



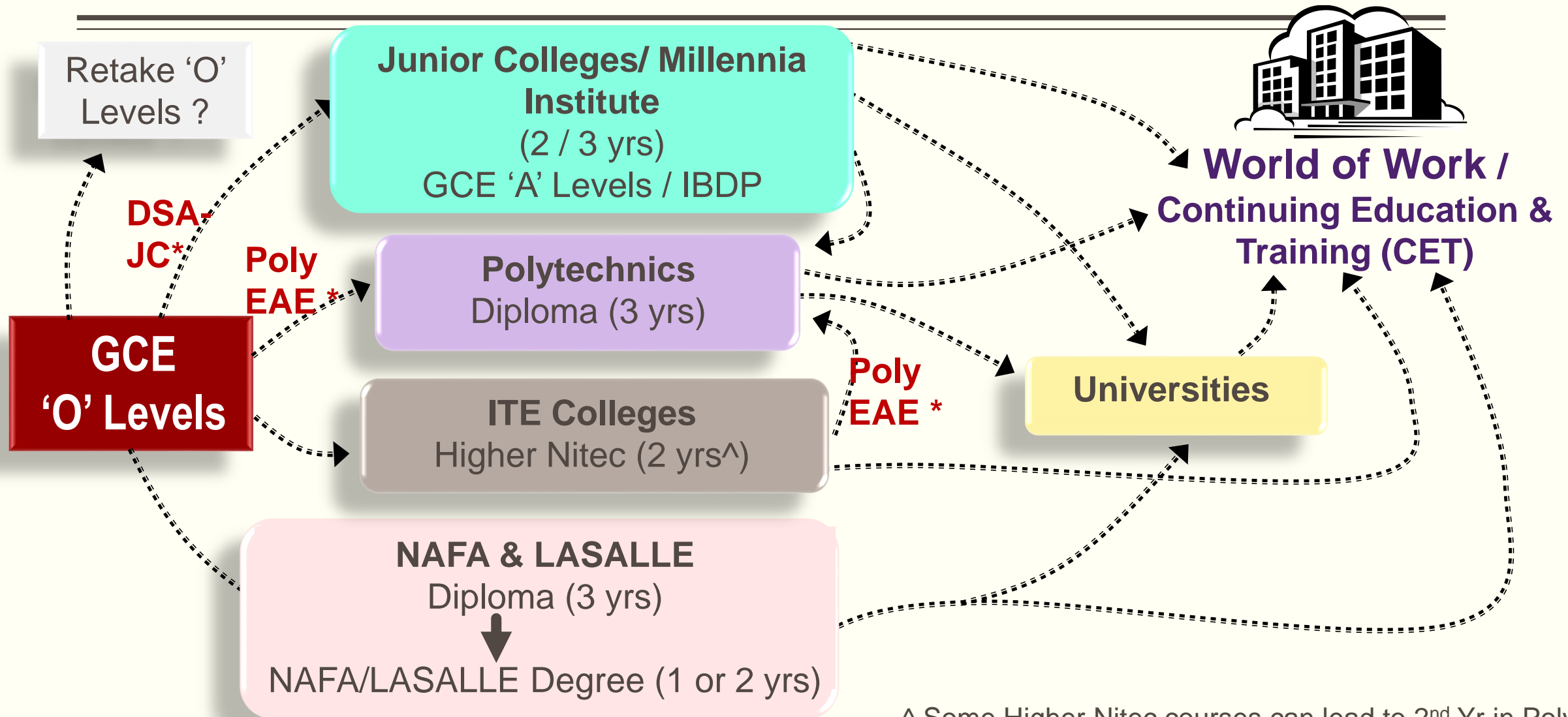
MEET THE PARENTS (4E & 5NA)

Many Pathways, Multiple Possibilities

By Ms Corinne Tan, Senior ECG Counsellor



You Have Choices! Different Routes to Achieve Your Dreams



^ Some Higher Nitec courses can lead to 2nd Yr in Poly
* If successful, students will not participate in JAE

Poly Early Admissions Exercise (Poly EAE)

- **Strong interest** in and **aptitude** for **specific courses** in Polytechnic - get **conditional offer before** your O-level results are released.
- Application opens in **end June** (date to be confirmed) – up to 3 course choices !
- Still need to **meet Polytechnic eligibility criteria**:
 - **Minimum Entry Requirements** (MERs) for the course (e.g. Math C6, EL D7, 2 other subjects C6, etc.).
 - **Net ELR2B2** aggregate \leq **26 points or better**
- Admission **up to 50%** of the **course intake**, and overall about **20% of each Poly's total cohort** intake.
- Successful student will NOT participate in Joint Admissions Exercise when O-levels results are released.

