registration and any other data relating to the administration of a learner enrolling for courses or events.

**Informal Learning Programmes (Non-Certifiable)**
- Operating Training Management Systems (IAL-AEN)

**TM-LTSM-202 Operate Technology Tools and Systems for Learning**
This competency addresses the skills and knowledge required to operate an organisation’s technological tools for teaching and learning. It includes managing content creation, user accounts, learning and assessment records, generating reports and reporting on issues. Tools and systems may include learning management systems, discussion forums, reflection blogs, etc.

**Informal Learning Programmes (Non-Certifiable)**
- Manage a Learning Management System (LMS) in a Day (IAL-AEN)
- Webinar & Collaboration Tools (for e-Learning & e-Training) (IAL-AEN)
HUMAN CAPITAL MANAGEMENT

Strategic Competences
Level 5

Functional Area: HRD Planning and Implementation

HCM-HPI-501 Develop Organisational Response to National Manpower Initiatives and Strategic Priorities
This competency addresses the skills and knowledge required to devise organisational responses to national strategic manpower initiatives. It covers ensuring national strategic initiatives are understood, analysing current practices and devising implementation strategies.

Formal Learning Programmes (Certifiable)

WSQ Specialist Diploma in Human Capital Management
Module: Develop Organisational Response to National Manpower Initiatives and Strategic Priorities
(HR WSQ CET Centre / Programme Partners)

HCM-HPI-502 Create Human Resource Strategies Aligned with Business Needs
This competency addresses the skills and knowledge required to ensure that human resource strategies are integrated with the mission and business of an enterprise. It covers planning, consultation, establishment, directing and the review of human resource strategy implementation.

Formal Learning Programmes (Certifiable)

WSQ Specialist Diploma in Human Capital Management
Module: Create Human Resource Strategies Aligned with Business Needs
(HR WSQ CET Centre / Programme Partners)

HCM-HPI-503 Enhance Organisational Effectiveness
This competency addresses the skills and knowledge required to enhance organisational effectiveness. It covers identifying aspects of organisation performance for inclusion in the programme, the development of systems and processes to support the evaluation of areas for improvement, and the development of improvement strategies.

Formal Learning Programmes (Certifiable)

WSQ Specialist Diploma in Human Capital Management
Module: Enhance Organisational Effectiveness
(HR WSQ CET Centre / Programme Partners)

Functional Area: Performance Management

HCM-PM-501 Develop Strategies for Performance Management
This competency addresses the skills and knowledge required to develop a performance management programme. It covers working with stakeholders to establish, implement and review performance management programmes.

Formal Learning Programmes (Certifiable) | Informal Learning Programmes (Non-Certifiable)
--- | ---
WSQ Specialist Diploma in Human Capital Management
Module: Develop Strategies for Performance Management
(HR WSQ CET Centre / Programme Partners) | Own Our Challenges
(IAL-AEN)

Managing Performance and Appraisals for SMEs
(IAL-AEN)
Functional Area: Organisational Development

HCM-OD-501 Lead Organisational Design
This competency addresses the skills and knowledge required to lead organisational design activities. It covers working with stakeholders to identify issues impacting on organisational design and strategies that may be used to implement changes to organisational design.

Formal Learning Programmes (Certifiable)

| WSQ Specialist Diploma in Human Capital Management Module: Lead Organisational Design (HR WSQ CET Centre / Programme Partners) |

HCM-OD-502 Lead Change Management
This competency covers defining, driving and leading change in the organisation, guiding the development of change management strategy, building an environment for change, as well as evaluating and refining change management strategy.

Formal Learning Programmes (Certifiable) Informal Learning Programmes (Non-Certifiable)

| WSQ Specialist Diploma in Human Capital Management Module: Lead Change Management (HR WSQ CET Centre / Programme Partners) | An Approach to Successful Change Management (IAL-AEN) |

HCM-OD-503 Shape Organisational Culture in Alignment with Business Strategy
This unit addresses the skills and knowledge required to develop strategies, policies and procedures to shape organisational culture to be aligned with business strategy. It includes identifying the desired culture, engaging and influencing key stakeholders, leading the implementation and evaluating the effectiveness of the strategies.

Formal Learning Programmes (Certifiable)

| WSQ Specialist Diploma in Human Capital Management Module: Shape Organisational Culture in Alignment with Business Strategy (HR WSQ CET Centre / Programme Partners) |

Functional Area: Learning and Development

HCM-LD-501 Develop and Evaluate Organisational Learning Culture
This competency covers the skills and knowledge required to develop a learning culture within the organisation. It includes directing and facilitating the development of a learning culture, consulting key stakeholders to identify culture gaps, guiding development of strategic plans for learning and development, and evaluating the impact of the learning culture on the organisation.

