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## GLOSSARY

# FOREWORD

## Transforming Technical Education through Organisational Excellence



### Transforming Technical Education

As an important pillar of Singapore's education system catering to 25% of the annual cohort of secondary school leavers, the Institute of Technical Education (ITE) plays important social and economic roles in Singapore's transformation into a globalised economy. To ensure that we stay at the forefront of change and deliver on our promise of best technical education to our students, we began our journey towards organisational excellence (OE) in the 1990s.

In a society that reveres academic excellence, ITE is not the first choice of parents, or students. Our students are not from the top schools nor do they have the best scores in academic examinations. But, we **believe** in them. We **believe** that if we can provide the right environment to stimulate their interest, bring out their talents, and develop their capacities, they, too, can succeed in life. This passionate **belief** of the management and staff of ITE has propelled us towards relentless innovation, learning and benchmarking. Our strategic planning and the disciplined implementation of our Transformation are guided by the Singapore Quality Award (SQA) Framework. Through delivering world-class technical education to our students, our hope is that when they graduate, they will not only have the skills but also the character and qualities to succeed in life. This, together with a strong **ITE Care** culture, is the secret of our success.

### Sustaining Business Excellence

Since receiving the SQA in 2005, many doors were opened to us. It has prompted us to imagine further, to drive deeper, and to attempt new heights. Our efforts on continual improvement and innovation over the past five years paid off when we were recognised through the winning of the **SQA with Special Commendation** in October 2011. This came as a deep honour to all of us in ITE. It reinforces in our students, stakeholders and the public our commitment towards organisational excellence and strengthens the Singapore brand of Vocational and Technical Education (VTE) in the global VTE community.

As we continue in our journey of excellence, under our current strategic plan – *ITE Innovate (2010 – 2014)*, it is our privilege to share our rewarding experience in the ‘SQA with Special Commendation’ journey through this Report. While it attempts to shed light on some of the unique practices, it also serves to remind us that our journey towards organisational excellence is never-ending, and that our work is never done. We will continue to review and challenge ourselves to seek innovations and improvements and to create greater value for all our students and stakeholders.

A handwritten signature in black ink, appearing to read 'Pohgesthuat', written in a cursive style.

**MR BRUCE POH**  
Director & Chief Executive Officer  
Institute of Technical Education

# ORGANISATION PROFILE

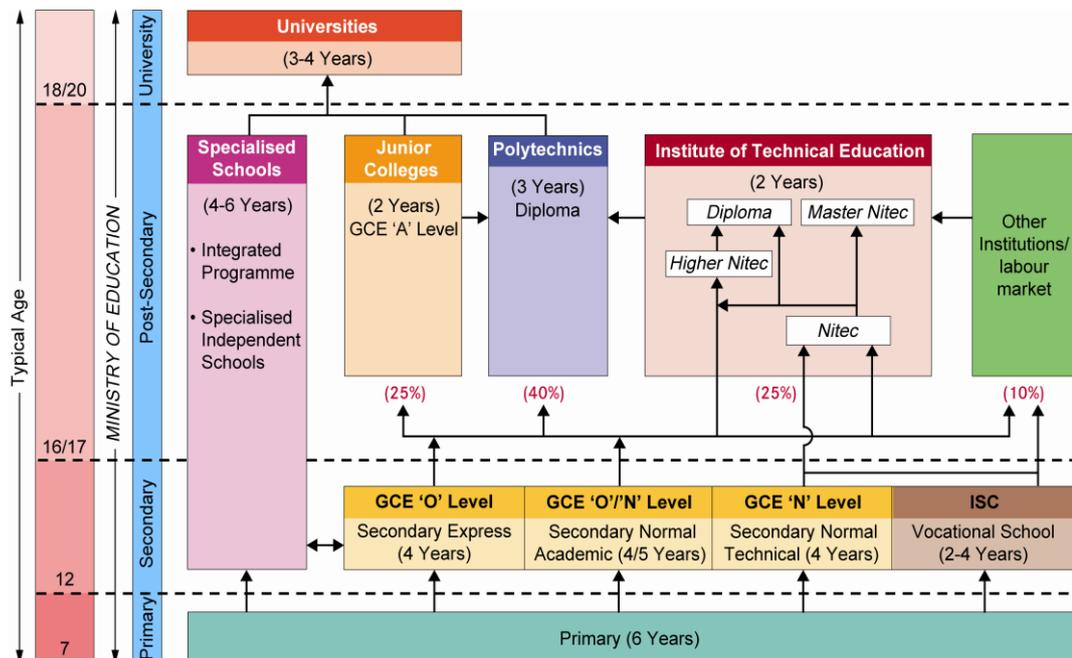
The **Institute of Technical Education (ITE)** was established as a post-secondary institution in April 1992, under the Ministry of Education (MOE). We are the principal provider of Career Technical Education in Singapore at the technician and semi-professional level, and the principal authority in developing National Occupational Skills Certification and Standards to enhance Singapore's workforce competitiveness, locally and globally.

## ORGANISATIONAL DESCRIPTION

### 1. ORGANISATIONAL ENVIRONMENT

As a special-mission institution, ITE plays an important social and economic role in catering to **25%** of post-secondary students in Singapore's Education System, as shown in **Figure 1**.

**Figure 1: ITE's Role in Singapore Education's System**



**NOTE:**

GCE 'N' Level – Singapore-Cambridge General Certificate of Education (Normal Level)  
 GCE 'O' Level – Singapore-Cambridge General Certificate of Education (Ordinary Level)  
 GCE 'A' Level – Singapore-Cambridge General Certificate of Education (Advanced Level)

ISC – ITE Skills Certificate  
 Nitec – National ITE Certificate  
 Higher Nitec – Higher National ITE Certificate  
 Master Nitec – Master National ITE Certificate  
 Diploma – Technical Diploma



Under the ITE Certification System, there are **four types of certification**, based on entry requirements. The **National ITE Certificate**, or **Nitec**, is for ITE what a Diploma is to the polytechnics, and a Degree is to the universities:

- **Nitec** – GCE 'O' or 'Normal (Academic)' [N(A)] / 'Normal (Technical)' [N(T)] levels, with prerequisite subjects
- **Higher Nitec** – GCE 'O' or 'N(A)' levels, with prerequisite subjects
- **Master Nitec** – *Nitec* plus 3 years of relevant work experience
- **Technical Diploma** – *Higher Nitec* and/or *Nitec* graduates

The *Nitec* and *Higher Nitec* are two-year full-time courses, with a few *Nitec* courses of less than two years' duration. *Master Nitec* (equivalent to Germany's *Meister* programmes) are offered on a part-time basis in collaboration with industry. In April 2008, we offered the first **Technical Engineer Diploma (TED) in Machine Technology**, in collaboration with the Ministry of Education, Youth and Sports of Baden-Württemberg, Germany (KM). A second **TED in Automotive Engineering** with KM, and a third **Technical Diploma in Culinary Arts** with the renowned Institut Paul Bocuse, France, were introduced in Oct 2010 and April 2011 respectively. The introduction of Diploma Programmes at ITE will widen progression pathways for post-secondary education.

**Products and Services.** ITE's **four Key Products** are as follows:

- 1) **Full-time Pre-Employment Training (PET) Programmes** [*Nitec* and *Higher Nitec* Certifications and Technical Diplomas for secondary school leavers [GCE 'O', N(A) and N(T) levels].
- 2) **Part-time Continuing Education and Training (CET) Programmes** (*Master Nitec/Higher Nitec/Nitec*, short courses and other academic programmes).
- 3) **Industry-based Training (IBT) Programmes** [offered through Approved Training Centre (ATC) and Certified On-the-Job Training Centre (COJTC) Schemes with industry training partners].
- 4) **International Programmes** [*Nitec* (International) or *Higher Nitec* (International) Certifications through training providers on a commercial basis outside Singapore].

**Unique 'Hands-on, Minds-on, Hearts-on' College Education.** The ITE Brand of College Education is based on a holistic '**Hands-on, Minds-on, Hearts-on**'™ education approaches, viz:

- '**Hands-on**' training to equip ITE students with the required skills-set for employment.
- '**Minds-on**' learning to develop them into independent-thinkers and flexible practitioners, equipped to manage rapid changes in the global environment.



- **'Hearts-on'** learning to develop 'complete' ITE students, who have the passion for what they do, self-belief and care for the community and society.

These attributes underpin a comprehensive ITE Education, where students integrate theory with practice through coursework, industry exposure, projects and experiential learning. The objective is to prepare and expose students of different abilities, talents and interests to the new realities and challenges of the global job market.