- Total estimated **15,000** Poly EAE applicants
- More than **6,500** offers made across 5 Polys
- About 4,400 accepted/confirmed in the end.

Selection Process for Poly EAE

- **Course Write-ups** (*1st filter*) – *apply via portal around **late June***
 - Highlight their **passion/interest & aptitude** for the courses– *600 characters*
- **Portfolio** (*not a must esp. non-design-related courses*)
 - Provides **evidences** of their interests, positive qualities, learnings, works, achievements, etc. – **who they are** at a glance.
 - Helps them **stand out** from the crowd – their personal branding tool
- **Various Selection Modes** – ***Jul to late Aug***
 - **Group Interview format**
 - **Tests** – Mass paper test / Chatbots / Skill test
 - **Group Activity**

Direct School Admissions to Junior Colleges (DSA-JC)

It's admissions by **talent areas** - check out the **JCs' website** to see what talents they are looking for:

- **Sports & Games**
- **Performing Arts**
- **Leadership & Uniformed Group** – certain JCs only
- **Academic Talent** – certain JCs only

It's **school-based application & selection** – some open as early as **1st week of May**

- **Interviews, portfolio reviews, and/or trials/ auditions**
- **Holistic selection - Other desirable strengths** (e.g. good conduct, leadership qualities, contribution to community, maturity in thinking, reasoning, commitment, confidence, ability to overcome challenges, etc.)
- Criteria differ JC to JC (*please consult respective JC's website for more information nearer May*)

Participating schools: they have their own application timeline, criteria & selection processes !

- **All JCs** - except NUS High School of Math & Science
- **SOTA & Singapore Sports School** - entry into Year 5 (IBDP)

Should I Consider DSA-JC?

Is a **JC education suitable** for me?

- Do I like to **go deep** into the **academic subjects**?
- Do I prefer learning things that are more **conceptual/ theoretical**?
- Can I take the **stress of adjusting** to a tight timeline in JC, and **huge academic jump** to the A-level standard?

Am I prepared to be **committed to the end throughout the CCA involvement/ competitions, etc.** if you take up the DSA offer?

- Practice/training schedule, competitions → what am I **prepared to do** when I miss classes?
- Am I **able to cope emotionally**?

Examples of DSA-JC Criteria – differ from JC to JC

Sports		Eligibility Criteria	
Badminton	<p>Applicants who meet one or more of the following criteria will be shortlisted for trials/ auditions.</p> <ul style="list-style-type: none">National Team Player; National Youth Team PlayerRepresentative of Singapore Schools (formerly known as Combined School Team);Representative of recognised Sports Club / Sports AcademyPlayer from top 4 teams at Zonal and National Level1st Team player of a school's team	<p>Shortlisted students for Sports CCAs should turn up in sports attire, and/or equipment and be ready to be tested in individual skills and/or games situation during trial.</p>	
Basketball			
Floorball (Boys)			
Football (Boys)			
Judo			
Netball			
Table Tennis			
Tennis			
Volleyball			
Aesthetics		Eligibility Criteria	
Chinese Orchestra	<p>Applicants who meet one or more of the following criteria will be shortlisted for trials/ auditions.</p> <ul style="list-style-type: none">Achievement in National Music CompetitionsQuality Grade in a music exam for a specific instrument or in a dance examKey performer of school's teamAchievement in SYF Arts Presentation (preferably a Certificate of Distinction)Preferably at least 4 years of experience in relevant groups and participated in 2 SYF Arts Presentations	<p>Shortlisted students for the Performing Arts would usually need to prepare an item of not more than 2 min unless otherwise stated on the college website.</p>	
Choir			
Contemporary Dance			
Guzheng Ensemble			
Symphonic Band			
Leadership and Uniformed Groups			
Leadership		<p>Applicants should list three most significant involvements that would reflect their character and leadership qualities. The types of leadership involvements may include:</p> <ul style="list-style-type: none">Leadership Roles, e.g. Student Councillor, Prefect, CCA Leader such as uniformed group leadersActivities or events that demonstrate character and leadership qualities <p>Suitable applicants would be shortlisted for an interview via video conferencing.</p>	
Science, Technology, Engineering and Mathematics			
Science Research		<p>Applicants should list three most significant involvements that would reflect their passion and competency in science research. The science research involvements may include one or more of the following:</p> <ul style="list-style-type: none">Science research projects and/or competitions (please state the duration of science research project)Participation in Science and/or Mathematics Olympiads	
		<ul style="list-style-type: none">Activities, courses or workshops that the applicant has participated in that are related to the learning of Science and/or Mathematics beyond the school curriculumComputer coding skills and/or research skills that the student possesses <p>Suitable candidates would be shortlisted for an interview via video conferencing.</p>	