Formal Learning Programmes (Certifiable)

| WSQ Specialist Diploma in Human Capital Management Module: Develop and Evaluate Organisational Learning Culture (HR WSQ CET Centre/ Programme Partners) |
### Functional Area: Learning and Development

**HCM-LD-502 Enable Organisational Workforce Capability**  
This competency addresses the skills and knowledge required to enable organisational capability through the development and enhancement of people’s competency in the organisation. It includes clarifying and aligning strategies, providing strategic advice to senior management, developing a capability framework and leading the development of people capability and alignment of human resource processes and systems to ensure contribution to overall business strategy.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
<th>Informal Learning Programmes (Non-Certifiable)</th>
</tr>
</thead>
</table>
| WSQ Specialist Diploma in Human Capital Management  
Module: Enable Organisational Workforce Capability  
(HR WSQ CET Centre / Programme Partners) | An Introduction to Competency-based HR Management  
- Apply Competency Frameworks to Address Business Needs  
(IAL-AEN) |

### Functional Area: Talent Management

**HCM-TLM-501 Develop Strategies for Talent Management**  
This competency addresses the skills and knowledge required to develop a talent management programme for high performers and/or high potential employees within organisations. It covers the systems and processes to facilitate talent identification and assessment.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
</tr>
</thead>
</table>
| WSQ Specialist Diploma in Human Capital Management  
Module: Develop Strategies for Talent Management  
(HR WSQ CET Centre / Programme Partners) |

**HCM-TLM-502 Develop a Framework and Strategies for Succession Management**  
This competency addresses the skills and knowledge required to create and develop a succession strategy and process within an organisation. It covers understanding the organisation’s strategic, people and capability needs and the identification of critical organisation roles.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
</tr>
</thead>
</table>
| WSQ Specialist Diploma in Human Capital Management  
Module: Develop a Framework and Strategies for Succession Management  
(HR WSQ CET Centre / Programme Partners) |

**HCM-TLM-503 Develop Strategies for Career Planning**  
This competency addresses the skills and knowledge required to develop career planning processes within an organisation. It covers the development and monitoring of career planning strategies.

<table>
<thead>
<tr>
<th>Formal Learning Programmes (Certifiable)</th>
</tr>
</thead>
</table>
| WSQ Specialist Diploma in Human Capital Management  
Module: Develop Strategies for Career Planning  
(HR WSQ CET Centre / Programme Partners) |
**Managerial Competences Level 4**

### Functional Area: HRD Planning and Implementation

**HCM-HPI-401 Align Human Resource Services with Business Needs**
This competency addresses the skills and knowledge required to ensure that human resource services are aligned with business needs. It covers the link between human resource initiatives and how these align to business strategy.

#### Formal Learning Programmes (Certifiable)
- WSQ Professional Diploma in Human Resources
  - Module: Align Human Resource Services with Business Needs
    (HR WSQ CET Centre / Programme Partners)

**HCM-HPI-402 Measure Human Resource Functional Effectiveness**
This competency addresses the skills and knowledge required to measure the effectiveness of human resource functions. It covers prioritising functions requiring measurement, developing measurement processes and reporting the outcomes.

#### Formal Learning Programmes (Certifiable)
- WSQ Professional Diploma in Human Resources
  - Module: Measure Human Resource Functional Effectiveness
    (HR WSQ CET Centre / Programme Partners)

**HCM-HPI-403 Develop Human Resource Policy Framework**
This competency addresses the knowledge and application skills to develop a broad policy framework to support the successful implementation of organisational human resource (HR) objectives. It includes the review, development and evaluation of HR framework, policies and procedures, development of communication and implementation plans and consultation with key stakeholders to support the implementation of the framework.

#### Formal Learning Programmes (Certifiable)
- WSQ Professional Diploma in Human Resources
  - Module: Develop Human Resource Policy Framework
    (HR WSQ CET Centre / Programme Partners)

### Functional Area: Performance Management

**HCM-PM-401 Implement Performance Management Programme**
This competency addresses the skills and knowledge required to implement an organisation’s performance management programme. It covers promoting the performance management system, supporting the review process and measuring the effectiveness of the performance management programme as a basis for enhancing organisational outcomes.

