MINISTRY OF EDUCATION NOTIFICATION (GA/37/17)
(General Information)

POSTGRADUATE SCHOLARSHIPS/AWARDS
FOR STUDIES IN YEAR 2019

Applications to be submitted by 12 January 2018

1. The Yr 2018 MOE Postgraduate Scholarship/Award (PGS/PGA) Exercise will be open for applications from 11 December 2017 to 12 January 2018. We are inviting applications from Education Officers (EOs) and trained teachers outside of the MOE system (e.g. Direct Staff of Independent / Aided Schools and former EOs) who wish to contribute to the development of education in Singapore. These scholarships and awards are tenable for postgraduate studies overseas or locally by coursework or research in education-related areas, commencing in Year 2019. Officers can pursue the studies in subject-specific areas, areas of specialisation or general curriculum and teaching.

AIM

2. The aim of the MOE PGS/PGA is to provide sponsorship for professional development in postgraduate studies to outstanding EOs in the 3 career tracks – Leadership, Senior Specialist and Teaching, and to build professional expertise in areas of need.

ELIGIBILITY

3. To apply for the PGS/PGA, the applicant must:
   a. Be a Singapore Citizen or a Permanent Resident (PR) with intention to take up a Singapore Citizenship¹;
   b. Have an undergraduate degree;
   c. Have at least 5 years of trained working experience in the education field as at 31 Dec 2018;
   d. Have demonstrated good conduct;
   e. Have at least one ‘B’ endorsed performance grade within the last 3 years, and demonstrated potential to take on higher responsibilities and/or leadership positions; and

¹ PRs who are awarded a PGS or PGA are required to convert to Singapore Citizens before embarking on their studies.
f. Have fulfilled the minimum service requirement for in-service milestone programmes or other professional development activities attended\(^2\), if any, before the commencement of their studies.

*Note: Satisfying the above conditions does not automatically qualify applicants for the scholarship or award.*

4. Officers who are keen to explore the Senior Specialist Track (SST) are strongly encouraged to apply for a posting to one of the Specialist Divisions in HQ first, to gain a better understanding of the work scope, requirements as well as their suitability for the track, before considering a relevant postgraduate study in a specialised area. If you are already in a Specialist Division in HQ or have been found suitable for the SST, and would like to pursue a relevant Master’s programme, you are strongly encouraged to discuss with your supervisor on your plans.

5. **Senior Specialists** may apply to pursue PhD studies in relevant specialised areas. **Master Teachers (MTT)/ Principal Master Teachers (PMTT)** with minimally 4 years of MTT experience may also apply to pursue a **Doctorate in Education (EdD)** in subject-specific areas or curriculum and teaching, to strengthen their capacity to drive pedagogical excellence.

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\(^2\) Officers who have recently attended in-service milestone programmes (i.e. Senior Teacher’s Programme, Advanced Senior Teacher’s Programme, Teacher-Leaders Programme, Management and Leadership in Schools, Diploma in School Counselling, Leaders in Education Programme and Leaders for Leaders Programme) should contribute in their schools/divisions for at least 2 years before embarking on their next professional development activity. Similarly, officers who have taken up professional development activities (refer to [HR Online](#) for list of professional activities) should contribute for at least 3 years.
SPONSORSHIP TERMS AND CONDITIONS

6. The sponsorship terms and conditions of the PGS and PGA are outlined in the table below.

<table>
<thead>
<tr>
<th>Terms</th>
<th>PGS</th>
<th>PGA</th>
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</thead>
<tbody>
<tr>
<td>Postgraduate Studies</td>
<td>• Full-time local or overseas Master’s</td>
<td>• Full-time local Master’s only</td>
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<tr>
<td></td>
<td>• Full-time local or overseas PhD/EdD</td>
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<tr>
<td></td>
<td>for Senior Specialists and outstanding MTT/PMTTs only</td>
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<tr>
<td></td>
<td>• Part-time studies are awarded on a case-by-case basis</td>
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<tr>
<td>Sponsorship Duration</td>
<td>Minimum official duration of the programme as stated by the</td>
<td>Minimum official duration of the programme</td>
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<tr>
<td></td>
<td>university, capped at 12 months for Master’s degree and 3 years</td>
<td>as stated by the university, capped at 12</td>
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<tr>
<td></td>
<td>for PhD/EdD. Beyond the sponsorship duration, officers will be on</td>
<td>months. Beyond the sponsorship duration,</td>
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<td></td>
<td>No-Pay PDL.</td>
<td>officers will be on No-Pay PDL.</td>
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<tr>
<td>Financial Support</td>
<td>• Full salary</td>
<td>• Half salary</td>
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<td></td>
<td>• Full tuition and other approved fees</td>
<td>• Full tuition and other approved fees</td>
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<td></td>
<td>• Book allowance</td>
<td>• Book allowance</td>
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<td></td>
<td>• Maintenance allowance (for overseas studies only)</td>
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<td></td>
<td>• Return economy air passage for scholar and his/her spouse,</td>
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<td></td>
<td>where applicable (for overseas studies only)</td>
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<td>Bond</td>
<td>• 3 years (full-time local or overseas Master’s)</td>
<td>• 2 years</td>
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<td>• 6 years (full-time local or overseas PhD/EdD)</td>
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<td>The bond period for part-time courses is set at 50% of that for</td>
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<td></td>
<td>full time courses.</td>
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CHOICE OF POSTGRADUATE COURSE AND UNIVERSITY

7. All applicants should discuss with their Principals/Branch Heads on suitable areas and the timing of studies before putting in an application. Applicants are also expected to conduct their own checks with the universities on the postgraduate courses that they wish to pursue (e.g., course application window, universities/ institutions and course standing and reputation, eligibility criteria, availability of courses/intake in intended year of study and whether it is offered on a part-time or full-time basis).