JC & MI at a Glance

Differences	JC	MI
Duration	2-Year 'A' Level Programme	3-Year 'A' Level Programme
Admission Criteria	L1R5 \leq 20 points	L1R4 \leq 20 points
Programmes Offered	Science, Arts	Science, Arts & Commerce
Examination Timeline	Year 1: PW & MTL Year 2 : H2, H1 & GP	Year 1: MTL Year 2 : PW, H1 & MTL Year 3 : H2 & GP

What Universities Look for in Holistic Admissions

NTU aims to admit 50% of its students using broader criteria

Holistic process will be used for entry to



Nanyang Technological University draws about 30,000 applications a



Sandra Davie
Senior Education Correspondent

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Five years ago, about 90 per cent of Nanyang T undergraduates were admitted based solely on grades. Now, with the rest needing interviews, portfolios and other criteria to secure a place.

This year, more than one-third won places based on more than just their grades, or 39 per cent of NTU's 6,400 freshmen.

A22 | OPINION

Ask NUS Economists

University admissions not solely about grades: Some surprise results

Kelvin Seah,
Jessica Pan and
Rais Kamis

Q How will aptitude-based admissions affect the types of students enrolled in Singapore's universities?
A In a bid to shift emphasis away from academic grades, the two largest local universities – National University of Singapore (NUS) and Nanyang Technological University – announced last year that more students would be



admission – since this would be the group most similar to the students entering through the DA scheme in terms of incoming academic abilities.
We examined several outcomes of interest, including university academic performance, the likelihood of graduating with an honours degree, and the likelihood of participating in optional college activities, as well as short-term labour market outcomes such as earnings and employability six months after graduation.
We find that, despite entering with lower pre-university grades, DA students were comparable to students from the bottom 10th percentile of regular admission in terms of grades, and were, in fact, more likely to graduate with an honours degree and be enrolled in a minor or second major programme.
DA students were also more likely to participate in optional university activities such as residential college life and outbound programmes than the majority of regular admission students.
More interestingly, we found that DA students outperformed the bottom 10th percentile of regular admission students in the

Strong sense of purpose – clarity in knowing WHY they want the course, WHAT are they working towards, HOW they intend to contribute

January last year.
What implications will the shift towards aptitude-based admissions have for the composition of students?
Such admissions recognise the non-academic skills and talents of students, such as leadership and teamwork. It is reasonable to expect that students admitted through this process possess more such non-cognitive skills and abilities, which are highly rewarded in the labour market.
But is this borne out by the data?
At the same time, because students entering through aptitude-based admissions typically fall short of the usual academic cut-off requirements for university entry, they are able to keep up with their peers academically?