#### Formal Learning Programmes (Certifiable)
- WSQ Professional Diploma in Human Resources
  - Module: Implement Performance Management Programme
    (HR WSQ CET Centre / Programme Partners)

#### Informal Learning Programmes (Non-Certifiable)
- Own Our Challenges (IAL-AEN)
- Managing Performance and Appraisals for SMEs (IAL-AEN)
Managerial Competences  
Level 4

HUMAN CAPITAL MANAGEMENT

Functional Area: Organisational Development

**HCM-OD-401 Measure Organisational Climate**  
This competency addresses the skills and knowledge required to measure organisational climate. It covers conducting assessments and surveys and benchmarking against other best practices.

**Formal Learning Programmes (Certifiable)**

- WSQ Professional Diploma in Human Resources Module: Measure Organisational Climate  
  (HR WSQ CET Centre / Programme Partners)

**HCM-OD-402 Develop and Implement Change Strategies and Plans**  
This competency addresses the skills and knowledge required to initiate, implement and sustain change within an organisation. It covers the assessment of organisational readiness for change, obtaining buy-in from stakeholders, defining change strategies and approaches, facilitating the creation of an environment conducive to change and reviewing and measuring outcomes of the change.

**Formal Learning Programmes (Certifiable)**

- WSQ Professional Diploma in Human Resources Module: Develop and Implement Change Strategies and Plans  
  (HR WSQ CET Centre / Programme Partners)

**Informal Learning Programmes (Non-Certifiable)**

- An Approach to Successful Change Management  
  (IAL-AEN)

**HCM-OD-403 Implement Job Redesign to Improve Business Outcomes**  
This competency addresses the skills and knowledge required to implement a successful and sustainable job/process redesign process, which include determining the business and strategic imperative for job redesign, identifying suitable areas for redesign, applying redesign solutions to address specific problems, planning for redesign, assessing risks, determining resources, forecasting timelines, and measuring impact and returns on investment from redesign, and planning for and managing change and transition.

**Informal Learning Programmes (Non-Certifiable)**

- Implement Job Redesign to Improve Business Outcomes  
  (IAL-AEN)

Functional Area: Learning and Development

**HCM-LD-401 Build People Management Capabilities**  
This competency addresses the knowledge and application skills to work with managers at all levels of the organisation to develop their people management skills. The competency includes developing framework and strategies to build knowledge of human resource practices, leading implementation and evaluation of programmes to enable line manager competences, setting up systems and engaging key stakeholders to enable a culture of managers developing staff skills and capabilities.

**Formal Learning Programmes (Certifiable)**

- WSQ Professional Diploma in Human Resources Module: Build People Management Capabilities  
  (HR WSQ CET Centre / Programme Partners)
**Managerial Competences**

**Level 4**

### Functional Area: Learning & Development

**HCM-LD-402 Develop and Evaluate Learning Interventions**
This competency addresses the skills and knowledge to review organisational learning requirements and design approaches to address learning needs. It includes developing organisational learning roadmap, selecting appropriate methods to meet learning needs, determining, evaluating and refining learning interventions so that they meet organisational and individual needs.

**Formal Learning Programmes (Certifiable)**

- WSQ Professional Diploma in Human Resources Module: Develop and Evaluate Learning Interventions (HR WSQ CET Centre / Programme Partners)

**HCM-LD-403 Develop and Evaluate Strategies for Learning and Development**
This competency addresses the skills and knowledge required to develop, communicate and evaluate strategies for learning and development. It includes developing learning and development strategies, assessing organisation learning needs, developing an action plan to drive learning and development programmes, integrating learning and development solutions with other human resource processes, communicating strategies and programmes with relevant stakeholders and establishing the criteria for success of learning and development strategies.

**Formal Learning Programmes (Certifiable)**

- WSQ Professional Diploma in Human Resources Module: Develop and Evaluate Strategies for Learning and Development (HR WSQ CET Centre / Programme Partners)

**HCM-LD-404 Develop and Implement In-house Competency Framework**
This competency addresses the knowledge and skills to develop and implement an in-house competency framework. It includes identifying the objectives and scope, conducting research, developing, validating, implementing and reviewing the competency framework.

**Formal Learning Programmes (Certifiable)**

- WSQ Professional Diploma in Human Resources Module: Develop and Implement In-house Competency Framework (HR WSQ CET Centre / Programme Partners)

**Informal Learning Programmes (Non-Certifiable)**

- An Introduction to Competency-based HR Management - Apply Competency Frameworks to Address Business Needs (IAL-AEN)

### Functional Area: Talent Management

**HCM-TLM-401 Implement Talent Management Programmes**
This competency addresses the skills and knowledge required to identify latent requirements and work with managers and employees to facilitate their progression to more senior positions. It covers the use of talent management tools and practices and the monitoring of talent management processes.