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3 Officers can refer to internationally established university rankings such as the QS World University Rankings or US News Education Graduate Schools. However, applicants are not restricted to the universities found on these ranking lists and may consider others as well.
8. As Education Officers, applicants are strongly encouraged to pursue a Master’s in professional areas to further strengthen their professional expertise and better serve them in their primary role as educators, before considering postgraduate programmes in public administration, policy or leadership areas. All applicants who intend to pursue postgraduate studies in educational policy, administration and leadership are strongly encouraged to indicate at least one course that is in general curriculum and teaching or subject-specific areas in their application.

9. Given that assessment is an integral part of teaching and learning, applicants are encouraged to read some modules in Assessment as part of their postgraduate studies to strengthen their overall professional knowledge in classroom teaching, assessment and curriculum leadership. **Officers who are keen to focus on Assessment should consider pursuing an Assessment-focused Masters or take minimally three Assessment modules within their general curriculum and teaching or subject-specific Masters** (see Annex A for more details). Applicants may be asked to submit details of their proposed Assessment modules as part of the PGS/PGA application, if required.

10. All applicants are required to indicate at least one local course. If there are no local courses for the interested area of studies (e.g. dance education) and/or applicants do not wish to consider local courses in other areas, please indicate accordingly in the application form. Applicants should note that an award of a local or overseas postgraduate study is subjected to the interview panel’s assessment.

APPLICATION PROCESS

Application Mode & Deadline

11. Serving Education Officers (EOs) should apply for the PGS/PGA online via the HR Management System (HRMS) by **12 January 2018 (Friday)**. Late or incomplete applications will strictly not be considered. The step-by-step application guide can be found in HR Online:

- For filling in and submitting of application (For applicants):
  
  http://intranet.moe.gov.sg/hronline/HRMSUserGuides/Apply_for_PDP_PDL.pdf
  
  *(Please refer to pages 5-7 and 33-40)*

12. Applicants outside of the MOE system or seconded staff without HRMS access can apply for the PGS/PGA via the application form in Annex B. The form can also be downloaded from the MOE Internet website (http://www.moe.gov.sg). All applications must be submitted in softcopy by **12 January 2018 (Friday)** to MOE_TMU@moe.gov.sg.

Selection & Award Process

13. Applicants will be notified on the shortlisting outcome in March 2018. Applications of shortlisted applicants will be automatically routed by the HRMS system for their Principals/Branch Heads’ endorsement. The user guide for supervisors can be found at HR Online:
• Tracking of applications (For supervisors):

• For endorsement of applications (For supervisors):
  http://intranet.moe.gov.sg/hronline/HRMSUserGuides/Recommend_endorse_PDP_PDLS.pdf (Refer to pages 15 – 18)

14. Shortlisted applicants are required to attend a selection interview that will be scheduled in March or April 2018. They will be assessed on their suitability for award of either the PGS or the PGA by a panel comprising MOE senior management. All applicants will be notified on the outcome of their applications by end June 2018. Awardees are required to apply for university admission on their own thereafter.

15. Shortlisted applicants outside of the MOE system (e.g. Direct Staff of Independent / Aided Schools and former EOs with NIE training) who are found suitable by the interview panel will be awarded a conditional offer, which requires awardees to undergo a one-year posting/secondment to MOE schools/HQ effective from January 2019. The posting will provide them with exposure to the Education Service and the eventual award of PGS/PGA is subjected to their good performance during their posting.

DEPLOYMENT OF MOE PGS AND PGA AWARDEES

PGS Awardees

16. PGS awardees teaching in schools will be required to serve a short stint of 5 to 8 months in MOE HQ before the commencement of their studies. The pre-course HQ stint, which will be centrally arranged by HR Group, aims to provide officers with exposure to HQ-level work and recent policy developments in the Education Service to inform awardees’ choice of modules during their postgraduate studies. Officers who have served a recent HQ stint, Principals, Vice-Principals will be exempted from the stint. Lead Teachers and Senior Teachers will also remain in schools until they leave for their studies so that they can continue to hone their pedagogical skills and build up their professional portfolio for progression along the Teaching Track.

