



MEDIA RELEASE

Republic Polytechnic Revamps Learning!

Regardless of their start point, every RP student will graduate a greater version of themselves.

Singapore, 14 October 2024 - Republic Polytechnic (RP), the youngest of Singapore's five polytechnics, which set itself apart from the outset through its problem-based learning pedagogy, once again makes headlines by announcing bold changes to its curriculum, aimed at enriching and empowering the learning experience of its students.

At the heart of these changes is the **"Becoming Greater Me"** paradigm, where intellect and emotions intertwine, to result in purpose-driven decisions. RP students will be able to align their goals and passions with their academic and life journeys, during their poly years, and beyond graduation.

Starting Academic Year 2025, RP will provide incoming students with greater autonomy over their learning experiences, giving them the tools and support they need to be successful in academia, and in life. The updated curriculum will offer a wide range of learning options, allowing students to tailor their educational pathways based on their aspirations and strengths, thereby acquiring both subject-specific knowledge and essential soft skills such as problem-solving, critical thinking and communication.

Ms Jeanne Liew, Principal & CEO, RP said, *"Academic success alone does not define one's success in life. Aspirations, perspectives and worldviews have changed, especially for Gen Zs and Gen Alpha. Becoming Greater Me aligns with Prime Minister Lawrence Wong's vision to refocus education, by sparking a passion for learning and redefining success. We are committed to encouraging individuals to become their best selves, free from societal stereotypes or narrow comparisons, with greater opportunities to explore, experiment, and pursue unconventional paths beyond the beaten track."*

Designing Your Life

'Designing Your Life' (DYL) is a **5-year student journey supported by mentors** trained in DYL principles and applications. This framework, which integrates work view and life view, will help students during their poly years and beyond graduation, build a life that is both meaningful and fulfilling by utilising design thinking principles to explore and plan their personal and professional goals.

The DYL Framework aims to provide students with the tools to shape their actions in line with their aspirations, empowering them to pursue their life and career goals with intention and clarity. By fostering these perspectives, the framework enables students to make more informed decisions and navigate life's complexities with greater confidence. Most importantly, RP will continue to engage students for two years after they graduate, providing them with the necessary guidance and support in the formative years of their career.

*(Please see **Annex A** for more information on the "Designing Your Life" framework)*

Designing Your Learning

Understanding that different learners have different needs, and the “one size fits all” approach cannot work, incoming students will now be able to decide on a curriculum that best suits their individual needs. This approach, coupled with the DYL framework, empowers students to acquire both specialised knowledge in their chosen fields and essential skills to achieve their career goals. Students will have the freedom to design their own learning pathways through one of the following programmes:

A) Common Entry Programmes

Students who need more time to decide on their diploma can take **up to one year** by enrolling in one of the six **Common Entry Programmes (CEP)**. This flexibility, the most extensive among the polytechnics, spans a diverse range of fields in arts, media & design, business, engineering, ICT, science, and sports & health.

B) Broad-based Diploma Programmes

Students who prefer versatility in their learning can enrol in broad-based diplomas offered by all academic schools at RP. Each broad-based diploma offers **multi-disciplinary learning of adjacent fields**, and students will get the opportunity to select **one major to specialise in**.

C) Expertise Deepening Programmes

Academically proficient students with clear career aspirations and looking to gain practical experience to enhance their employability, can delve deeper into their chosen field of study by obtaining industry-recognised certifications, embark on a one-year internship, or pursue a certificate that is mapped to a Specialist Diploma.

Minor Programmes

To cater to students’ unique interests and career goals, RP is offering **19 minor programmes** where students can choose to broaden their knowledge outside their field of study with a broad-based minor **or** deepen their expertise in a field related to their discipline with a discipline-related minor.

*(Please see **Annex B** for student archetypes for the “Designing Your Learning” Initiative)*

Designing Your Impact

As part of holistic development, RP will integrate designated "**white space**" in the curriculum, allowing students to pursue their interests, particularly in community engagement. This includes allocating **one day per week**, and **two additional weeks per semester** for students to engage in meaningful activities, pursuing their passions and exploring ways to make a positive difference. The initiative aims to cultivate graduates who are passionate about making a positive impact in their communities, and the society at large. **So fervent is RP about achieving this goal that it is the first polytechnic to make 15 hours of community engagement, a requirement for graduation.**

Summing up the slate of initiatives, **Ms Liew** added, *“I’m thrilled to share these initiatives that represent a bold step into the future, designed to bring out the best version of every student who walks through our doors. They reflect RP’s commitment to excellence in every aspect. Our new curriculum will not only prepare students for their first job but for a lifetime of growth, adaptability and purpose. We envision them to become Articulate Self-Starters, Passionate Community Builders and Purposeful Game Changers in life.”*

Renaming of Academic Schools

As part of the changes at RP, three academic schools have also been renamed to better reflect the polytechnic’s strategic goals and revised curriculum offerings. They are:

- The School of Sports, Health and Leisure (SHL) has now been renamed the **School of Sports and Health (SSH)**.
- The School of Management and Communication has now been renamed the **School of Business (SBZ)**.
- The School of Technology for the Arts (STA) has now been renamed the **School of Technology for the Arts, Media and Design (STA)**.