**Formal Learning Programmes (Certifiable)**

- WSQ Professional Diploma in Human Resources Module: Implement Talent Management Programmes (HR WSQ CET Centre / Programme Partners)
Managerial Competences
Level 4

Functional Area: Talent Management

HRD-TLM-402 Develop Career Pathing Framework
This competency addresses the skills and knowledge required to develop career pathways and the framework and criteria for career progression within an organisation. It includes conducting analysis to identify job families, consulting with key stakeholders, mapping career progression paths, developing guidelines for career progression, and communicating and reviewing the career pathing framework.

Formal Learning Programmes (Certifiable)
WSQ Professional Diploma in Human Resources
Module: Develop Career Pathing Framework
(HR WSQ CET Centre / Programme Partners)

HRD-TLM-402 Develop and Implement Career Coaching and Mentoring Framework
This competency addresses the skills and knowledge required to develop an appropriate career coaching and mentoring framework for the organisation. It covers determining the scope of career coaching and mentoring services, planning systems and resources, developing an action plan to operationalise the framework, advocating and encouraging employees to access career services, implementing strategies to maintain privacy and confidentiality and reviewing the effectiveness and making improvements to the framework.

Formal Learning Programmes (Certifiable)
WSQ Professional Diploma in Human Resources
Module: Develop and Implement Career Coaching and Mentoring Framework
(HR WSQ CET Centre / Programme Partners)

HUMAN CAPITAL MANAGEMENT

Managerial Competences
Level 3

Functional Area: Organisational Development

HCM-OD-301 Manage Change at Programme Level
This competency covers implementing, monitoring, evaluating and assessing the progress of change management programmes and initiatives, as well as implementing continuous improvement processes and communicating the change management strategy and specific programme objectives within the organisation.

Formal Learning Programmes (Certifiable)  
Informal Learning Programmes (Non-Certifiable)
WSQ Advanced Certificate in Human Resources
Module: Manage Change at Programme Level
(HR WSQ CET Centre / Programme Partners)
An Approach to Successful Change Management
(IAL-AEN)

Functional Area: Learning and Development

HCM-LD-301 Develop and Evaluate On-Boarding Programmes
This competency covers skills and knowledge required to induct new employees into the organisation. The competency includes identifying objectives to be met, designing the content and materials to be used at the on-boarding programme, consulting with key stakeholders to obtain approval and evaluating the on-boarding programme.

Formal Learning Programmes (Certifiable)  
Informal Learning Programmes (Non-Certifiable)
WSQ Advanced Certificate in Human Resources
Module: Develop and Evaluate On-Boarding Programmes
(HR WSQ CET Centre/ Programme Partners)
An Approach to Successful Change Management
(IAL-AEN)
HUMAN CAPITAL MANAGEMENT

Managerial Competences
Level 4

Functional Area: Learning and Development

HCM-LD-302 Support Individual Learning and Development
This competency addresses the knowledge and skills required to support employees to achieve their personal learning and development goals. It includes facilitating the communication of learning and development objectives and process with line managers, facilitating a learning needs analysis, developing a training calendar and learning roadmap, and reviewing individual plans with line managers.

<table>
<thead>
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<tbody>
<tr>
<td>WSQ Advanced Certificate in Human Resources Module: Support Individual Learning and Development (HR WSQ CET Centre / Programme Partners)</td>
<td>Tools for Training Needs Analysis (IAL-AEN)</td>
</tr>
</tbody>
</table>

AE-ANA-401 Plan a Training Needs Analysis
This competency equips the learner with the knowledge and skills for planning a training needs analysis through the processes of preparing, collecting, analysing and reporting.

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<tbody>
<tr>
<td>WSQ Diploma in Adult and Continuing Education Module: Conduct a Training Needs Analysis (IAL)</td>
<td></td>
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</tbody>
</table>

AE-DEV-402 Develop a Workplace Learning Plan
This competency equips the learner with the knowledge and skills to incorporate relevant workplace learning strategies in the design, development and evaluation of a workplace learning plan to meet the needs of different organisations.

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<th>Formal Learning Programmes (Certifiable)</th>
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<tr>
<td>WSQ Diploma in Adult and Continuing Education Module: Develop a Workplace Learning Plan (IAL)</td>
</tr>
</tbody>
</table>

AE-DEV-403 Develop On-the-Job Training Programme
This competency equips the learner with the knowledge and skills to examine the characteristics of OJT, then plan, develop, review and evaluate an On-the-Job (OJT) programme to meet organisational needs, through developing OJT blueprints and materials accordingly.