17. Deployment of PGS awardees after completion of their postgraduate studies is centrally managed by HR Group and will take into consideration organisational needs, the officer’s career track and area of postgraduate study. Hence, **PGS awardees need not apply for their return postings.** Generally, officers who have not served a full HQ stint of at least 2 years will be posted to a Division in MOE HQ where they can apply and contribute in areas of work that they have learnt from their postgraduate studies. Officers who have served a recent full HQ stint and are on the Leadership Track or Teaching Track, will be considered for deployment back to schools after their studies to be further developed along the respective career tracks. Officers on the Senior Specialist Track as well as Master Teachers and Principal Master Teachers will be deployed back to their respective HQ Divisions or Academies.
PGA Awardees

18. PGA awardees from schools are not required to serve a pre-course HQ stint prior to their studies and will remain in their current postings until they leave for their studies. Deployment of PGA awardees upon completion of postgraduate studies will be centrally managed by HR Group, similar to the deployment of PGS awardees.

FAQS ON MOE PGS/PGA

19. A list of Frequently Asked Questions (FAQs) on the PGS/PGA can be found at Annex C.

Originator: HR Strategy and Leadership Division
With input from: Curriculum Policy Office
Annex A

INFORMATION ON ASSESSMENT LITERACY

Yr 2018 MOE Postgraduate Scholarship/Award

Assessment & Evaluation

Why “Assessment”?

Role of Assessment in Teaching and Learning
### Every Student, An Engaged Learner

#### Quality Teaching & Learning in Every Classroom
- Engaging pedagogies that promote inquiry and deepen understanding
- Differentiated approaches that cater to student needs
- Authentic learning contexts that make learning meaningful and relevant

- **Learner-centred and balanced assessment that support learning**
  
  Supported by:
  - A culture of continual improvement and teacher-owned professional development

<table>
<thead>
<tr>
<th>More ...</th>
<th>Less ...</th>
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</thead>
<tbody>
<tr>
<td>+ Guiding, facilitating, asking searching questions</td>
<td>– Telling, drill and practice, using formulaic answers</td>
</tr>
<tr>
<td>+ Differentiated instruction</td>
<td>– One-size-fits-all instruction</td>
</tr>
<tr>
<td>+ Connecting with real-life applications</td>
<td>– Dispensing textbook knowledge</td>
</tr>
<tr>
<td>+ Formative &amp; qualitative feedback</td>
<td>– Summative &amp; quantitative testing only</td>
</tr>
<tr>
<td>+ Reflective practice</td>
<td>– Routine performance</td>
</tr>
</tbody>
</table>

Ultimately, we want:
- **Quality learning** by *all* learners,
- **Quality teaching** in *every* classroom

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### Assessment and Learning

- Assessment helps us find out what our students know and can do, and provides feedback to teachers on the effectiveness of their teaching.
- Assessment is an integral part of teaching and learning, not a separate event to prepare for.

*"In a classroom where assessment is used with the primary function of supporting learning, the divide between instruction and assessment becomes blurred. Everything students do, ... is a potential source of information about what they do and do not understand.*

*The teacher who is consciously using assessment to support learning takes in this information, analyzes it, and makes instructional decisions that address the understandings and misunderstandings that are revealed. In this approach, assessment is no longer understood to be a thing or an event; rather, it becomes an ongoing, cyclical process that is woven into the minute-to-minute and day-by-day life of the classroom."*

~ Thompson & Wiliam (2008)
Assessment and Learning

- There is evidence that assessment can positively influence learning and achievement

“Is there evidence that improving formative assessment raises standards? Yes!

...significant learning gains lie within our grasp...improved formative assessment helps low achievers...and so reduces the range of achievement while raising the achievement overall.”

~ Black and Wiliam (1998)

The Singapore Curriculum Philosophy

We believe in holistic education.

We believe that every child wants to, and can, learn.

We focus on children’s learning needs when designing learning experiences.

We believe that learning takes place
- in caring and safe learning environments,
- when children construct knowledge actively,
- through the development of thinking skills and dispositions, and
- when assessment is used to address children’s learning gaps.
Assessment in the Singapore Teaching Practice (STP)

**Assessment in the Singapore Curriculum Philosophy**

"Assessment is integral to the learning process and helps children become self-directed learners. As such, we design assessments with clarity of purpose, to provide our learners and us with feedback to address learning gaps and improve teaching practices."

**Assessment in the Pedagogical Practices**

**Teaching Process:**
- Assessment and Feedback

**Teaching Areas:**
- Checking for Understanding and Providing Feedback
- Supporting Self-directed Learning
- Setting Meaningful Assignments

+ incorporation into other Teaching Areas, e.g., using questions to deepen learning

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MOE Assessment Competencies

- Planning assessment as part of an effective teaching-learning process
- Designing assessment tasks appropriate for instructional decisions
- Understanding and communicating the purposes and criteria of assessments
- Developing students’ capacity for self-assessment for reflective and self-directed learning
- Providing feedback to students to improve their learning
- Administering, scoring and interpreting the results

Check that the colleges and programmes you apply for will equip you with some of these competencies
Definitions of some terms to help you differentiate between various types of assessment-related programmes

Classroom Assessment

- Assessment of student learning that occurs in the classroom (Ohlsen, 2007)
- Purpose: grading, diagnosis of student needs, motivating, monitoring of instructional effectiveness
- Formal and informal
- Assessment methods
- Assessment of learning, assessment for learning
- Some leading scholars: Rick Stiggins, James Popham, Lorna Earl, Dylan Wiliam