**'One ITE System, Three Colleges' Governance and Education Model.** We adopt a **'One ITE System, Three Colleges' Governance and Education Model** which builds on one common ITE brand name and identity under 'One ITE System' to deliver consistent standards, quality programmes and successful graduates. The ITE Headquarters oversees system, certification, policy issues, branding and HR, and ensures quality standards, while the 'Three Colleges' are empowered to develop their own niche areas of excellence to enhance the flexibility and innovativeness of ITE Education. Under this Model, we have three **'Colleges of the Future'**. The first comprehensive Regional College, **ITE College East**, was opened in January 2005, and the second, **ITE College West**, started operations in July 2010 – each with a capacity for 8,000 full-time students. **ITE College Central**, which currently operates with 5 smaller campuses, will have its new mega campus in January 2013, together with a new ITE Headquarters. Each College has distinguished itself in its own college focus and niches of excellence through unique programmes (see **Figure 2**).

**Figure 2: Colleges' Niche Focus and Areas of Excellence**

College	Niche School and Programmes	Common Programmes
<b>ITE COLLEGE EAST (2005)</b> <i>'College of Enterprise and Innovation'</i> 	<b>SCHOOL OF APPLIED &amp; HEALTH SCIENCES</b> <ul style="list-style-type: none"> <li>• Chemical &amp; Life Sciences</li> <li>• Nursing &amp; Healthcare Services</li> </ul> <b>Others</b> <ul style="list-style-type: none"> <li>• Beauty &amp; Wellness</li> <li>• Business &amp; Entrepreneurship</li> </ul>	<b>SCHOOL OF BUSINESS &amp; SERVICES</b> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Administration</li> <li>• Office Skills</li> <li>• Retail</li> </ul> <b>SCHOOL OF ENGINEERING</b> <ul style="list-style-type: none"> <li>• Electrical Engineering/Technology</li> <li>• Facility Technology</li> <li>• Mechanical Engineering/Technology</li> <li>• Mechatronics</li> </ul>
<b>ITE COLLEGE WEST (2010)</b> <i>'College of Service and Innovation'</i> 	<b>SCHOOL OF HOSPITALITY</b> <ul style="list-style-type: none"> <li>• Culinary &amp; Hospitality Services</li> <li>• Service Innovation</li> </ul> <b>Others</b> <ul style="list-style-type: none"> <li>• Land Transport</li> <li>• Security Technology</li> </ul>	<b>SCHOOL OF ELECTRONICS &amp; INFO-COMM TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Digital Audio &amp; Video Production</li> <li>• Electronics</li> <li>• Electronics Engineering</li> <li>• Info-Communications Technology</li> <li>• Information Technology</li> <li>• Multimedia Technology</li> <li>• Network Security Technology</li> </ul>
<b>ITE COLLEGE CENTRAL (2013)</b> <i>'College of Creativity and Innovation'</i> 	<b>SCHOOL OF DESIGN &amp; MEDIA</b> <ul style="list-style-type: none"> <li>• Creative Design &amp; Interactive Media</li> <li>• Performing Arts (New)</li> </ul> <b>Others</b> <ul style="list-style-type: none"> <li>• Aerospace &amp; Marine Technology</li> <li>• Business, Community &amp; Event Services</li> <li>• Engineering Design &amp; Manufacturing Technology</li> </ul>	

**Employee Profile.** The successful turnaround of ITE would not have been possible without the strong support of our **2,589** professional and highly-engaged staff who live the *ITE Heartbeat*.

Job Category	Number (%)
Management & Supervisory Staff	387 (15%)
Teaching Staff	1,311 (50%)
Non-Teaching Executive Staff	406 (16%)
Support Staff	485 (19%)
<b>Total</b>	<b>2,589 (100%)</b>

*(As at Feb 2012)*

**Major Equipment, Facilities and Technologies.** Under our **‘One ITE System, Three Colleges’** Education Model, we occupy a total land area of 45.75 hectares, with a total built-up area of 392,000 square metres. To ensure that students learn in a stimulating and enriching environment using the latest technology and world-class equipment, we invest heavily in our infrastructure and training facilities. We have implemented a comprehensive and Integrated Information Systems Architecture to provide a fully-integrated online learning environment, accessible anytime, anywhere. Our students enjoy a comprehensive range of facilities and amenities for total development, such as modern workshops, laboratories, smart IT classrooms, sports and recreational centres (gymnasiums, indoor stadiums and swimming pools), and performing arts studios and theatres. Through our collaboration with industry partners, we have greatly enhanced our authentic learning facilities, such as Healthcare Simulation Training Centre, Hair Spa and Design Training Centre, Boncafe Barista Training Centre, Hotel@College West, Amber@West Training Restaurant, Aerospace Training Centre and ITE-HP Centre of Technology in Application Lifecycle Management.

**Regulatory Environment.** ITE is a Statutory Board under MOE, constituted under the ITE Act (Cap 345) on 1 April 1992. We are governed by a tripartite Board of Governors (BOG) appointed by the Minister for Education, with representatives from the Government, Employers and the Unions. We maintain a clear and transparent accounting system based on the Singapore Accounting Standards.

## 2. ORGANISATIONAL RELATIONSHIP

**Relationship with Parent Organisation.** ITE is guided by broad national education policies and directions set by MOE and the **ITE Code of Corporate Governance**. We are accountable to MOE for the effective use of the Ordinary and Development Budgets allocated to carry out our roles and functions. Major policy changes and reviews, such as certification systems, course fees and schemes of service, salary revisions, major service terms and conditions, are subject to the approval of MOE. As part of our accountability, we submit our long-term Strategic Plan, annual Corporate Work Plan, Scorecard and Budget Plan, as well as ITE Annual Report, to MOE. In addition, we also undergo a five-yearly comprehensive assessment under a rigorous **MOE-ITE Quality Assurance Framework (I-QAF)** implemented since 2009.



**Relationship with Customers.** Our **Key Customers** include:

- 1) **Full-time Students** [Existing and potential from GCE 'O' and 'N(A)'/N(T)' levels, with at least 10 years of general education] who take up our holistic full-time Pre-Employment Training (PET) Programmes; and
- 2) **Part-time Students** [ITE Graduates and Adult Learners, who enrol in our diverse range of Part-time Continuing Education and Training (CET) Programmes].

The annual enrolment and key requirements of our customers are as follows:

Customers	Intake & Enrolment
<b>Full-time students</b>	Annually, we admit <b>25%</b> of an annual school cohort, or an <b>intake</b> of about <b>14,000 students</b> and an annual <b>enrolment of 25,000</b> in our PET programmes. In Jan 2011, our full-time enrolment peaked to a record of <b>25,833</b> students.
<b>Part-time students</b>	We offer annual training places of <b>19,000</b> part-time Master <i>Nitec/HigherNitec/</i> and <i>Nitec</i> Courses and <b>8,000</b> short courses.

**Relationship with Suppliers and/or Partners.** Our partners and suppliers play an instrumental role in enhancing the organisational capabilities of ITE and the achievement of our visions under our last three strategic plans.

Our **Key Partners** include:

- 1) **School Partners** (Secondary Schools);
- 2) **Training Partners** (under the IBT Schemes); and
- 3) **Corporate and Industry Collaboration Partners**, which comprise local and international companies and educational institutions.

We work closely with our partners to enhance the diversity of our products and services and strengthen our core capabilities. In striving for global leadership in technical education, we benchmark with Vocational and Technical Education (VTE) leaders of international repute. We have forged various **strategic alliances** with institutions in countries such as Australia, Canada, France, Germany, Hong Kong, Switzerland, United Kingdom and the United States of America.

Our **Key Suppliers** comprise:

- 1) **Part-time Contract-for-Service Teaching Personnel** for our part-time CET programmes;
- 2) **Contractors for Work & Services** involved in our Campus Development and Upgrading Plans; and
- 3) **Other Term Contractors and Key Suppliers** for facilities, equipment and office supplies.

We work closely with our suppliers to ensure that our stringent requirements are met and support our Quality Policy and MVV.

### 3. ORGANISATIONAL CHALLENGES

**Competitive Environment.** ITE occupies a special and indispensable position in Singapore's education hierarchy and have wider social and economic roles than commercial organisations. As the only government-financed post-secondary technical education institution offering *Nitec*-level Certificates in Singapore, ITE does not have any direct competitors. The 'main competitors' for our students is the 'labour market' and private education providers. The fact that ITE has consistently attracted a quarter of the school cohort since 1999 shows the strong market dominance of ITE.

**Strategic Challenges.** ITE operates in a highly-volatile globalised world. Besides global market forces, we must also align ourselves with national imperatives and directions and respond to rapid changes in our socio-economic environment and impact of technological advancement.