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<tr>
<td>WSQ Diploma in Adult and Continuing Education Module: Develop an On-the-Job Training Programme (IAL)</td>
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</tbody>
</table>

Functional Area: Talent Management

HCM-TM-301 Provide Career Advice
This competency addresses the skills and knowledge required to provide career advice to employees. It covers identifying and addressing career requirements of individuals.

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<tbody>
<tr>
<td>WSQ Advanced Certificate in Human Resources Module: Provide Career Advice (HR WSQ CET Centre / Programme Partners)</td>
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</tbody>
</table>
## HUMAN CAPITAL MANAGEMENT

### Operational Competences

#### Functional Area: Organisational Development

**HCM-OD-201 Administer and Report Results of Surveys**
This competency addresses the knowledge and application skills to administer organisation development type surveys. It includes administrating and monitoring surveys, gathering and managing data and presenting of survey results.

**Formal Learning Programmes (Certifiable)**
- WSQ Higher Certificate in Human Resources
  - Module: Administer and Report Results of Surveys
  - (HR WSQ CET Centre / Programme Partners)

**HCM-OD-202 Support Implementation of Change Management Programmes and Initiatives**
This competency covers identifying opportunities for change within the own scope of work and supporting implementation, as well as monitoring effectiveness of change management programmes and initiatives in the organisation.

**Formal Learning Programmes (Certifiable)**
- WSQ Higher Certificate in Human Resources
  - Module: Support Implementation of Change Management Programmes and Initiatives
  - (HR WSQ CET Centre / Programme Partners)

### Functional Area: Learning and Development

**HCM-LD-201 Provide Learning Administration Services**
This competency addresses the skills and knowledge required to provide administrative support to training services. It covers managing specific resource and documentation relating to training programmes.

**Formal Learning Programmes (Certifiable)**
- WSQ Higher Certificate in Human Resources
  - Module: Provide Learning Administration Services
  - (HR WSQ CET Centre / Programme Partners)
HZL-CON-401 Initiate Consulting Process and Entry
This competency enables the learner to facilitate the initial phase of the consulting process, including initial contacts with the client, preliminary problem diagnosis, assignment strategy and planning, project scoping, writing consultancy proposal to the client and contracting. It also equips the learners with the knowledge to interpret the professional ethics and code of conduct and apply them to their consulting practice.

Formal Learning Programmes (Certifiable)
Learning and Performance Consulting (IAL)

HZL-CON-402 Manage Client-Consultant Relationship
This competency enables the learner to manage the client-consultant relationship for different types of clients, including defining expectations and roles, forging a collaborative relationship, adopting a range of consultative roles, from directive to non-directive.

Formal Learning Programmes (Certifiable)
Learning and Performance Consulting (IAL)

HZL-CON-403 Conduct Consultancy Diagnosis and Planning
This competency enables the learner to diagnose problems and their factors and root causes, state purposes and objectives, conduct data gathering and collation, analyse the data, develop solutions and alternatives, and present recommendations to the client.

Formal Learning Programmes (Certifiable)
Learning and Performance Consulting (IAL)

HZL-CON-404 Facilitate Consultancy Implementation, Evaluation and Closure
This competency enables the learner to identify the consultant and client roles in implementation, facilitate implementation of proposed solutions and recommendations, evaluate the implementation, prepare consultancy reports and conduct proper closure and completion of consultancy project.

Formal Learning Programmes (Certifiable)
Learning and Performance Consulting (IAL)
### HORIZONTAL SKILLS

### Strategic / Managerial Competences

#### Level 4

### Functional Area: Strategic Planning & Implementation

**HZL-SPI-401 Develop Business of a CET Functional Group**
This competency enables the learner to establish strategies and frameworks to carry out the mission of a CET functional group - i.e. to other functions or to the marketplace that the CET functional group belonging operates. It includes organisational analysis, business opportunity identification, environmental scanning, business plan development and performance management.

#### Formal Learning Programmes (Certifiable)

- Managing Training as a Business (MTB) Series
  - Module: Strategic Business Planning for Training Organisations (IAL)
- Digital Innovation and Design Series – NICF Technopreneurship (NUS-ISS)

**HZL-SPI-401 Design and Develop a CET Functional Group**
This refers to the knowledge and skills to design and review organisational structures and relationships of a CET functional group. It includes approaches and procedures for the organisation development of the group such as organisational learning, knowledge and change management.