Usually as part of a degree on Curriculum or Teaching and Learning
Evaluation

- Systematic assessment of the worth or merit of an object (Joint Committee on Standards for Educational Evaluation, 1994)
- Involves making value judgement (Stufflebeam and Shinkfield, 2007)
- Summative and formative evaluation (Scriven, 1967)
- Programme evaluation

Usually as part of a degree on Measurement or Educational Assessment

Psychometrics

- 3 main areas of focus (Jones & Thissen, 2007):
  - Psychological Scaling
  - Educational and Psychological Measurement
  - Factor Analysis

Usually as part of a degree on Measurement or Educational Assessment
Examples of Programmes

- PGS/PGA applicants who want to pursue an assessment-related masters can choose to do any of the following types of programmes:

  - Subject-specific [e.g. Master of Education (Mathematics)]
    - Suitable for officers who wish to deepen their knowledge in subject-specific areas
  - Assessment-focused [e.g. Master of Education (Educational Assessment)]
    - Suitable for officers aspiring to be Assessment specialists
  - Broad-based [e.g. Master of Education (Curriculum and Teaching)]
    - Suitable for officers who wish to develop expertise in general curriculum areas

Subject-specific

Assessment-focused

Generic
## Assessment Modules for Subject-specific Degree Programmes, NIE

<table>
<thead>
<tr>
<th>Programme*</th>
<th>Assessment Module*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education (Chinese Language)</td>
<td>Chinese Language Testing and Assessment</td>
</tr>
<tr>
<td>Master of Education (Mathematics)</td>
<td>Assessment in mathematics</td>
</tr>
<tr>
<td>Master of Education (Science)</td>
<td>Assessment of Students’ Alternative Conceptions and Conceptual Change</td>
</tr>
<tr>
<td>Master of Education (Primary)</td>
<td>Assessment Principles and Methods</td>
</tr>
</tbody>
</table>

*The programmes and modules offered may be subjected to changes, depending on faculty availability. Officers are advised to check with NIE on whether the programmes and modules will be offered in their intended academic year of study.

## An Example: Master of Education (Mathematics), NIE

- Using Technology in Mathematics Education
- **Assessment in Maths**
- Curriculum Studies in Maths
- Problem Solving and the Teaching of Problem Solving
- Algebra and teaching of algebra
Broad-based programme:
Master of Education (Curriculum and Teaching), CTL / NIE

Assessment modules offered are:
- Required Specialisation: Theories and Perspectives of Assessment and Learning
- Students may also choose to pursue the Dissertation or Integrative Project

Master of Education (Curriculum and Teaching), CTL / NIE

Specialisation Electives*:
- Theory and Practice of Authentic Assessment
- Assessment for Learning in Singapore: Critical Perspectives of Theory and Practice
- Assessment Leadership
- Student Involvement in Assessment for Empowerment and Learning

*The modules offered may be subjected to changes, depending on faculty availability. Officers are advised to check with NIE on whether the modules will be offered in their intended academic year of study.
Assessment-focused programme:  
Master of Education  
(Educational Assessment)*, NIE

Officers who aspire to be a Assessment Specialist could consider this programme. The modules offered are:

- **Required Specialisation:**
  - Assessment Principles and Methods
  - Design of Assessment Systems

- **Specialisation Electives:**
  - Measurement Theories
  - Children’s Cognitive Development and Assessment
  - Assessment and Development of 21st Century Competencies

*Please note that NIE offers this course on a biennial basis. The next intake is in 2020 and applicants interested in this course should apply for the 2019 PGS/PGA Exercise, for studies in academic year 2020.

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Assessment Courses in Overseas Postgraduate Programmes

- The list of Assessment programmes/modules above is not exhaustive. PGS/PGA applicants can propose other Assessment programmes/modules and should study the prospectus of various programmes to determine if they are relevant
- HR will separately check with all PGS/PGA applicants if they are applying to pursue Assessment programmes/modules, and verify their proposed list of Assessment programmes/modules
Assessment Courses in Overseas Postgraduate Programmes

**Educational Assessment, MA**
Institute of Education, University of London

**Assessment and Evaluation, MEd**
University of New South Wales

**Measurement, Evaluation, Statistics and Assessment, MEd**
University of Illinois

**Education Research, Measurement, and Evaluation, MEd**
Boston College

*The list of universities provided here are not exhaustive as universities may change their requirements over time. Applicants are advised to check with the respective university for the latest prospectus.*

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**Further queries**

For courses offered by NIE, please visit the [NIE website](http://example.com) for more details.

For queries related to assessment, please contact Dr Karen Lam: [Karen_LAM@moe.gov.sg](mailto:Karen_LAM@moe.gov.sg)

For queries related to your PGS/PGA application, please email [MOE_TMU@moe.gov.sg](mailto:MOE_TMU@moe.gov.sg)
**Annex B**

**APPLICATION FOR YEAR 2018 POSTGRADUATE SCHOLARSHIP/AWARD**
**(FOR TRAINED TEACHERS OUTSIDE OF THE MOE SYSTEM OR SECONDED STAFF)**

- This form may take you approximately 30 minutes to fill in (please complete Section A – I). If you are an MOE Education Officer with access to HRMS, please submit your application via HRMS instead.
- You will need the following information to fill in the form:
  a. Education transcripts and certificates
  b. Certificates of employment
  c. Prospectus of proposed course(s) of study
- The form is to be submitted in softcopy to MOE_TMU@moe.gov.sg latest by **12 January 2018 (Friday)**. Late or incomplete applications will strictly not be considered.