Students at Nanyang Technological University which, like the National University of Singapore, will admit more students through aptitude-based admissions. A study shows that such discretionary policies can allow educational institutions to better identify those who could be more successful in the labour market. ST PHOTO: NG SOR LIAN

THE DISCRETIONARY ADMISSIONS SCHEME
To study this, we used merged administrative student records and employment survey data of recent graduates from NUS. Traditionally, admission to NUS was primarily based on academic performance.
However, since 2004, NUS has also set aside a certain share of places each year for aptitude-based admissions. Through this scheme, formerly known as "Discretionary Admissions" (DA), applicants who do not meet the usual academic cut-off requirements may be able to gain admission. If they can demonstrate to the selection committee that they possess certain exceptional traits or achievements, subject to a minimum level of academic competence.
In practice, the latter clause implies that students admitted through DA are those who missed the academic threshold requirement narrowly for regular admission.
We find that, despite entering with lower pre-university grades, DA students were comparable to students from the bottom 10th percentile of regular admission in terms of grades, and were, in fact, more likely to graduate with an honours degree and be enrolled in a minor or second major programme.
To evaluate whether selection based on non-academic attributes makes a difference in the types of students enrolled, we compared students who were admitted through the DA scheme – who narrowly missed the academic cut-off requirement but who were able to demonstrate exceptional non-cognitive skills or talents – to regular admissions.
We focused on the regular admission students in the bottom 10th percentile of incoming academic performance – who marginally made it through regular

been denied the opportunity to study in their university of choice.
Kelvin Seah is a senior lecturer in the department of economics and an affiliated faculty at the Institute for Applied Learning Sciences and Educational Technology (IALET), National University of Singapore; while Jessica Pan is an associate professor in the department of economics and a research theme lead at IALET, where Rais Kamis is a research assistant.
These are their personal views and do not represent those of NUS. This is a monthly series by the NUS Department of Economics. Each month, a panel will address a topical issue. If you have a burning question on economics, write to stopinion@nus.edu.sg with "Ask NUS" in the subject field.

ST-SMU Reimagining Universities

Planning for university places needs rethink

In this first of a four-part series, senior education correspondent Sandra Davie talks to Education Minister Ong Ye Kung on whether it makes sense to use hard numbers to plan for university places



Graduates at a Singapore Management University commencement ceremony in 2017. Education Minister Ong Ye Kung said that as announced in 2012, the university participation rate will effectively rise to 30 per cent. But he also stressed the importance of lifelong learning and highlighted the availability of different pathways. ST PHOTO: PHOENIX



Sandra Davie
Senior Education Correspondent

PUBLISHED JAN 26, 2020, 5:00 AM SGT

This year, the Singapore Government will deliver on the 40 per cent cohort participation rate (CPR) for university that it had pledged in 2012. That means four out of 10 in an age group will go on to study for a degree in one of the six local universities.

What Employers Look for during Hiring Interviews

And it's **NOT** about the **no. of years** you take to study;
Or **which year** you got your Diploma or Degree

It's about having the **right skills & knowledge** for the job.

Firstly, we make sure the candidates we are talking to have the **functional and technical skills required for the position** they are applying for.

- **Stephanie Nash, Chief People Officer, RedMart**

We prioritise **soft skills** over everything else. Whatever the age of the job candidate, we look for **empathy and strong interpersonal skills** — the ability to understand people in different stages of life.

- **Michael Gomez, Head of Career Office**

It's about having the **right personality** for the job and **values** that suit the company.

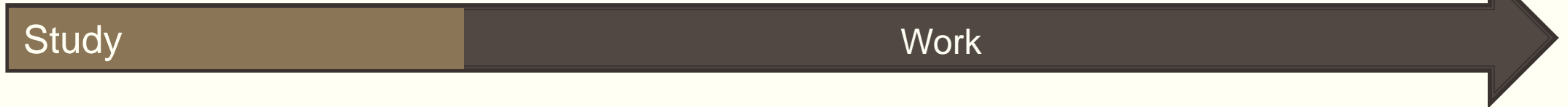
“A **good working attitude** is important....a **willingness to learn** and the **ability to adapt and adjust to constructive criticism**. ...showing us at the interview stage that you have **enthusiasm and versatility** especially since in an environment like ours, technology is evolving all the time. Candidates should be **aware of growing developments and trends** in the relevant industries.”