#### Formal Learning Programmes (Certifiable)

- WSQ Specialist Diploma in Human Capital Management
  - Module: Lead Organisational Design (HR WSQ CET Centre / Programme Partners)

**HZL-SPI-402 Interpret Industry Manpower Plans**
This competency enables the learner to gain an understanding of future development plans and future skills that will be needed by a business sector and the strategy for developing those skills of the local workforce.

#### Informal Learning Programmes (Non-Certifiable)

- Conduct a Sectoral Manpower Study (IAL-AEN)

**HZL-SPI-403 Interpret Skills Frameworks**
This competency enables the learner to gain an understanding of key information on sector and employment, career pathways, occupations/job roles, as well as existing and emerging skills required for the occupations/job roles and the corresponding training programmes available for skills upgrading and mastery.

#### Informal Learning Programmes (Non-Certifiable)

HZL-BD-401 Develop and Implement Omni-Channel Sales and Marketing Strategies
This competency enables the learner to develop and implement a cross-channel business strategy that integrates physical (offline) and digital channels (online) to support sales and marketing. It also includes determining the feasibility of using omni-channel platforms as well as designing, evaluating and refining omni-channel strategies.

Informal Learning Programmes (Non-Certifiable)
Omni-Channel Sales and Marketing Strategies Coming Soon

HZL-BD-402 Manage and Direct Negotiations
This competency addresses the knowledge and skills to plan, prepare, implement and dynamically refine negotiation strategies in the dealing of a CET initiative with third parties such as departmental colleagues, external partners or vendors of CET undertaking.

Informal Learning Programmes (Non-Certifiable)
Negotiations in CET Coming Soon

HZL-PMT-401 Enabling the Human Capital
This competency refers to the knowledge and skills to develop frameworks for coaching, mentoring and empowering of members in a CET functional group.

Informal Learning Programmes (Non-Certifiable)
Coaching and Mentoring Special Interest Group Coming Soon

HZL-ERM-401 Establish and Manage Organisational Risks
This competency covers establishing risk management context and policies, setting and reviewing target risks, identifying and analysing risk events, as well as developing a risk management framework and process and communicating them to the organisation.

Informal Learning Programmes (Non-Certifiable)
Enterprise Risk Management in CET Coming Soon
### Functional Area: Finance

**HZL-FIN-401 Manage Costing and Pricing of CET Products and Services**
This competency covers the knowledge and skills to cost and price services/products as a CET professional or a CET service provider. It includes costing models, product and customer mix and optimisation of selling prices.

**Formal Learning Programmes (Certifiable)**
- Managing Training as a Business (MTB) Series
- Module: Strategic Business Planning for Training Organisations (IAL)

### Functional Area: Productivity

**HZL-PDTY-401 Manage Process Re-engineering**
This competency provides the learner with the essential knowledge and skills in bringing the resources and processes together to achieve CET related organisational set goals using a variety of process improvement methodologies. It involves adopting a systematic approach to improving a process through process mapping, analysis and redesign.

**Informal Learning Programmes (Non-Certifiable)**
- Kickstarting Process Redesign (IAL-AEN)

### Functional Area: Legal

**HZL-LGL-401 Establish and Manage Contracts**
This competency enables the learner to identify the contractual obligations and relationships of stakeholders CET related engagements and how these relationships should be legally governed, work with a legal professional to draft a contract, identify the critical contractual components to a successfully negotiated agreement, understand contractual terms and conditions and monitor compliance with the contract terms and conditions.

**Informal Learning Programmes (Non-Certifiable)**
- Contract Management in CET Coming Soon (IAL-AEN)

**HZL-LGL-402 Manage Copyright and Confidential Information in CET**
This competency addresses the knowledge and skills to put in place policy and compliance management plan regarding intellectual properties, with the focus on copyright and confidential information.

**Formal Learning Programmes (Certifiable)**
- Digital Innovation and Design Series – NICF Technopreneurship (NUS-ISS)
HZL-DA-401 Analyse Data Using Appropriate Data Processing Techniques and Tools
This competency enables the learner to examine raw data using appropriate techniques and tools for the purpose of drawing conclusions about that information to inform decision-making in the CET context.

Formal Learning Programmes (Certifiable)
Digital Innovation and Design Series – NICF Technopreneurship (NUS-ISS)

Functional Area: Project Management

HZL-PJM-401 Manage a CET Project
This competency addresses the knowledge and skills to perform a feasibility study, scoping, resource planning and management level project plan in the proposal and management of a CET project.

Informal Learning Programmes (Non-Certifiable)
Managing e-Learning Projects (IAL-AEN)

Functional Area: Business Development

HZL-BD-201 Contribute to Sales and Marketing Campaigns
This competency enables the learner to support CET related sales and marketing campaigns. It also includes executing implementation plans, participating in a continuous testing cycle to improve sales and marketing campaigns and reporting findings to relevant stakeholders.