### A) Proposed Course(s) of Study

<table>
<thead>
<tr>
<th>Name of University (in order of preference)</th>
<th>Proposed Course of Study</th>
<th>Duration of Course</th>
<th>Full/Part-Time (*delete accordingly)</th>
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<tbody>
<tr>
<td>(1)</td>
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<td>___ yr ___ mths</td>
<td>Full-Time / Part-Time</td>
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<td>(2)</td>
<td></td>
<td>___ yr ___ mths</td>
<td>Full-Time / Part-Time</td>
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<tr>
<td>(3)</td>
<td></td>
<td>___ yr ___ mths</td>
<td>Full-Time / Part-Time</td>
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</table>

- Applicants are required to indicate at least 1 local course/university choice.
- Applicants who intend to pursue postgraduate studies in educational policy, administration and leadership are required to indicate at least 1 other course in subject areas or general curriculum and teaching in their applications.

*Please add more rows if necessary.*

Describe briefly your intended area of research/proposed course of study.
### B) Personal Particulars

<table>
<thead>
<tr>
<th>Mr / Mrs / Mdm / Miss*:</th>
<th>________________________________</th>
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<tr>
<td>NRIC No:</td>
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<td>Nationality:</td>
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<td>Singapore Permanent Resident*:</td>
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<td>Email Address:</td>
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<td>Last/ Current Employer:</td>
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<tr>
<td>Are you an ex-Education Officer?*:</td>
<td>Yes / No</td>
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* delete where applicable

### C) Highest Academic Qualification

| University attended: | ________________________________________________________________ |
| Course of study:     | ________________________________________________________________ |
| Country:             | ________________________________________________________________ |
| Class of Honours (if applicable): | ________________________________________________________________ |
| Year completed:      | ________________________________________________________________ |

### D) Other Professional Qualifications and Memberships, Educational Certificates or Training Undertaken/ Other Awards, Medals & Prizes

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tr>
<td></td>
<td>E.g., Postgraduate Diploma in Education, NIE</td>
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Note: Please attach a copy of all the transcripts of results and certificates for the highest and professional qualifications.
E) Previous & Present Employment (in Chronological Order)

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<thead>
<tr>
<th>From (date)</th>
<th>To (date)</th>
<th>Designation</th>
<th>Company Name and Address</th>
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F) Academic Scholarship and Award

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<tr>
<th>From (Year)</th>
<th>To (Year)</th>
<th>Name of Scholarships/ Awards (Including PSC Awards)</th>
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</table>

G) Other Applications for Scholarship Award

Are you applying for any other scholarship / training award? If so, please give details.
- ☐ No
- ☐ Yes, Details: ______________________________________________________________|

Have you ever applied for the MOE Postgraduate Scholarship? If yes, please state the year/date applied and any previous interviews (pertaining to postgraduate scholarship) that you have attended.
- ☐ No
- ☐ Yes, please provide details as outlined below
  Year Applied: ________________________________
  Attended previous interviews?
  - ☐ No
  - ☐ Yes

Are you currently pursuing a postgraduate degree?
- ☐ No
- ☐ Yes, please provide details ________________________________

I declare that the particulars stated in this application and attachments are true to the best of my knowledge and belief, and that I have not wilfully suppressed any material fact.

___________________ __________________________
Signature of Applicant Date
H) PERSONAL STATEMENT

Name of Applicant: _____________________________________________________________

NRIC No.: ____________________________________________________________________

Please describe briefly your professional goals and aspirations. Explain specifically how this
further training will enhance your contribution to the education service.
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______________________________________________________________________________
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______________________________________________________________________________
______________________________________________________________________________

Signature: ___________________       Date: _________________
I) ENDORSEMENT BY PRINCIPAL/BRANCH HEAD

1) I very strongly support / strongly support / support / do not support* the application of

________________________________________
(name of applicant)

My reasons are:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2) My assessment of the applicant’s potential for leadership or specialist position is:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3) My assessment on the relevance of the training to the applicant’s duties and/or career development is:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Name & Signature of Principal  Name of School  Date
FREQUENTLY ASKED QUESTIONS (FAQ)

AREAS OF STUDY

1. How should I choose the type of courses to apply for?

As professionals, it is critical that Education Officers have a strong grasp of knowledge in areas related to the curriculum, pedagogy and assessment, or specialist clusters. The Ministry is also seeking to strengthen professional knowledge in classroom teaching, assessment and curriculum leadership. Therefore, officers are strongly encouraged to pursue their postgraduate studies in the areas of Assessment or specific teaching subjects, areas of specialisation, or in general curriculum and teaching to build their professional expertise and capabilities first, before considering studies in educational policy, administration and leadership. The relevant areas of study are listed below for reference. Officers should also discuss with their Principals/Branch Heads on areas of study suitable for their professional development.