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About Republic Polytechnic

Established in 2002, Republic Polytechnic (RP) is Singapore’s youngest polytechnic. RP offers over 40 full-time courses across diverse fields, including Applied Science, Business, Engineering, Hospitality, Infocomm, Sports and Health, and Technology for the Arts, Media, and Design. Through its “Becoming Greater Me” framework, RP endeavours to spark joy in learning by helping students discover their purpose and aligning their goals and passions with both academic and life pursuits.

RP adopts effective learner-centred pedagogies to equip students with a wide range of skills needed to thrive in an ever-evolving world. The polytechnic envisions its graduates as Articulate Self-Starters, Passionate Community Builders, and Purposeful Game-Changers. Additionally, RP’s Academy for Continuing Education offers a comprehensive suite of lifelong learning programmes, providing graduates and adult learners with upskilling opportunities. Learn more at www.rp.edu.sg.

Annex A About 'Designing Your Life'

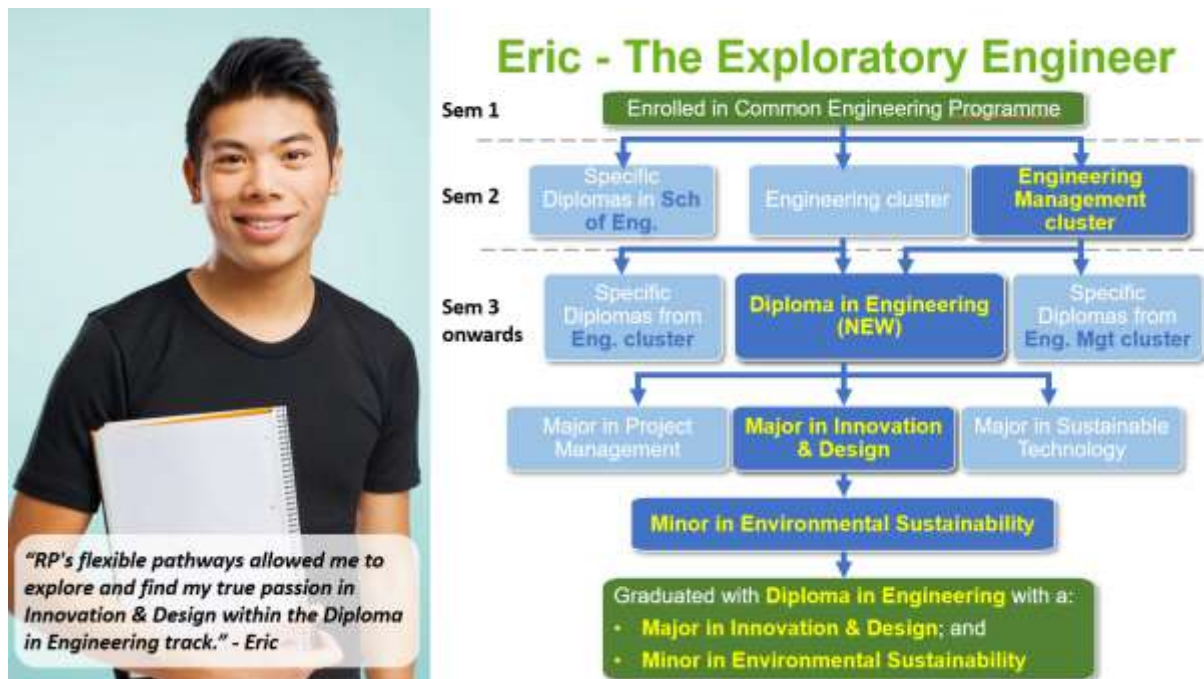
The 'Designing Your Life' framework, developed by Bill Burnett and Dave Evans, both professors at Stanford University, offers a fresh perspective to personal and professional development through design thinking. The approach teaches students to apply design principles to create a meaningful, purpose-driven life by fostering exploration and personal growth in a structured way.

The DYL framework is both practical and actionable, empowering students to purposefully design lives and careers that resonate with their life goals. It encourages exploration of diverse options and embraces change with confidence, supporting personal growth and career development through continuous experimentation and adaptation.