Informal Learning Programmes (Non-Certifiable)
Sales and Marketing Campaign in CET (IAL-AEN)

HZL-BD-202 Participate in Negotiations
This competency addresses the knowledge and skills to participate in a dialogue, evaluate and close a CET related negotiation.

Informal Learning Programmes (Non-Certifiable)
Negotiations in CET (IAL-AEN)
### Operational Competences

#### Level 2

### Functional Area: People Management

**HZL-PMT-201 Build Relationships**
This competency addresses the knowledge and skills to function as a team member of a CET functional group with the focus on engagement and conflict resolution techniques.

**Informal Learning Programmes (Non-Certifiable)**
- Relationship Building and Networking in CET (IAL-AEN)

### Functional Area: Enterprise Risk Management

**HZL-ERM-201 Facilitate Compliance with Organisational Risk Management Framework, Policy and Process**
This competency enables the learner to facilitate CET related organisation’s compliance with legislative and regulatory requirements. It also includes communicating compliance requirements, assessing and integrating organisational policies and procedures to ensure compliance and preparing follow-up reports.

**Informal Learning Programmes (Non-Certifiable)**
- Enterprise Risk Management in CET (IAL-AEN)

### Functional Area: Finance

**HZL-FIN-201 Interpret Financial Information**
This refers to the knowledge and skills to interpret financial statements, perform a cost-benefit analysis, apply decision-making and budgeting techniques to undertake CET projects and initiatives.

**Informal Learning Programmes (Non-Certifiable)**
- Finance for Non-Finance Managers (Temasek Polytechnic)

### Functional Area: Productivity

**HZL-PDTY-201 Support Productivity Improvement Initiatives**
This competency covers understanding own roles and responsibilities and conducting research on productivity improvement programmes as well as supporting the implementation of processes in programmes in the CET context.

**Informal Learning Programmes (Non-Certifiable)**
- Supporting CET Productivity Improvement Initiatives (IAL-AEN)
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<thead>
<tr>
<th>Functional Area: Legal</th>
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<td><strong>HZL-LGL-201 Participate in Intellectual Property Implementation</strong></td>
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<td>This competency covers the knowledge and skills to participate in the intellectual property regime of CET function and includes the identification and categorisation of intellectual property.</td>
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<td><strong>HZL-PJM-201 Participate in a Project</strong></td>
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<td>This competency covers the knowledge and skills to work in a CET related project at team member level to support project scoping, proposal writing, costing, resource identification as well as project administration which includes documentation and records management.</td>
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</table>
**PERSONAL FOUNDATIONAL SKILLS**

**Strategic / Managerial Competences Level 4**

**Functional Area: Engagement in Continuing Education & Training**

**PFC-EGM-401 Engage the Community and Exert Influence as a CET Leader**
This competency enables one to lead in bridging different CET efforts and solutions, complementing and supplementing efforts in various CET functions for greater strategic impact through expert intervention, advocacy and generative conversations. Makes effective case to persuade various stakeholders towards greater efficacy in CET practices through synergising and harnessing of new, and or expert info, dialectics and networking consultations and dialogues.

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**Functional Area: Future Economy and Business Orientation**

**PFC-FEB0-401 Implement CET with a Global Perspective**
This competency enables one to make sense of the complexity of possible inter-relationships of diverse information streams in global business, social, political and cultural developments, and to set CET directions and strategies in anticipation of major shifts and changes that could impact the workforce ecosystem or one’s organisation. It also enables one to adapt and cross-deploy various streams of knowledge and expertise, old, new and emergent, from multiple sources and disciplines, to improve CET results, to sustain one’s progression into leadership in the CET ecosystem as well as to strengthen the leadership position of the CET community in ensuring workforce sustenance and growth through incessant change and into the future.

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<td>T.I.D.E.S (Technology, Institutional Change, Demographics, Environment, Societal Values) of Disruptive Change (IAL-AEN)</td>
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</table>

**PFC-FEB0-402 Understand Business Models**
This competency enables one to understand how business competitive and product strategy contributes to growth. It covers aspects including the construct of a business model, identification of product/service value proposition, market analysis and competition analysis in the CET context.

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**PFC-FEB0-403 Apply Innovation Processes in Training and Adult Education**
This competency enables one to develop and implement innovation initiatives in a CET setting. It covers areas such as identifying opportunities for innovation, generating ideas for innovation, conducting pilot-testing and prototyping of innovation concepts, refining innovation strategies and implementing innovation initiatives.