- **Giselle Ng, Manager, Business and Strategy, Straits Dental Group**

Have a Lifelong Perspective to Career & Learning

**At age 20... there are 45 years ahead of you
for work & continuing learning**
So there is no hurry to finish all your education in your
lifetime

- Sequential perspective of career & learning



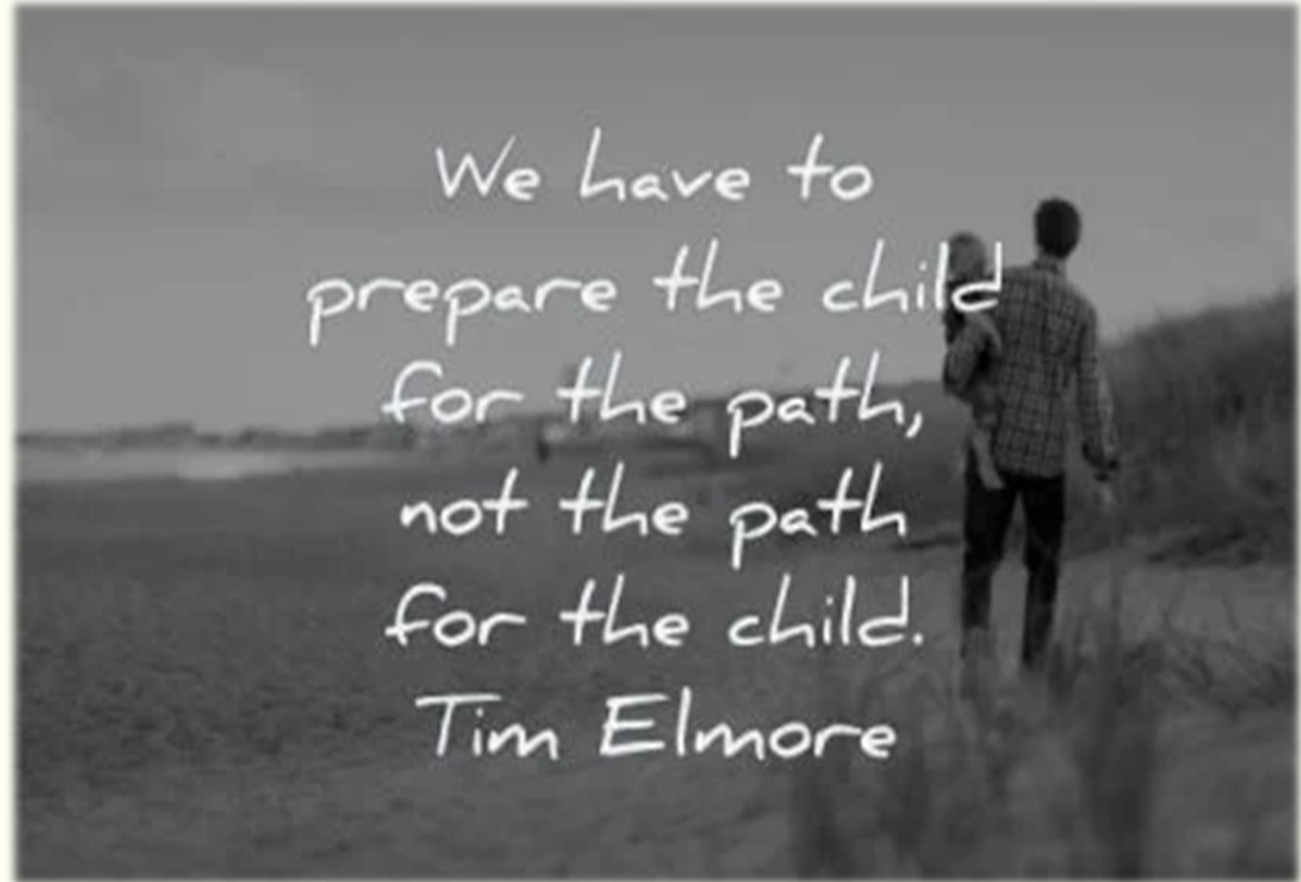
- Lifelong perspective of career & learning



It's an Exciting Year – Learning Greater Responsibility

Partnership with your child:

- To **believe in them and to affirm them** as they work towards their goals.
- To encourage them **to explore** their interests & strengths
- To **keep an open mind** about courses that they may not have thought of taking.





**Every Tuesday | 8.15 am to 5.15pm
@ Level 3 Counselling Office**

**Zoom session is available for non-Tuesday*

QUESTIONS?
Thank You!

Online Appointment Booking form:
go.gov.sg/gdlssecg