| (A) Subject-specific areas | Art                  |
|                           | Economics            |
|                           | English Language and Literature |
|                           | Humanities           |
|                           | Geography            |
|                           | History              |
|                           | Social Studies       |
|                           | Mathematics          |
|                           | Mother Tongue Language |
|                           | Chinese Language     |
|                           | Malay Language       |
|                           | Tamil Language       |
|                           | Music                |
|                           | Physical Education   |
|                           | Science              |
|                           | Biology              |
|                           | Chemistry            |
|                           | Physics              |
|                           | General Science      |

| (B) General Curriculum, Learning and Teaching | General Curriculum and Teaching |

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<th>(C) Areas of Specialisation</th>
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<tr>
<td>Assessment</td>
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<tr>
<td>Counselling/ Educational/ School Psychology</td>
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<td>Early Childhood</td>
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<td>Education &amp; Career/ School Guidance</td>
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<td>Special Education</td>
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<td>Student Development</td>
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Please refer to [HR Online](#) for the full list of areas of specialisation.
2. I am interested to pursue an Assessment-related Master’s. Which types of programmes can I choose?

Officers who are keen to pursue Assessment-related Master’s can consider applying for Assessment-focused programmes such as the Master of Education (Educational Assessment), or read minimally 3 Assessment modules within the Master of Education (Curriculum and Teaching) at NIE. For more details on Assessment-related Master’s, please refer to Annex A.

3. Must I only choose local full-time courses offered by NIE, NTU and NUS?

No, but these local institutions offer selected courses that are more relevant to the Education Service.

4. Can I indicate more than one choice of university in my application form?

Yes, officers can indicate up to three choices of courses/universities in the application form. Please note that applicants are required to indicate at least one local course/university in their applications.

5. Should choices of universities and/or areas of study be indicated in order of preference on the application form?

Yes, please list your choices in order of preference.

6. Can I apply for courses conducted by accredited virtual universities or correspondence courses?

No, we do not recommend such courses.

7. Is there a preference for a Master’s by coursework route, since Master’s courses by research generally take more than a year to complete?

No, there is no preference. The interview panel will assess whether the applicant is suitable to pursue his/her proposed Master’s course. Nevertheless, if your proposed Master’s course takes more than a year to complete, you would need to take No-pay PDL for the duration after the first 12 months of the course/sponsorship.

8. For PGS awarded for PhD/EdD studies, must I give a concrete proposal for the area of specialisation I intend to pursue by the closing date?

Yes, you should provide the proposal in your application form. If shortlisted, you should be prepared to share your proposal with the interview panel.
ELIGIBILITY CRITERIA

9. Are the eligibility criteria and selection process for PGA different from that of the PGS?

No, the eligibility criteria are the same and officers undergo the same selection process for the PGS and PGA. Shortlisted applicants will be assessed on their suitability for award of either the PGS or the PGA by a panel comprising MOE senior management.

10. Am I eligible to apply for PhD or EdD if I am not a Senior Specialist or Master/Principal Master Teacher?

Currently, the award of PGS for PhD and EdD studies is meant to support and allow Senior Specialists and Master/Principal Master Teachers to further deepen and enhance their professional expertise and competencies. Officers on the Leadership track who are keen to pursue a PhD/EdD can apply for other Professional Development Packages (PDPs) or Professional Development Leave (PDL) available for our EOs. More information on the PDPs and PDL can be found at HR Online.

Officers in schools who do not have any prior HQ experience but are interested in the Senior Specialist Track (SST) are advised to apply for a HQ posting first to gain exposure to specialist work before pursuing a postgraduate studies in an area of specialisation.

11. I am interested in the Senior Specialist Track (SST) but do not have a Master’s. Can I apply for PGS/PGA to pursue Masters in an area of specialisation if I am not formally appointed as SST1 yet?

Officers who are interested to pursue the SST are strongly encouraged to apply for a posting to one of the Specialist Divisions to gain a better understanding of the work scope and requirements of the track, as well as their suitability for the track, before considering a relevant postgraduate study.

If you are already in a Specialist Division in HQ, you are strongly encouraged to speak to your supervisor on your interest in and suitability for the SST, and your plans to pursue relevant postgraduate studies.

12. I already have a Master’s degree. Can I apply for PGS/PGA to pursue another Master’s course?

Yes, if you have strong reasons to justify your application for a second Master’s degree. Nevertheless, priority will be given to officers who are pursuing their first Master’s degree.

13. I am interested in pursuing a Master’s in Public Administration/Policy/Leadership. Am I eligible to apply?

To raise teacher quality, it is critical for the Education Service to sustain its professional bench strength and deepen its professional expertise. We therefore strongly encourage officers to acquire a Master’s in subject areas, assessment or in general curriculum and teaching first, so as to strengthen their professional expertise to better serve them in their primary role as educators, before considering postgraduate programmes in Public Administration, Policy or Leadership areas. With this consideration, applicants interested
to pursue studies in educational policy, administration and leadership are required to indicate at least one other course in teaching or specialist areas.

14. If I am posted to a new school, the Principal may not know me well enough to endorse my application. Can I go back to my previous school’s Principal?