The **Key Strategic Challenges** facing ITE are broadly summarised as **4Rs**:

- 1) **Relevance**
- 2) **Responsiveness**
- 3) **Resilience**
- 4) **Reputation**

**Organisational Directions.** Our Organisational Directions are articulated in the Four Goals of our current strategic blueprint, **ITE Innovate (2010 – 2014)**, in support of our Vision to be '**A Global Leader for Innovations in Technical Education**'. **ITE Innovate** represents ITE's Fourth Wave of Transformation, following our first three successful Waves of Transformation under **ITE 2000 (1995 – 1999)**, **ITE Breakthrough (2000 – 2004)** and **ITE Advantage (2005 – 2009)**:

Goal 1 – Innovative ITE Education

Goal 2 – Redefined Lifelong Learning

Goal 3 – Strategic Connectivity for Innovation

Goal 4 – Capability for Innovative Excellence



**Performance Improvement Systems.** We have a structured and rigorous **Corporate Performance Management System** comprising different tiers of performance measurement, using the **Balanced Scorecard (BSC)** approach that are tracked and reviewed at Board, Corporate and Establishment/Functional level. The Performance Review of all Corporate and Establishment/Functional Plans are done half-yearly and annually, as part of our integrated Planning process. Every five years, there is an assessment by a six-member International Review Panel appointed by MOE under I-QAF. It provides useful inputs for our continual review and improvement efforts, as with the various other external assessments and re-certification done under the **Organisational Excellence (OE) Standards**.

**Hallmarks of Excellence.** As part of our continual improvements and innovations under our OE journey, we have adopted and embedded many key OE standards into our systems and processes. As we steer along our OE journey, the many awards which we have received (**Table 3**) will continue to keep ITE's name up in lights for many years to come.

**Table 3: Key Awards for Organisational Excellence Achieved by ITE (2005-2011)**

	Name of Award	Year of Award	Conferring/ Organising Body
<b>A</b>	<b><u>INTERNATIONAL AWARDS</u></b>		
1	<b>Harvard-IBM Innovations Award in Transforming Government</b> (Top Award among 30 countries) <b>– Trail-blazing Transformation in Singapore's Vocational and Technical Education</b> (For ITE's Innovative 10-Year Transformation Programme)	2007	Ash Institute, JF Kennedy School of Government, Harvard University, USA
2	<b>United Nations Public Service Award 2011 (Finalist)</b> (For Improving the Delivery of Public Services)	2011	United Nations Department of Economic and Social Affairs
3	<b>Public-Private-Partnership (PPP) Deal of the Year Award (Asia Pacific)</b> (For development of new ITE College West Campus)	2009	Project Finance International (London), UK
4	<b>Innovations of the Year Awards</b>		
	a) ITE's 'Alternative Energy & Fuel-Efficient Eco-Friendly Cars'	2011	) League for ) Innovation ) in the Community
	b) ITE's Aircraft Fuel System Simulator	2010	) Colleges, USA )
	c) iDe'Lite (Interactive Diagnostic Evaluation for Learning @ ITE) for service training using video-based pedagogic approach	2009	) ) ) )



	Name of Award	Year of Award	Conferring/ Organising Body
5	<b>Order of Friendship Award</b> (For ITE's role in setting up the first Vietnam-Singapore Technical School in Vietnam)	2006	Vietnamese Government
<b>B</b>	<b><u>LOCAL AWARDS</u></b>		
1	<b>Singapore Quality Award with Special Commendation</b> (First Education Institution to win pinnacle SQA SC Award)	2011	SPRING Singapore
2	<b>Public Service Premier Award</b> (Top Organisational Excellence Award in Public Sector) (First and Only Education Institution to achieve this)	2011	Prime Minister's Office
3	<b>Singapore Quality Award</b> (First Education Institution to win SQA)	2005	SPRING Singapore
4	<b>Public Service Distinguished Award</b>	2010	Prime Minister's Office
5	<b>Distinguished Public Service Award for Organisational Excellence</b>	2005	Prime Minister's Office
6	<b>Public Service Award for Organisational Excellence</b>	2003	Prime Minister's Office
7	<b>ISO 9001: 2008 Certification for ITE's Quality Management System for Academic Programmes</b>	2011 2008 2005 2002	International Organisation for Standardisation
8	<b>People Developer</b> (For People Excellence)	2011 2007 2003 2000	SPRING Singapore
9	<b>Singapore Innovation Class</b> (For Innovation Excellence)	2011	SPRING Singapore
10	<b>Singapore Service Class</b> (For Service Excellence)	2011	SPRING Singapore
11	<b>Best Practice Award (Stakeholder Engagement)</b> (For innovative customer engagement strategies and turning around public perception)	2010	Prime Minister's Office



	Name of Award	Year of Award	Conferring/ Organising Body
12	<b>Public Relations In the Service of Mankind (PRISM) Excellence Awards</b>		Institute of Public Relations, Singapore
	a) <b>Outstanding Public Relations Champion (CEO/ITE)</b>	2010	
	b) <b>Outstanding Overall Corporate Reputation Enhancement Programme</b>	2008	
	c) <b>Excellence Award for Best Public Service Campaign (Government)</b>	2006 2000	
13	<b>Human Capital Corporate Champion Award</b> (For building People Capabilities)	2010	Human Capital Singapore
14	<b>Singapore HR Awards 2010 (Six Awards):</b>	2010	Singapore Human Resources Institute
	a) <b>Corporate HR Award</b>		
	b) <b>Leading CEO Award</b>		
	c) <b>Leading HR Practices in Strategic HR Award</b>		
	d) <b>Leading HR Practices in Learning and Human Capital Development Award</b>		
	e) <b>Leading HR Practices in HR Communications &amp; Branding Award</b>		
	f) <b>Leading HR Practices (Special Mention) in Corporate Social Responsibility Award</b>		
15	Aon Hewitt <b>Best Employers in Singapore 2011</b>	2011	Aon Hewitt International
16	<b>Green Mark Platinum Award</b> (For green and sustainability features at New ITE College West)	2009	Building Construction Authority
17	<b>World's Top 100 Most Interesting Infrastructure Projects</b> (For ITE College West)	2010	KPMG Global's Infrastructure Practice/ Infrastructure Journal
18	<b>Outstanding Innovation &amp; Quality Circle (IQC) Organisation National Award</b>	2005 2000 1996	SPRING Singapore
19	<b>President's Social Service Award</b> (For Community Service to Elderly Poor under the ITE SAFE Home Programme)	2007	President's Office
20	<b>People's Association Community Spirit Awards – Outstanding Community Partner Award</b>	2011 2010 2009	People's Association



	Name of Award	Year of Award	Conferring/ Organising Body
21	<b>May Day Model Partnerships Award 2009</b> [For launching Skills Programme for Upgrading and Resilience (SPUR) to re-skill adult learners during economic downturn]	2009	National Trades Union Congress (NTUC)
22	<b>IBM Technology Partner Excellence Award</b> (For introducing new IT in teaching and learning)	2009	IBM
23	<b>POSB Everyday Champions Award 2009</b> (For Promoting Sports to Staff, Students and Community)	2009	Singapore Sports Council
24	<b>Singapore HEALTH Award</b> ▪ <b>Platinum</b>	2008 2005	Health Promotion Board
25	<b>SHARE Programme Award</b> (For Contributions to Community in Need)  a) <b>Gold</b>  b) <b>Gold + 5-Year Outstanding SHARE Award</b>	2009 2008 2006 2005  2007	National Council of Social Service
26	<b>Distinguished Defence Partner Award</b>	2010 2009	MINDEF
27	<b>Meritorious Defence Partner Award 2008</b>	2008 2006 2005	MINDEF
28	<b>Distinguished Home Team Partner Award</b>	2010 2009	Singapore Police Force and the Singapore Civil Defence Force



# LEADERSHIP

## 1.1 SENIOR LEADERSHIP

### Visionary Leaders

The ITE Senior Leadership, collectively known as the **Senior Management (SM)**, comprises Director & CEO, four Deputy CEOs and three Principals of ITE Colleges. The SM takes the lead in developing ITE's Mission, Vision and Values (MVV), also known as **ITE Heartbeat**, which has undergone four reviews since ITE was established in 1992. The latest MVV, as defined under our fourth strategic blueprint – **ITE Innovate (2010 – 2014)**, are as follows:



Senior Management (SM)

**Mission** : *To Create Opportunities for School Leavers and Adult Learners to Acquire Skills, Knowledge and Values for Employability and Lifelong Learning in a Global Economy*