As an institute of higher learning, Republic Polytechnic (RP) is committed to equipping its graduates with strong life skills to navigate a rapidly changing world. To date, RP has trained over 400 staff in the "Designing Your Life" (DYL) principles and applications.

Annex B Student archetypes for “Designing Your Learning” Initiative

Archetype 1: Eric – The Exploratory Engineer

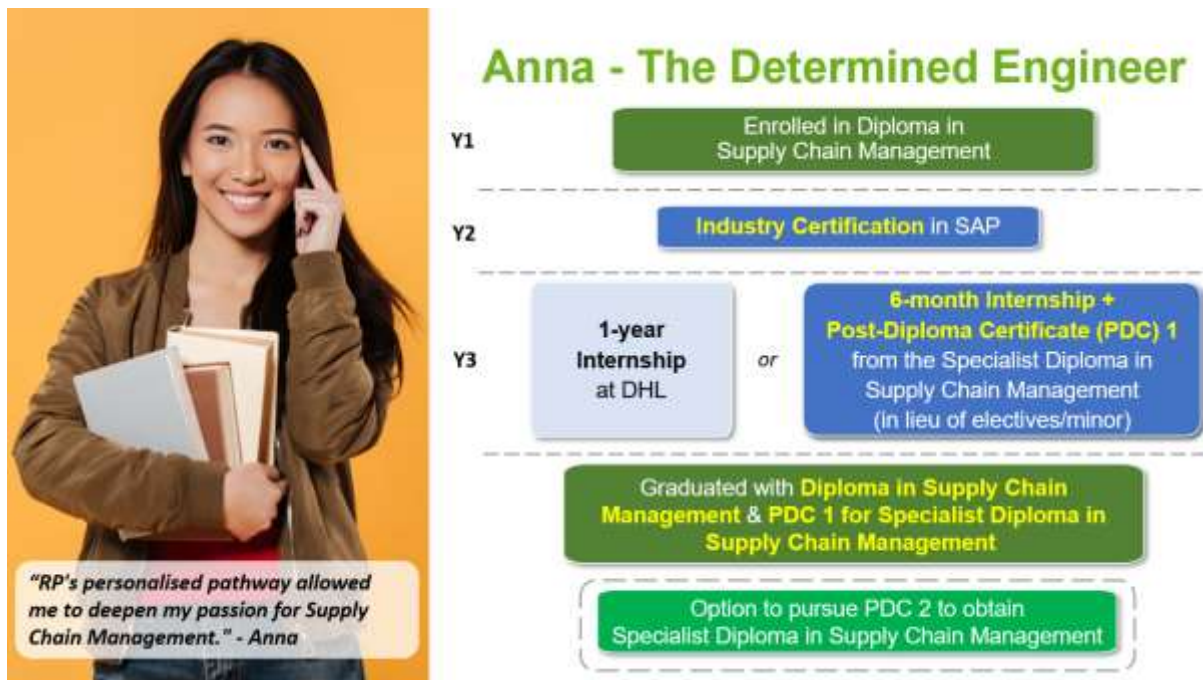


Eric's educational journey at RP began with uncertainty about his choice of engineering discipline. To explore various options and make a more informed decision, he enrolled in the Common Engineering Programme (CEP). After one semester, he could have transitioned into a specialised diploma offered by the School of Engineering. However, he remained unsure, leading him to consider the Engineering Management cluster, which provided pathways to specific diplomas i.e. Diploma in Aviation Management, Diploma in Business Process & Operations Management and Diploma in Supply Chain Management. Alternatively, he could have opted for the Engineering cluster, which focused on more technical disciplines i.e. Aerospace Engineering, Mobility and Robotic Systems, Sustainable Built Environment, and Electrical & Electronic Engineering. Regardless of the cluster he selected, he has the option to pursue a broad-based diploma i.e. Diploma in Engineering in the third semester.

After his second semester, Eric chose to enter the broad-based Diploma in Engineering, recognising that this path would offer him flexibility in his future career choice. To enhance employability, the broad-based diploma offered three Majors: Project Management, Innovation & Design, and Sustainable Technology. Eric opted for the Major in Innovation & Design, aligning with his interest in engineering design. Additionally, he chose to complete three elective modules related to environmental sustainability to fulfill a Minor programme.