Your application must be endorsed by your current Principal to facilitate manpower planning in the school. Principals will generally seek officers’ reporting officers or previous school Principal’s inputs if they require more information on the officers before they endorse the applications.

15. There will be a change of Principal in my school in Dec 2017, who should I list as my endorsing officer?

Please discuss with your new Principal on your intention to apply for the PGS/PGA and indicate your new Principal as the endorsing officer as your application must be endorsed by the new Principal to facilitate manpower planning in the school.

16. If I have recently taken up another Professional Development Package (PDP), can I still apply for PGS/PGA?

In order to contribute to the school/division, officers have to serve for 3 years upon their return from the professional development activities before they can embark on another professional development activity. As long as you have served 3 years between professional development activities, you are welcome to apply for PGS/PGA. (For example, an officer who returned from PDL in Aug/Sep 2016 is welcome to apply for the Yr 2018 PGS/PGA exercise as he/she would have worked for 3 years before commencing PGS/PGA studies in Aug/Sep 2019 – this is assuming that the officer does not take another NPL/PDL/milestone programme during these 3 years).

DURATION OF STUDIES

17. Can I apply for PGS/PGA to study a Master’s course on a part-time basis?

Yes, you may. However, we recommend that you opt for full-time studies if your approved course of study is available on a full-time basis as the intent of the PGS/PGA is to provide officers the time and space to concentrate on their postgraduate studies fully. If you are awarded the PGA, the award is tenable only for full-time local Masters to differentiate it from the other professional development packages available for part-time local courses. Officers interested in part-time local Masters can consider the Enhanced Professional Development Continuum Model & Sponsorship (PDCM). More information on the PDCM can be found at http://intranet.moe.gov.sg/academy/pages/professional-development/Grow2.aspx.

18. A number of NIE Master’s courses are actually on part-time basis. Will these courses be changed to full-time basis for PGS/PGA awardees?

NIE’s offer of courses on part-time or full-time basis is independent of the MOE PGS/PGA. You can check with NIE directly to find out whether the courses you plan to pursue are offered on a full-time basis in the intended year of study.
ALLOWANCES

19. How is maintenance allowance calculated?

MOE adheres to the Public Service Commission’s (PSC’s) guidelines on the estimated maintenance allowance rates for different countries and different states within each country (e.g. USA and UK).

GRE/GMAT TESTS

20. Will applicants with GREs be considered differently from those without for the PGS/PGA application?

No, GRE scores are meant for applications to universities, and are not included as part of the selection for the PGS/PGA.

21. Is it advisable to take the GRE test before the release of the interview results? Can I seek reimbursement for the test fees?

We leave it to applicants to decide on the most appropriate time to take the GRE test, and the relevant costs will be fully borne by the applicants.

DEPLOYMENT MATTERS

22. Since I might be required to serve at MOE HQ upon graduation, does that mean I will be placed on the Senior Specialist track?

No, officers will not automatically be placed on the Senior Specialist track if they are required to serve at MOE HQ upon graduation. They will only be placed on the Specialist track if they aspire to do so and meet the relevant criteria for placement.

23. If I am posted to schools upon my graduation, will I be posted back to the same school I was serving in before I left for studies? If I am holding a KP position, will it be retained for me?

If you are already appointed as a Key Personnel (KP) before you leave for your studies, you would be deployed as a KP should you be posted to schools upon your graduation. However, please note that your posting is centrally managed by HR Group and would be subjected to organisational needs. Hence, you may not necessarily be posted back to your former school. If you are keen to be considered for cross-level deployment, please inform HR Group at least 6 months prior to your return.

24. Can I choose not to go to MOE HQ upon graduation? May I source for my own postings?

Your deployment after your PGS/PGA studies is centrally managed by HR Group and hence, you should not apply or source for your own postings. For PGS awardees, a posting to MOE HQ would be of priority if you have not served a HQ stint before.
NO-PAY LEAVE (NPL) AND PROFESSIONAL DEVELOPMENT LEAVE (PDL)

25. I am going on NPL soon (for childcare needs). Am I still eligible to apply for the PGS/PGA?
Yes, you are eligible to apply for the PGS/PGA. However, since the NPL is for childcare needs, the main concern would be the management of your studies effectively while looking after your child.

26. I have taken 1 year of half-pay PDL in the past. Does that mean I stand a less than favourable chance of being awarded the PGS/PGA?
All applicants will be assessed fairly. However, if you have just completed one professional development activity such as going on PDL, you are required to serve in schools/HQ for 3 years before you can embark on your next professional development activity.

APPLICATION PROCESS

27. I am only interested in overseas courses. Can I just indicate those only?
Applicants are advised to indicate at least one local course as the interview panel will assess your suitability for a PGS (for overseas/local studies) or PGA award (for local studies only) concurrently. However, if you wish to be considered for a PGS for overseas studies only, you can indicate so in your application form and panel will assess you accordingly.

28. How much detail do I need to include on the course(s) I have chosen in my application form?
You should include a summary overview of what the course(s) covers.