**Vision** : *A Global Leader for Innovations in Technical Education*

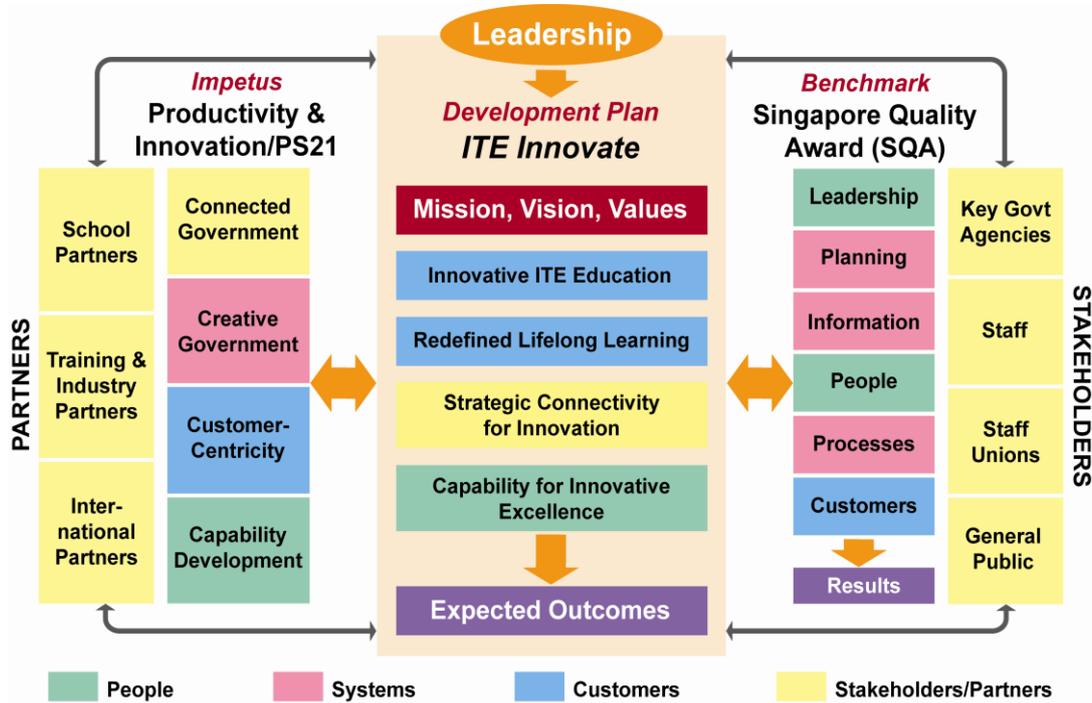
**Values** : *Integrity, Teamwork, Excellence, and Care (ITE Care)*



### Total Organisational Excellence

To bring staff along the journey towards Total Organisational Excellence (TOE), the SM formulated a **TOE Framework** (see **Figure 1.1**), which was last refined in 2010 to reflect the new **ITE Innovate** Plan. Under this Framework, Leadership (SM) is the **key driver**, with the national **Productivity & Innovation (P&I) Drive** and **PS21 Programme** as the **impetus** for innovation. The **ITE Strategic Plan (ITE Innovate)** acts as the **developmental framework** to chart ITE's strategic direction based on our MVV; and the **Singapore Quality Award (SQA) Model** serves as the **benchmark** to align our approaches, systems and processes for world-class organisational excellence (OE).

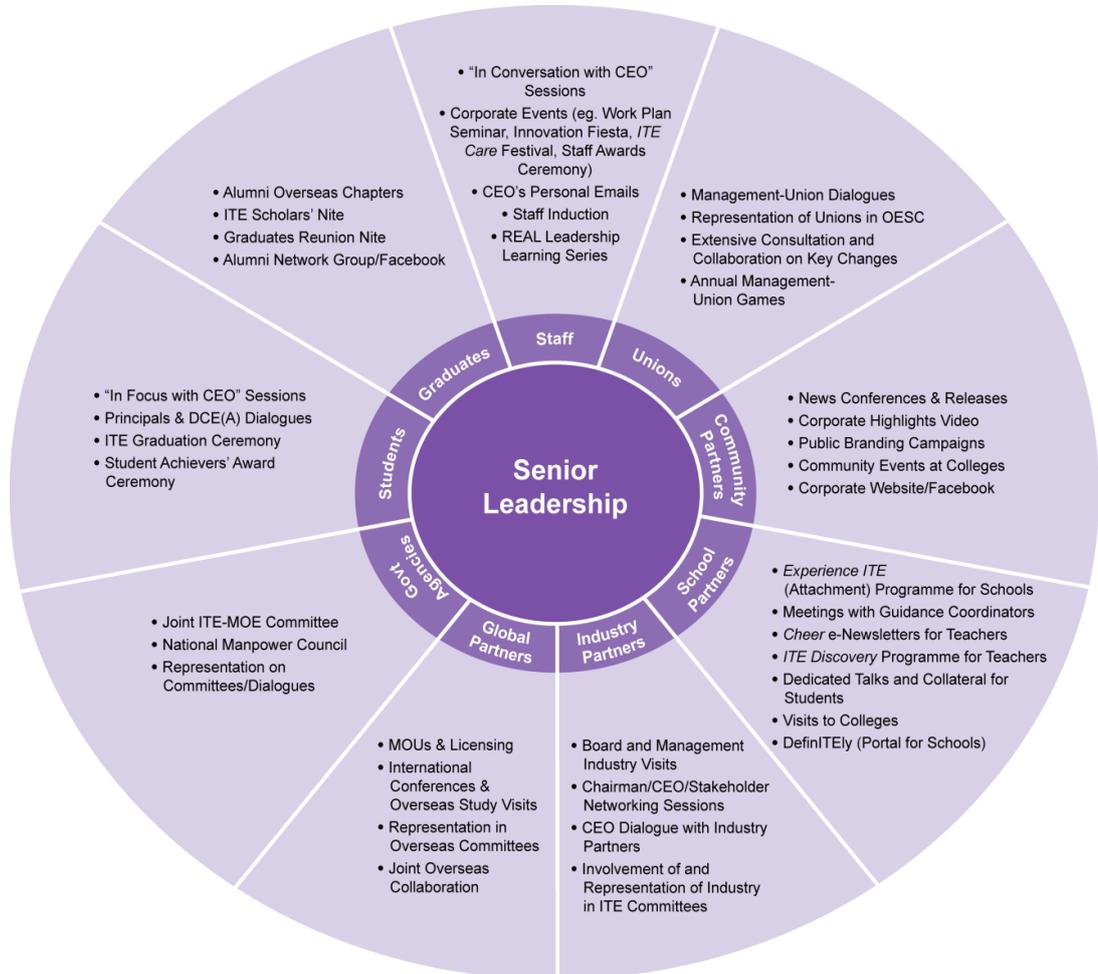
Figure 1.1: ITE's TOE Framework



### Championing ITE Heartbeat (Mission, Vision, Values)

The SM actively communicates the *ITE Heartbeat* to staff and stakeholders, using a range of communication platforms as shown in [Figure 1.2](#).

Figure 1.2: Communication by Senior Management



## 1.2 ORGANISATIONAL CULTURE

### Translating Values into the ITE Way of Life

Our transformation is undergirded by our **core values** of **Integrity**, **Teamwork**, **Excellence** and **Care** (in short, **ITE Care**).



Developed in 2003, with active inputs from staff through e-Poll, the **ITE Care** culture has consistently been cited as our unique strength in various External Assessments of ITE (SQA, Harvard-IBM Award, MOE-ITE Quality Assurance Framework and Business Excellence Niche Awards). In 2009, in conjunction with the formulation of the **ITE Innovate**, the **ITE Care** values were revisited and retained, with resounding support from staff, who felt strongly that the **ITE Care** values are clear and fundamental to ITE. To help propagate the unique **ITE Care** culture, we have put in place many **policies, practices and programmes**, as shown in **Table 1.3**.