Eric eventually graduated with a **Diploma in Engineering, majoring in Innovation & Design, and a minor in Environmental Sustainability.**

Archetype 2: Anna – The Determined Engineer

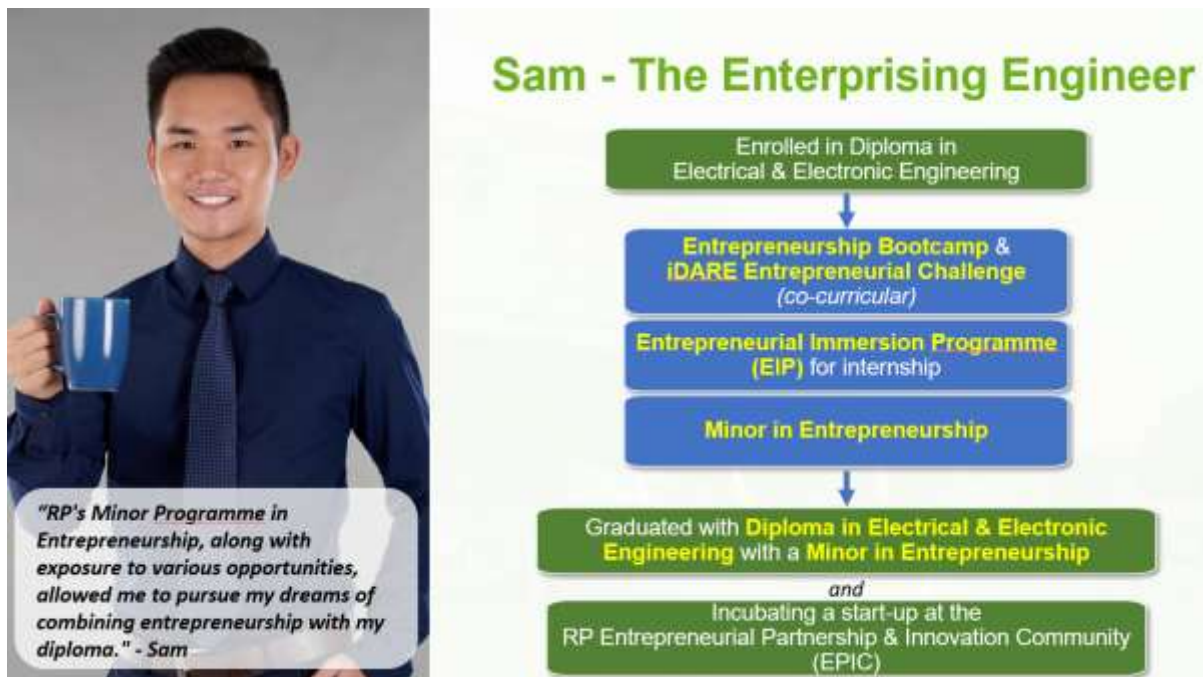


Anna, a determined and focused student, always had a clear vision of her educational path. With a strong interest in the field of Supply Chain Management, she enrolled in the Diploma in Supply Chain Management at RP which offered her the chance to gain industry certification in SAP.

To further deepen her knowledge and experience in Supply Chain Management, Anna had the option of choosing a 1-year internship at DHL. This internship would not only provide her with practical insights into the industry but also the potential to count this experience as part of her work experience if DHL extended employment offers based on her performance during the internship. Nonetheless, Anna decided to pursue a 5-month internship at DHL so she could complete a Continuing Education and Training-based certificate from the Specialist Diploma in Supply Chain Management (in lieu of elective modules).

Anna eventually graduated with a **Diploma in Supply Chain Management**, the added advantage of **holding a Continuing Education and Training-based Certificate in the same field**, and the option to pursue PDC2 to obtain the Specialist Diploma in Supply Chain Management.

Archetype 3: Sam – The Enterprising Engineer



Sam, an aspiring entrepreneur from a young age, embarked on his educational journey at RP with a vision to turn his entrepreneurial dream into reality. Recognising the value of domain-specific knowledge and skills, he made a deliberate choice to enroll in the Diploma in Electrical & Electronic Engineering, foreseeing its potential for innovative ventures.

During his time at RP, Sam was unrelenting in his pursuit of entrepreneurial knowledge and opportunities. He participated in the Entrepreneurship Bootcamp to gain insights into entrepreneurship and build a valuable network with mentors who could further fuel his entrepreneurial aspirations. Additionally, Sam entered the iDARE Entrepreneurship Challenge to secure seed funding for his business plan. For his internship, he participated in the Entrepreneurial Immersion Programme, enabling him to apply his business plan and entrepreneurial skills in a real-world context, further advancing his business idea. He also completed various entrepreneurship-related elective modules, fulfilling the requirements for a Minor in Entrepreneurship.

Sam eventually graduated with a **Diploma in Electrical & Electronic Engineering, with a Minor in Entrepreneurship**. He initiated a **start-up venture** which is currently incubating within RP's Entrepreneurial Partnership & Innovation Community (EPIC).