29. Do I have to include my performance grades in my application?
No, HR Group will have the information.

SELECTION AND INTERVIEW PROCESSES

30. How do I prepare for the interview?
Shortlisted applicants should consider the following factors before attending the interview:

- Your reasons and objectives for applying for the PGS/PGA;
- Your career aspirations and which career track you see yourself developing in;
- How the proposed course of study is relevant and useful to the career track that you see yourself developing in; and
• How you intend to apply the knowledge gained from your postgraduate studies in contributing to the education service.

UNIVERSITY ADMISSION APPLICATIONS

31. If the course I am interested to apply for commences in January of the following year and the admission application period stipulated by the university ends before the results of PGS/PGA award are announced, can I proceed to apply to the university first?

You will need to take into consideration whether your postgraduate studies is contingent on receiving the award of a PGS/PGA. If not, you may go ahead and apply to the university of your choice first. In the event that you are not awarded the PGS/PGA but are successfully admitted to the university, you can consider other options such as applying for PDL (depending on your eligibility) to pursue your studies. However, we wish to highlight that being successful in your university admission application does not mean you will automatically be awarded the scholarship/PDL and the course/university of your choice. You will also need to pay for the university application fees on your own.

32. If I am awarded the PGS/PGA but am not successful in my university admission application, what other options do I have?

Most applicants awarded with the PGS/PGA tend to be successful in their university admission applications. However, in the event that you are unsuccessful, you can apply to another course/university in the same area of study awarded to you or defer your PGS/PGA up to 1 year should you decide to re-apply for the same course in the following year, subject to approval.

OTHER PGS/PGA RELATED MATTERS

33. Are there obligations for those on PGS/PGA studies to return to MOE during the school holidays to serve?

There are no obligations to do so.

34. What is the quota for PGS/PGA awarded annually? Is the quota divided into full-time and part-time courses or Master’s and PhD courses?

There is no quota set for part-time and full-time courses or for Master’s and PhD /EdD courses. The PGS/PGA awards are awarded based on the applicants’ merit and performance at the interviews.

35. How many PGS/PGA are awarded to applicants outside of the MOE system?

Over the last 11 years, 5 PGS awards have been awarded to trained education officers outside of the MOE system. From Yr 2014 onwards, if the external candidate is found suitable by the interview panel, he/she will be awarded with a conditional offer and be put through a minimum 1-year posting/secondment to MOE schools/HQ. This offer will be
confirmed if the officer displays good performance during the year in MOE school/HQ (i.e. received a good performance grade and positive endorsement from his/her Principal/Director).

36. If I am awarded the PGS/PGA this year, is it compulsory for me to pursue my studies next year? Can I defer my studies to the year after next?

PGS/PGA award may only be deferred for up to 1 year and only under special circumstances; for example, the officer is unsuccessful in his university admission applications in the course/university choices awarded by the interview panel and has to try again in the year after next, or the officer has valid medical reasons that require him to defer his studies. As PGS/PGA is valid for studies in the year following the year of award, if you are unable to commit to proceeding for your studies in the following year, it is advisable to only apply for the PGS/PGA later when you are ready.

OTHER HR MATTERS

37. My CV in HRMS is not up-to-date and does not include the professional qualification(s) that I obtained recently. How do I update the CV?

For officers from schools, please check with your Administration Manager on how to update your CVs. Otherwise, you may also contact the HSCD HR Contact Hub at MOE_HSCD_HRC_Hub@moe.gov.sg on updating of CVs in HRMS.

38. If I am awarded the PGS/PGA, will my school be given a replacement when I leave for my pre-course stint in MOE HQ (for PGS only) or for my studies?

HR Group will work with your school to look for a replacement if you are awarded the PGS/PGA.

39. If I am awarded the PGS/PGA, will I still be entitled to increments and bonuses when I am studying? Will the CONNECT plan still apply?

CONNECT Plan: Officers on PGS and PGA will receive the CONNECT Plan deposits according to their eligibility. For the period that awardees are away on full-pay, they will receive the full deposits. For the period that the awardees are away on half-pay, their deposits will be halved. Officers who are on PGS or PGA studies will be able to receive their CONNECT Plan payouts if it is during the payout year.

Increments: PGS/PGA officers will continue to receive full increments for the period that they are away for their studies.

End of Year (EOY) Bonus and Performance Bonus (PB): PGS and PGA awardees will be eligible for EOY bonus for the period they are away for studies, and PB for their first year of studies. All payments will be pro-rated, if officers are on half-pay leave.

40. Am I still considered to be in service for the year(s) that I am away for studies under PGS/PGA?

Yes, you are.
41. I am studying for a Master’s degree on part-time basis now on my own financing. If I am awarded the PGS/PGA during the PGS/PGA Exercise this year, is there a ‘backpay’ system whereby I can be reimbursed for the costs I incurred for my Master’s degree?

No, there is no such provision. PGS/PGA is tenable for postgraduate studies in the following year and not for reimbursement of costs incurred for existing or past courses.

42. Under the EPMS, am I expected to do more to maintain the same grade or appointment when I return from my studies as a MOE Postgraduate Scholar or Award holder?

Given that the Ministry has placed a significant amount of investment on your postgraduate studies by awarding you with the PGS/PGA, we would expect you to live up to higher standards and be able to contribute more to the Education Service.