**Table 1.3: Policies, Practices and Programmes to Promote *ITE Care***

<b><u>ITE Care</u></b> We work with integrity to achieve excellence as a team, caring for all whom we serve.		
Values	Belief Statements	Practices and Programmes
<b>Integrity</b>	We are honest and sincere in our words and actions towards others	<ul style="list-style-type: none"> <li>• ‘Integrity’ measured in Staff Appraisal</li> <li>• High emphasis on ‘Trust’ Leadership</li> <li>• Open communication on all organisational changes and developments (Staff &amp; Public)</li> <li>• Trust.SG accreditation for online security and integrity</li> </ul>
<b>Teamwork</b>	We work and help each other as a team so that we can achieve more	<ul style="list-style-type: none"> <li>• ‘Teamwork’ measured in Staff Appraisal</li> <li>• 100% staff participation in Innovation Teams</li> <li>• Cross-functional Committees/Excellence Project Teams</li> <li>• Annual Inter-establishment &amp; Management-Union Games</li> </ul>
<b>Excellence</b>	We strive to give our best in everything we do to add value to our customers and stakeholders  <b><u>Innovation &amp; Quality Policy</u></b> We provide innovative and quality technical education for our customers and stakeholders	<ul style="list-style-type: none"> <li>• ‘Excellence’ measured in Staff Appraisal</li> <li>• Key OE Certifications and Building Blocks</li> <li>• Innovation Panel (IP) and Fund since 2004</li> <li>• Technology Development Centres (TDCs), Centres of Technology (COTs) and Business Incubation Centres</li> <li>• Total System Capability (TSC) Programme for upgrading of staff professional capability</li> <li>• CEO Innovation Awards (Gold/Silver/Bronze), ExCEL Establishment Award and Project Achievement Award</li> </ul>
<b>Care</b>	We care for our staff, students and other stakeholders, the community and environment   <b><u>Service Commitment</u></b> We serve our customers, partners and the public from the heart  <b><u>Corporate Social &amp; Environmental Responsibility Ethos</u></b> We use our resources and skills to care for the community and build a sustainable environment	<b><u>Students</u></b> <ul style="list-style-type: none"> <li>• ITE Student Care Framework and CLICK Framework</li> <li>• Integrated Student Development and Recognition</li> <li>• Guidance and Motivation Programmes</li> <li>• Education and Financial Assistance Schemes</li> </ul> <b><u>Staff</u></b> <ul style="list-style-type: none"> <li>• Annual <i>ITE Care</i> Festival</li> <li>• Work-Life Unit and Club ITE for workplace health and harmony</li> <li>• Fitness Circles</li> <li>• Health and Family-friendly Schemes and Activities</li> </ul> <b><u>Community</u></b> <ul style="list-style-type: none"> <li>• SAFE Home Programme with all Community Development Councils</li> <li>• Corporate Social Responsibility Projects</li> <li>• International VTE Conferences and Sharing by ITE</li> <li>• International VTE Collaborations and Projects in Developing Countries (China, Thailand, Philippines, Nigeria, Vietnam, etc)</li> </ul> <b><u>Environment</u></b> <ul style="list-style-type: none"> <li>• Green Buildings and Energy Efficiency and Water Conservation</li> <li>• Reduce, Reuse &amp; Recycle Practices (eg. Earth Hour)</li> </ul>



## Permeating Strong *ITE Care* Culture for Learning, Innovation and Growth

To strengthen and permeate the *ITE Care* culture, a systematic approach is adopted, as shown in **Figure 1.4**.

**Figure 1.4: Promoting Desired Culture – *ITE Care***



## 1.3 CORPORATE SOCIAL RESPONSIBILITY

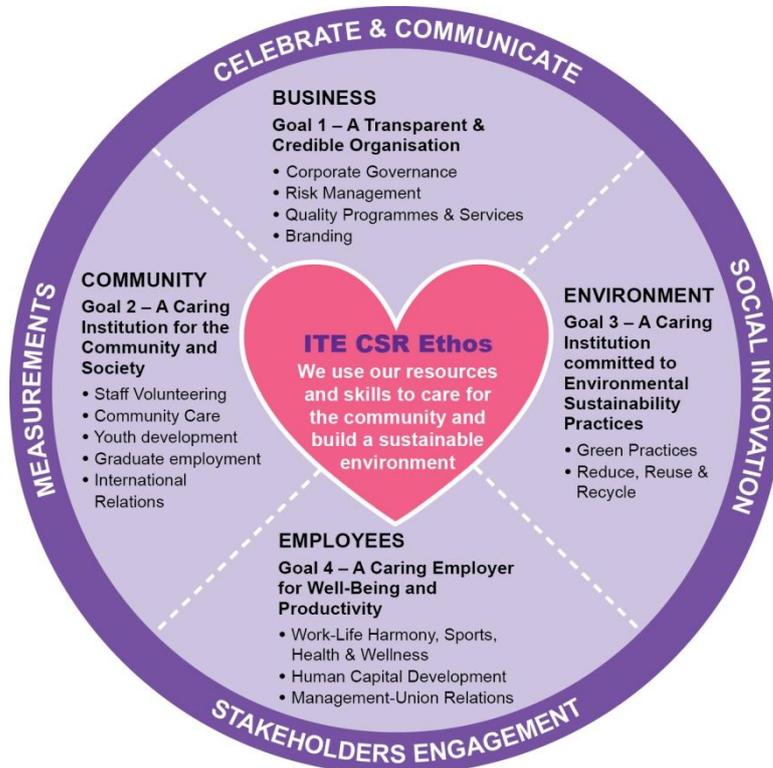
### Active Corporate Citizenry Leveraging on Our Skills

Our commitment to the community and the environment is encapsulated in our core value '**Care**', which includes '*care for the community and environment*', as well as our **Corporate Social Responsibility (CSR) Ethos**. This Ethos is encapsulated in our enhanced CSR Framework (see **Figure 1.5**).

In light of growing importance of environmental sustainability, a new programme on '**Environmental Sustainability Initiatives**' was introduced under *ITE Innovate*.



Figure 1.5: ITE's Corporate Social Responsibility (CSR) Framework



### Governance System for Accountability and Transparency

As a public institution, we have a strong governance system overseen by an independent and tripartite Board appointed by MOE, to provide **balanced consideration of the needs of all ITE stakeholders**. The Board's roles and responsibilities are governed by the **ITE Act 1992** and the **ITE Code of Corporate Governance**, which was developed in consultation with MOE. The Board provides leadership, sets strategic aims and directions, and establishes frameworks for prudent and effective controls to facilitate risk assessment and management. As a public organisation, ITE is subject to audit by the Auditor-General's Office (AGO) and an External Auditor appointed by the Board on an annual basis. The Board appoints Standing and Special Committees to help ensure that ITE's stakeholder interests are appropriately served.

To further enhance transparency, the Internal Audit Department operationalises an **Internal Control Framework**, which encompasses identifying and assessing control activities within ITE, including approvals, authorisations, reconciliations and segregation of duties; and the policies and procedures in which management directives are carried out. It reports directly to the Board's Audit Committee.

As part of our external accountability, we also have an **Enterprise Risk Management (ERM) Framework** to assess all aspects of risk management. An annual Risk Assessment is shared with the Board and Audit Committee.



# PLANNING

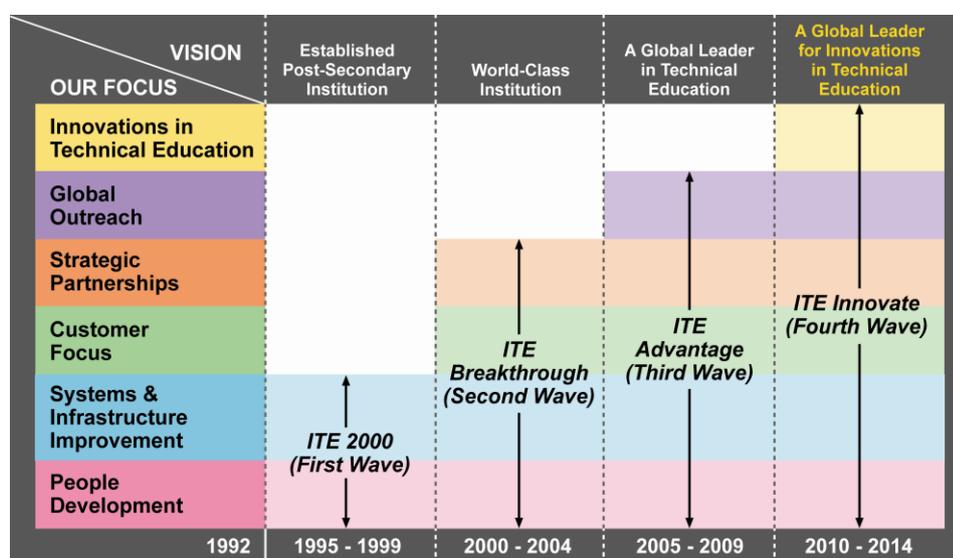
## 2.1 STRATEGY DEVELOPMENT AND DEPLOYMENT

### ITE's Waves of Transformation

Under Senior Management (SM)'s visionary leadership, ITE has undergone major reforms since its formation as a post-secondary institution in 1992. From the initial challenges associated with low public acceptance under the former Vocational and Industrial Training Board (VITB), we have achieved breakthrough transformation. Today, ITE is recognised not only locally, but globally as a **unique 'one-of-its-kind' Vocational and Technical Education (VTE) institution in the world**. ITE's success has drawn not only local interest, but also international attention, with foreign dignitaries coming from different corners, wanting to learn from ITE.

