

## **FREQUENTLY ASKED QUESTIONS ON RECOMMENDATIONS FROM THE REVIEW**

**1. Can MOE share more details about the overall implementation plans for the different recommendations, and when they will be rolled out?**

The polytechnics and ITE support the recommendations and are working with MOE to develop and pilot the proposed enhancements and ensure that they are implemented effectively. Enhancements are expected to be progressively implemented from Academic Year (AY) 2022, and more details will be shared when ready.

**2. Who were the stakeholders engaged as part of the review?**

Since January 2021, and through the course of over 40 engagement sessions and an online survey, a wide range of stakeholders were engaged for the Review. They range from current students, staff, alumni, parents to industry and community partners.

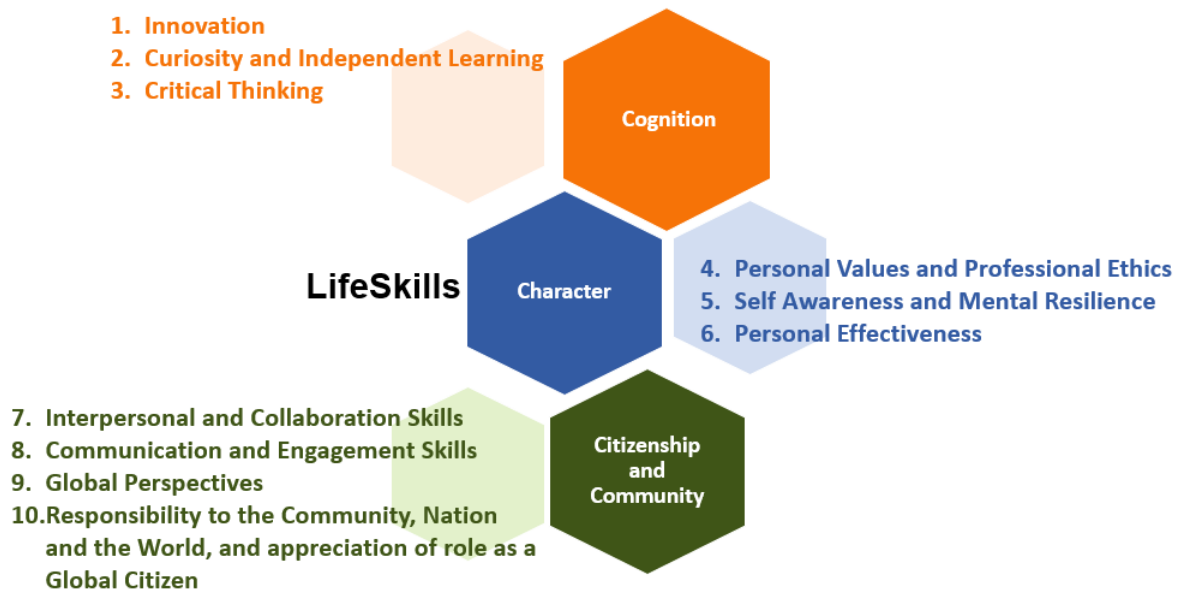
**3. Will the additional industry exposure opportunities for polytechnic students be made mandatory? Are polytechnic students still required to go for their compulsory internship in their final year?**

Given the demands of the existing curriculum and the wide range of activities available to polytechnic students, these additional industry exposure opportunities will be optional, and are designed to take place alongside the existing curriculum, such as during vacation periods. Polytechnic students are still required to complete an internship in their final year.

**4. What are the skills and competencies identified in the revised LifeSkills curriculum?**

A set of 10 key competencies were identified, ranging across three domains of cognition, character, and citizenship and community ([Figure 1](#)). Examples include self-awareness and mental resilience, understanding global perspectives, and interpersonal and collaboration skills. The LifeSkills framework builds on the 21<sup>st</sup> century competencies taught during the general education years. These LifeSkills have been contextualised to the polytechnic and ITE setting, where many students will enter the workplace after completing their education.

**Figure 1**



**5. How do the polytechnics and ITE plan to strengthen their LifeSkills curriculum and competency development processes?**

The polytechnics and ITE will adopt a whole-school and experiential learning approach. The academic curriculum, co-curricular activities and internships all serve as platforms for nurturing LifeSkills competencies.

For example, communication and engagement skills can be contextualised within domain-based modules, while the general education modules that all polytechnic and ITE students undergo, will encourage a deeper appreciation of local and global perspectives.

**6. Why is there a need to introduce additional flexibility in the polytechnic curriculum, and what will it consist of? How can interested students apply for this additional flexibility?**

We recognise that there is a diverse profile of students with different strengths, interests and learning needs in the polytechnics.

Flexibility could be extended to selected students who may benefit from having more time to build a stronger academic foundation, or those who wish to pursue side interests, such as participating in sports competitions or pursuing entrepreneurship activities. Further details, including eligibility criteria, will be shared in due course.

**7. How will pastoral care be delivered in future when Personal Tutors (PTs) have more dedicated time and space for pastoral care?**

With more dedicated time for pastoral care, we aim for PTs to have more regular touchpoints to check-in on students' well-being. This in turn allows PTs to identify early signs of distress amongst their students and provide more timely support to them if needed. The institutions are exploring the delivery of pastoral care through a range of modalities, from class activities to 1-1 check-ins with students. Institutions will have the flexibility to decide on how pastoral care could be delivered so long as the intended outcomes are achieved.

**8. How will the polytechnics and ITE explore enhancing coordination of care and support for students with complex needs?**

The polytechnics and ITE are exploring enhancing coordination and care for students with complex needs, by enhancing referral systems and the monitoring of aid rendered. They will also look to strengthen communication and synergies across internal and external parties e.g. community partners, who are providing help to these students.