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## Functional Area: Future Economy and Business Orientation

### PFC-FEBO-404 Use Digital Technology
This competency addresses the knowledge and skills for using technologies to facilitate learning and business in CET which can include social media, mobile devices, analytics and cloud computing.

#### Informal Learning Programmes (Non-Certifiable)

- Using Digital Technology in CET *(Coming Soon)*
  
  *(IAL-AEN)*

### PFC-PEX-401 Develop Critical Thinking for Problem-Solving
This competency enables one to apply critical thinking and analytical skills for problem-solving in the CET context. It also includes challenging and rethinking ideas, and analysing business issues to put forth recommendations to stakeholders.

#### Informal Learning Programmes (Non-Certifiable)

- Critical Thinking Skills *(Coming Soon)*
  
  *(IAL-AEN)*

## Functional Area: Human Capital and Workforce Fundamentals

### PFC-HCF-401 Work with Human Capital
This competency enables one to keep abreast of latest developments, trends and research findings of workforce development concepts and practices at the micro and macro levels so that one can help advocate, experiment and contribute to improving and contextualising current CET practices for oneself and the community.

#### Informal Learning Programmes (Non-Certifiable)

- AEN Special Interest Groups *(IAL-AEN)*
  
  Adult Learning Symposium *(IAL)*

## Functional Area: Personal Learning Excellence

### PFC-PEX-401 Honing Personal Excellence in Learning
This competency enables one to critically inquire into existing and new areas of CET practice and knowledge, to push into deeper personal insights and for strategic impact, and to engender thought leadership in the CET community. It also enables one to perform comparative reviews of expert and best practices in work and learning to build one’s own bench strength and reputation for excellence and innovation within the CET community.

#### Formal Learning Programmes (Certifiable)

- WSQ Diploma in Adult and Continuing Education – Module: Develop Practice Through Reflection *(IAL)*
PERSONAL FOUNDATIONAL SKILLS

Functional Area: Engagement in Continuing Education & Training

PFC-EGM-201 Connect with Others for Effective Contribution within the CET Eco-System
This competency enables one to actively acquire and deepen understanding of new knowledge and skills and its relevance to oneself in the CET context, to improve one’s effectiveness in the immediate work environment. It also enables one to evaluate and reflect on personal experiences to integrate new knowledge and skills into own practice and build up expertise for progress into higher levels of responsibilities and performance.

Informal Learning Programmes (Non-Certifiable)
- AEN Special Interest Groups (IAL-AEN)
- Adult Learning Symposium (IAL)

Functional Area: Future Economy and Business Orientation

PFC-FEBO-201 Interpret Global Impact
This competency enables one to interpret differing perspectives, experiences and landscapes in CET across the spans of various knowledge domains and across time horizons, so as to be able to respond positively to changes that may impact the CET ecosystem or one’s organisation. It also enables one to harvest and adapt to new developments and technologies that can strengthen one’s mobility and continual employability in CET.

Informal Learning Programmes (Non-Certifiable)
- Adult Learning Symposium (IAL)
- T.I.D.E.S (Technology, Institutional Change, Demographics, Environment, Societal Values) of Disruptive Change (IAL-AEN)

PFC-FEBO-202 Contribute to Innovation Processes
This competency enables one to identify opportunities for innovation and improved work practices within the own scope of work related to CET. It also includes collaborating with stakeholders, pilot testing of ideas and supporting the implementation of innovation initiatives.

Formal Learning Programmes (Certifiable)
- Digital Innovation and Design Series – WSQ Extreme Innovator and WSQ Service Design (NUS-ISS)

Functional Area: Human Capital and Workforce Fundamentals

PFC-HCF-201 Explore Human Capital Fundamentals
This competency enables one to actively seek and test out knowledge, application and dynamics of established and current sciences and theories of human and organisational behaviour, and of the workforce.

Informal Learning Programmes (Non-Certifiable)
- AEN Special Interest Groups (IAL-AEN)
- Adult Learning Symposium (IAL)
PFC-PEX-201 Prepare the Personal Groundwork for Learning Excellence
This competency enables one to actively acquire and deepen understanding of new knowledge and skills and its relevance to oneself in the CET context, to improve one’s effectiveness in the immediate work environment. It also enables one to evaluate and reflect on personal experiences to integrate new knowledge and skills into own practice and build up expertise for progression into higher levels of responsibilities and performance.

Formal Learning Programmes (Certifiable)

WSQ Advanced Certificate in Training and Assessment – Module: Prepare for Continuing Professional Development (IAL)