Our achievements are not accidental. They are the results of forward and rigorous planning by our leaders and staff. Through two earlier Waves of Transformation under *ITE 2000 (1995 – 1999)* and *ITE Breakthrough (2000 – 2004)* (see **Figure 2.1**), we have revolutionalised our infrastructure, systems, programmes and capabilities. The third Wave of Transformation under *ITE Advantage (2005 – 2009)* propelled ITE onto the global stage, to be '**A Global Leader in Technical Education**'. The latest strategic blueprint, *ITE Innovate (2010 – 2014)*, is envisaged to fuel ITE's transformation into '**A Global Leader for Innovations in Technical Education**', supporting Singapore's drive for "Productivity and Innovation" as its next engine of growth.

Figure 2.1: ITE's Waves of Transformation



## Key Strategic Challenges

The SM leads in formulating *long-term* and *short-term plans*, focusing on **4 Key Strategic Challenges (4Rs)**, which are critical for ITE's continued success:

- 1) **Relevance**
- 2) **Responsiveness**
- 3) **Resilience**
- 4) **Reputation**

## Highly Integrated Planning Framework

We adopt an **Integrated & Aligned Planning Framework** (see [Figure 2.2](#)), using **Balanced Scorecard (BSC)** Approach to align Key Performance Indicators (KPIs) to Strategic Objectives and cascade our Plans systematically. Our long-term plan is supported by short-term **Annual Plans**, comprising the **Corporate Work Plan (CWP)** and various **Functional Plans** to operationalise the Programmes and KPIs identified in the CWP. Together, these are supported by and resourced through an **Annual Corporate Budget Plan**. The Plans are cascaded to establishments and individuals through the formulation of **Establishment, Department and Individual Work Plans** that are aligned with corporate directions and objectives, using a coherent Scorecard of KPIs for overall alignment.

Figure 2.2: Integrated Planning Framework

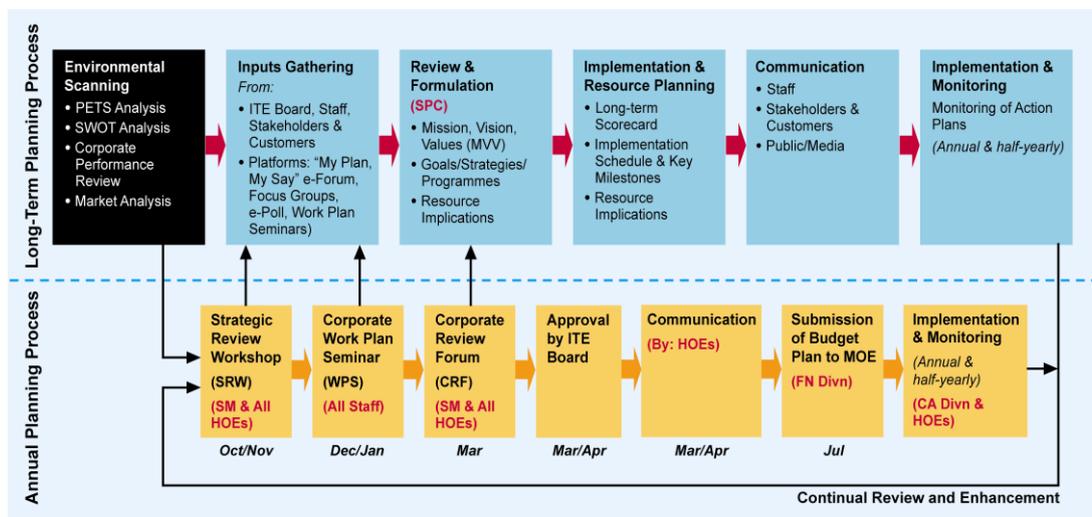


## Strategic and Annual Planning Processes

The strategic long-term planning process (see **Figure 2.3**) sets the stage for all other Plans within ITE. Our strengths in strategic planning stem from our emphasis on **four Key Features**:

- 1) **External orientation**
- 2) **Customer focus**
- 3) **Consultative approach**
- 4) **Diligent execution**

**Figure 2.3: ITE's Planning and Execution Process**



**Five-year Long-Term Planning.** Our strategic planning process is overseen by the Strategic Planning Committee (SPC) chaired by CEO and supported by cross-functional Project Teams (PTs).

**Annual Planning.** The long-term strategic plan sets the broad directions for the **Annual CWP**, which is preceded by extensive internal and external analyses. The SM sets the **Annual Corporate Theme** for the new year ahead at the **Annual Senior Management Strategic Review Workshop (SRW)**. The Corporate Work Plan is shared with all staff members and union representatives at the annual **Corporate Work Plan Seminar (WPS)**.

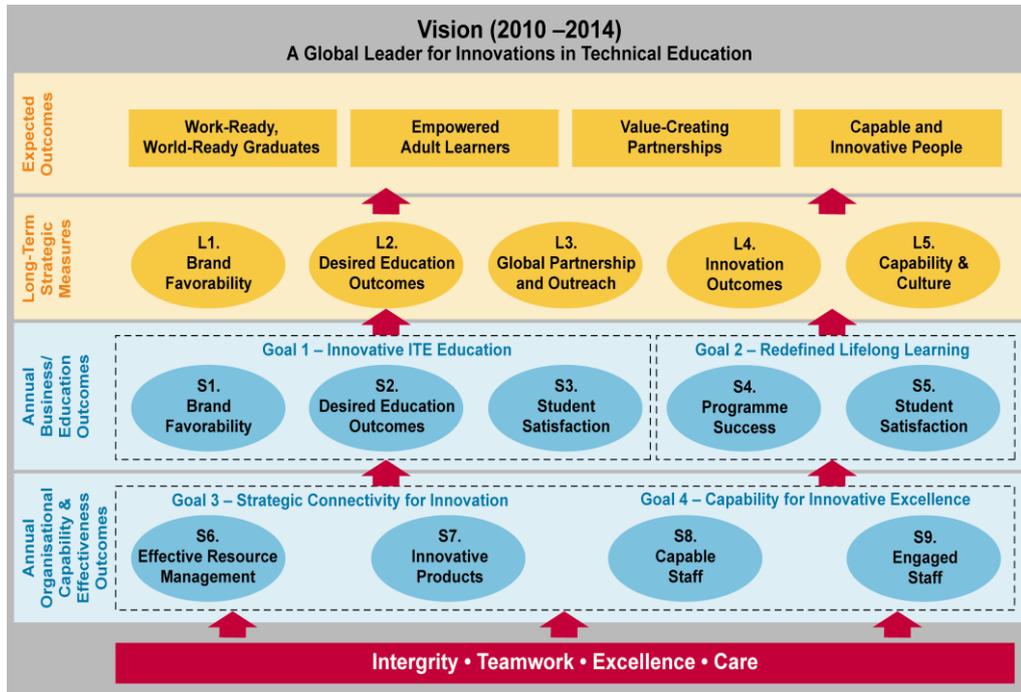


To ensure corporate-wide alignment, the CWP is cascaded to the Wing/College and School/Division/Department/Individual levels, via key platforms, such as College/Wing Management WPS.

## Aligning Long-term and Short-term Goals

We also formulate a **Strategy Map (Figure 2.4)** to articulate the linkages between the long-term *ITE Innovate Goals* and **Expected Outcomes**, and the annual ‘**Strategic Objectives**’ (SOs) under the CWP.

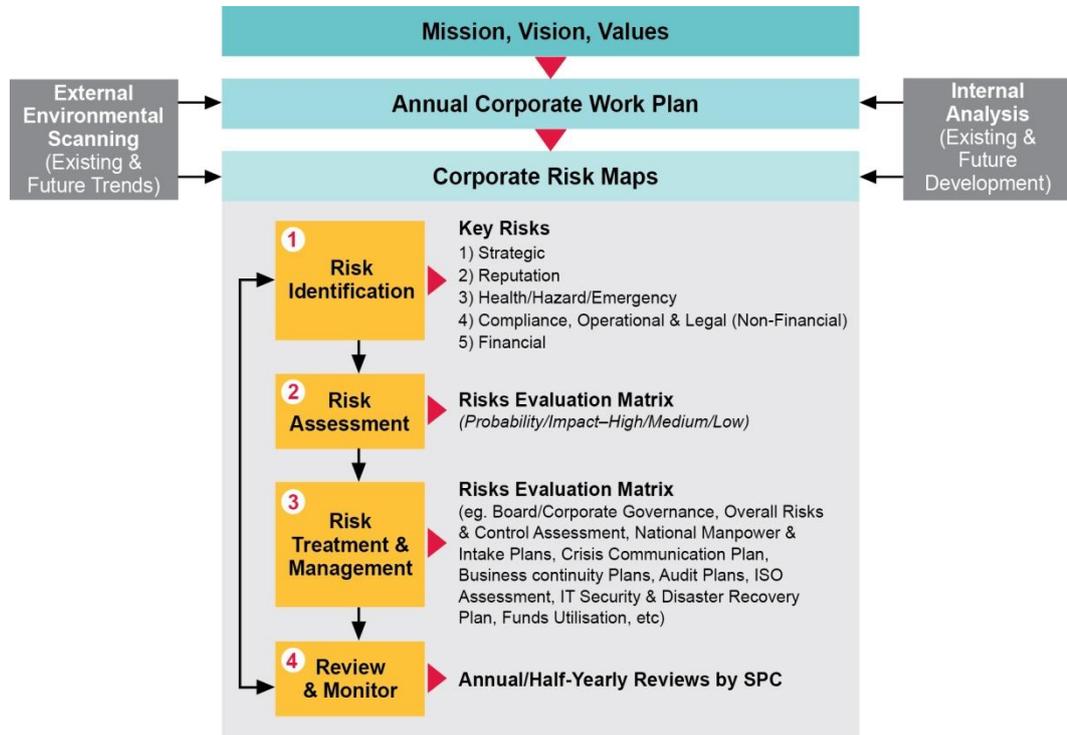
**Figure 2.4: Innovate Strategy Map**



## Integrated Risk Assessment and Management

To manage risks, we adopt an **integrated Enterprise Risk Management (ERM) Framework** (see **Figure 2.5**). The five Key Risks that confront ITE [viz. (1) Strategic (2) Reputation (3) Health/Hazard/Emergency (4) Compliance, Operational & Legal (Non-Financial) (5) Financial] are managed through various **Risk Treatment Plans**, which are overseen by respective Risk Owners. At the corporate level, an **Annual Corporate Risk Map** is formulated and reviewed as part of the annual planning process. The overall Risk Map is tabled for the Board Audit Committee’s information and deliberation annually.

Figure 2.5: ITE Enterprise Risk Management Framework



### Review of Plans

All plans are measured, tracked and reviewed at all levels, through a **rigorous Corporate Performance Management System** comprising three levels of **Performance Measures**:

- 1) **Strategic Performance Indicators (SPIs)** tracked at the highest level by MOE and ITE Board
- 2) **Key Performance Indicators (KPIs)** measured at Corporate level; and
- 3) **Operational Performance Indicators (OPIs)** measured at Establishment/ Functional level.

We also continually scan the global environment, to benchmark with and learn from others through annual overseas **benchmarking visits** and keeping in tandem with national agenda and global challenges. Targets are reviewed regularly, taking into consideration:

- a) ITE's MVV, primary functions and roles as the single largest provider of VTE in Singapore;
- b) ITE's past performance and desired future state and goals;

- c) New realities in the global and local markets (including changes in technology and industry, government and education policies, employment landscape, customers' profile and needs, technological and industry changes, stakeholders' expectations and global developments); and
- d) Benchmarks with other 'equivalent' or world-standing organisations globally and locally.

Through continual reviews to track our progress and ensure relevance, ITE has been able to implement timely actions to address gaps and changing needs in a volatile global landscape.



# INFORMATION

## 3.1 MANAGEMENT OF INFORMATION & KNOWLEDGE

### Robust Knowledge Management Driving Planning, Learning and Growth

To support with our strategic and annual planning, various types of information (see **Table 3.1**) are collected from multiple sources, analysed and integrated into key annual corporate reports that are reviewed half-yearly and annually, and cascaded to all HQ Wings and Colleges.

**Table 3.1: Key Information Selected & Collected for Planning and Review**

Key Information Requirements		Supporting IT Systems (See <a href="#">Figure 3.2</a> )
Strategic Planning & Review	<b>Strategic Information</b> <ul style="list-style-type: none"> <li>- Trends &amp; external developments (PETS)</li> <li>- SWOT Analysis</li> <li>- KPI Results</li> <li>- Stakeholder Perception</li> </ul>	<ul style="list-style-type: none"> <li>• Lotus Notes / Staff Portal</li> <li>• Knowledge Management (KM) Portal</li> <li>• Online Customer Action &amp; Resolution (iCARE) System</li> <li>• eDiscussion Forum (for Strategic Plan)</li> <li>• eIDEAS (Staff Suggestion)</li> <li>• DataWarehouse (Student Information)</li> </ul>
Market/ Customer Planning & Review	<b>Customer-focused Information</b> <ul style="list-style-type: none"> <li>- Industry/Market Trends</li> <li>- Customer/Student Requirements &amp; Satisfaction</li> </ul>	
Products & Services (Curriculum Development & Delivery)	<b>Market &amp; Key Process Information</b> <ul style="list-style-type: none"> <li>- Industry &amp; Market Trends/</li> <li>- Manpower Projection/Needs</li> <li>- Efficiency/Outcomes of Curriculum Design &amp; Delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Lotus Notes/Staff Portal</li> <li>• KM Portal</li> <li>• Integrated Curriculum &amp; Instructional Design (i-CIDS)</li> <li>• <i>eTutor</i></li> <li>• ISO 9001 QSM Database</li> <li>• eIDEAS</li> </ul>
Key Operational & Support Functions	<b>Information for Support Processes:</b> <p><b><u>Examples</u></b></p> <p><b><u>HR Planning</u></b> Staffing Plan, Total Learning Plan</p> <p><b><u>Branding &amp; Marketing Communications</u></b> - Student Profile/Records</p> <p><b><u>Academic Planning</u></b> Student Intake &amp; Key Admission Statistics</p> <p><b><u>Facilities Management</u></b> -Performance of Suppliers/ Contractors</p>	<ul style="list-style-type: none"> <li>• Lotus Notes/ Staff Portal</li> <li>• <i>iStudent</i></li> <li>• KM Portal</li> <li>• Financial Accounting System (FAS)</li> <li>• e-Human Capital System (eHCS) (<i>New</i>)</li> <li>• Learning &amp; Development System (LDS)</li> <li>• eIDEAS (Staff Suggestion)</li> <li>• Information Management Databases</li> </ul>

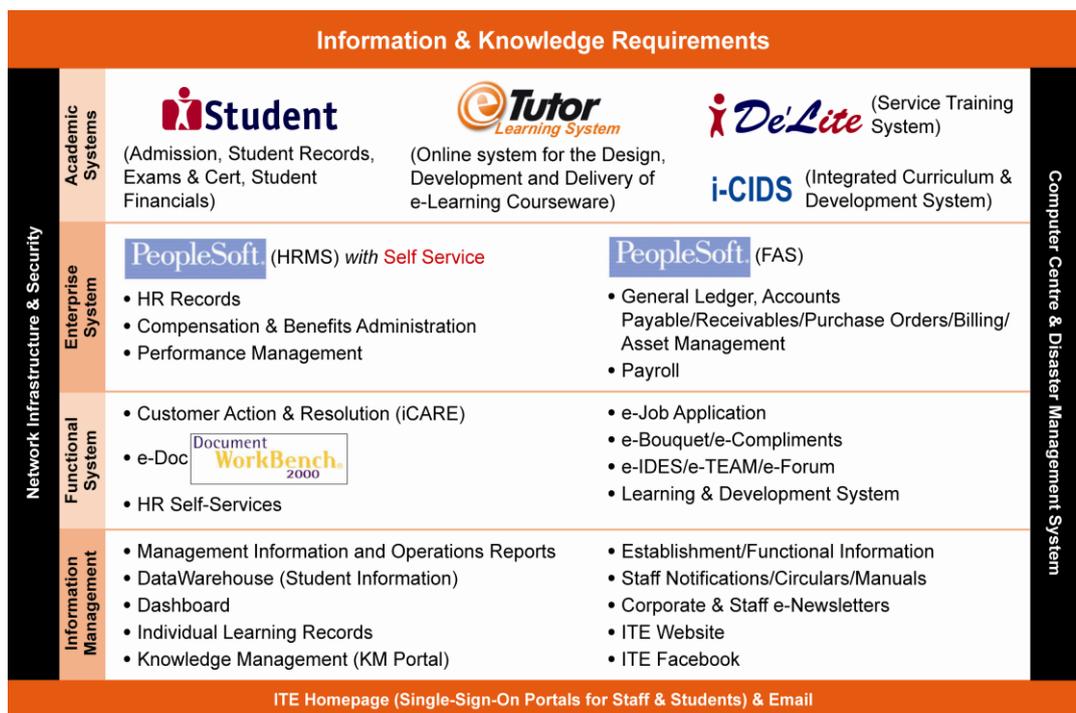


We also collect three levels of Performance Indicators in support of our annual planning:

- 1) **Strategic Performance Indicators (SPIs)** at the highest level tracked by MOE and ITE Board
- 2) **Key Performance Indicators (KPIs)** at the Corporate Level
- 3) **Operational Performance Indicators (OPIs)** at the Establishment / Functional Level

To compile, organise and make accessible all the strategic and operational information to our staff, we leverage on a comprehensive range of information and knowledge systems as summarised in **Figure 3.2**. This is reinforced by our strong knowledge-driven and sharing culture.

**Figure 3.2: Comprehensive Information System Architecture**



### A Highly Accessible, Reliable and Transparent Information System

For all information collected, we adopt stringent standards to ensure information integrity and reliability:

- 1) New applications and systems are subject to **stringent acceptance tests** by data owners and IT Specialists based on systems' accuracy, response time, and ease of use and maintenance
- 2) All data inputs are **validated** by content owners
- 3) Regular **audit trails** are conducted to detect data irregularities, if any
- 4) **User ID** and **Password** authentication is put in place for access to system



As part of Enterprise Risk Management, an **IT Business Continuity Plan**, covering key IT systems, including student administration, finance, human resources, e-learning, single sign-on portal and emails, is in place for crisis management. Leveraging on a 25-km distance advantage, the key systems are distributed between HQ Data Centre and ITE College East's Data Centre that serves as the reciprocal backup and **Disaster Recovery Centre**. Our customers are also assured of security and reliability in their online transactions with ITE through the national **TrustSg** accreditation by the **National Trust Council (NTC)**.

### Open Culture of Sharing

We share key information with our staff and external stakeholders and customers through an extensive range of IT-based and non IT-based platforms (see **Table 3.3**). For external users, ITE packages information on the ITE Homepage, with customised portals dedicated to students, alumni, school partners, industry partners/employers and the public.

**Table 3.3: Information Dissemination Channels**

Target Groups	IT-based Platforms	Non IT-based Platforms
<b>Internal (Staff &amp; Unions)</b>	<ul style="list-style-type: none"> <li>• ITE Enterprise Portal (Homepage &amp; Customised Portals)</li> <li>• InTunE (Bi-monthly eNewsletter)</li> <li>• KM Portal (with 6 Knowledge Bases)</li> <li>• Key Functional and Division Databases</li> <li>• e-Human Capital System (eHCS) (<i>New</i>)</li> <li>• Learning &amp; Development System</li> <li>• Employee Self-Service</li> <li>• Email System and Lotus Notes</li> <li>• ePolls and eForum</li> <li>• Functional eWork-Flow (eg. eIDEAS, eTEAM, iCARE)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Corporate Highlights Video</li> <li>• Corporate &amp; Establishment Work Plan Seminars</li> <li>• Management Communications Platforms including Staff Events, such as <i>ITE Care</i> Festival, ITE Innovation Fiesta, ITE ExCEL Convention, ITE Teachers' Day)</li> <li>• Dialogues with Unions</li> <li>• Focus Groups (on new strategic initiatives)</li> <li>• Staff Induction Programmes</li> <li>• Key Publications: <i>ITE Innovate</i> Brochure, ITE Service Handbook</li> <li>• Posters on key OE Policies</li> </ul>
<b>External (Customers, Stakeholders, Partners &amp; Suppliers and Public)</b>	<ul style="list-style-type: none"> <li>• ITE Enterprise Portal (Homepage &amp; Customised Portals for Students, Schools, Industry and Alumni)</li> <li>• ITE Facebook</li> <li>• iStudent</li> <li>• iDe'Lite Videos</li> </ul>	<ul style="list-style-type: none"> <li>• ITE Prospectus and Publications (eg. infinITE, ignITE, Annual Report)</li> <li>• Dialogues with Students (by CEO, Principals, Directors)</li> <li>• <i>Experience ITE</i> Programme (for Sec School Students)</li> <li>• School Networking Activities, Open House &amp; Talks</li> <li>• Media Publicity Plan &amp; Press Releases</li> <li>• ITE Conferences (eg. International VTE Conference, ITE Technology Conference, ITE Service Conference)</li> <li>• Sharing at International Conferences and with Visitors</li> <li>• Tender &amp; Supplier Briefings &amp; Feedback Dialogues</li> </ul>

## Knowledge Management

A key component under our Integrated Information and Knowledge System to promote open culture of learning and sharing is our **Knowledge Management (KM) Portal** (see **Figure 3.4**), which captures tacit insights and experiences. Our KM Portal comprises **6 Knowledge Bases (KBs)** [viz, **(1) Corporate (2) Curriculum Development (3) Customers & Partners (4) Innovation & Technology (5) Student Management and (6) Teaching Effectiveness**]. The KBs provide critical inputs for value creation and business improvements to the key processes under the ITE Value Creation and Business Models (see **Category 5 – Processes**).

Figure 3.4: ITE KM Portal



## Organisational Planning and Review

We use a wide range of business analytic tools to analyse information for our planning and review at all levels. These include:

- **Balanced Scorecard (BSC)** for strategic and annual corporate plans.
- Unique annual **Feature Analysis (FA)**<sup>1</sup> and **Programme Review** to evaluate and compare the attractiveness, value and outcomes of all courses.
- **International comparisons and benchmarking of SPIs, Academic and Organisational Processes with “Best-in-Class” International Partners and Institutions** and incorporated into our annual Corporate Performance Reviews.
- **Extensive surveys** to measure education outcomes. A key unique survey pioneered by ITE is the **Triennial ITE Image Equity Study** conducted since 1997, to understand

<sup>1</sup> The **FA Model** is a unique multi-factor Course Evaluation Tool developed with Ohio State University, USA. It is a Comparative Model for evaluating individual courses for **efficiency** and **effectiveness**, based on **Demand, Cost, Outcome** and **Employment** indicators.

how our customers, key stakeholders and the public perceive ITE and technical education. The study provides critical inputs for our corporate branding, positioning and marketing strategies.

### 3.2 COMPARISON AND BENCHMARKING

We adopt a **six-step “PAIR” Benchmarking Model** (Plan, Analyse, Integrate and Review) (see **Figure 3.5**) last enhanced in 2009. Using the PAIR model, two main types of benchmarking and comparison activities are conducted in ITE:

- 1) **Internal Comparison and Benchmarking** on strategic KPIs (eg. Student Satisfaction and Success Rate) and internal processes and best practices that impact student learning and educational outcomes.
- 2) **External Comparison and Benchmarking** with local and overseas educational and non-educational organisations to review and reform our education approaches and processes.

**Figure 3.5: ITE’s Enhanced Benchmarking Model (PAIR)**

PHASES	STEPS	CRITERIA
PLAN	(1) Determine Benchmark Area	<b>Criteria for selecting benchmark areas</b> (A) Critical to the achievement of a <b>strategic goal</b> (B) Critical in improving education outcomes, or operating performance, resulting in <b>value add</b> for customers and/or <b>key stakeholders</b> (C) Challenges ITE to be <b>innovative</b> and to <b>stretch the organisation</b> for organisational and academic excellence
	(2) Select Benchmark Partner	
	(3) Determine Information Collection Method and Collect Information	
ANALYSE	(4) Identify Learning Points/Best Practices & Performance Gaps	
IMPLEMENT	(5) Develop and Implement Action Plans (including Setting Stretch Targets)	
REVIEW	(6) Monitor Results and Review Benchmarks	

As a result of our active drive for benchmarking, ITE has implemented many breakthrough innovations in VTE over the years, such as the internationally-renowned ‘**Developing A Curriculum**’ (**DACUM**) for competency-based/occupational curriculum development model adopted from Ohio State University, USA, since mid-1990s and Germany’s **Key Competencies Model** (Technical, Methodological and Social Competencies) implemented since 1996 – all of which have been instrumental in enhancing ITE’s educational excellence. As a result of benchmarking our learning facilities, curriculum, and capability development approaches with renowned global institutions and organisations, ITE implemented the following ‘best practices’ in recent years:

- **Centre for Healthcare Simulation Training** (2006) – First of its kind in Singapore and the region amongst educational institutions, adopted from Medical Education Technologies, Inc (the leading Medical Centre in USA) to simulate ITE’s healthcare environment to model closely a real-life hospital. Since its operation, the Centre has attracted high international acclaim and created a highly authentic teaching and learning environment for Nursing students.
- **New Niche Diplomas** (first in 2008) in collaboration with overseas MOU partners from Germany and France – the first international niche Diplomas to be offered outside the partners’ home countries by ITE, adapting the curriculum of these partner institutions. The 3 Niche Diplomas have provided enhanced progression pathways for students.

Besides seeking benchmarking partners, we have also received increasing requests from local and international organisations who are keen to benchmark with us and learn our VTE knowledge and expertise, including the German institutions which are renowned for their world-class VTE. Some of our VTE approaches, programmes and expertise have been adapted or replicated by other countries (eg. Vietnam, Jordan, Philippines, Thailand, India and Nigeria).



# PEOPLE

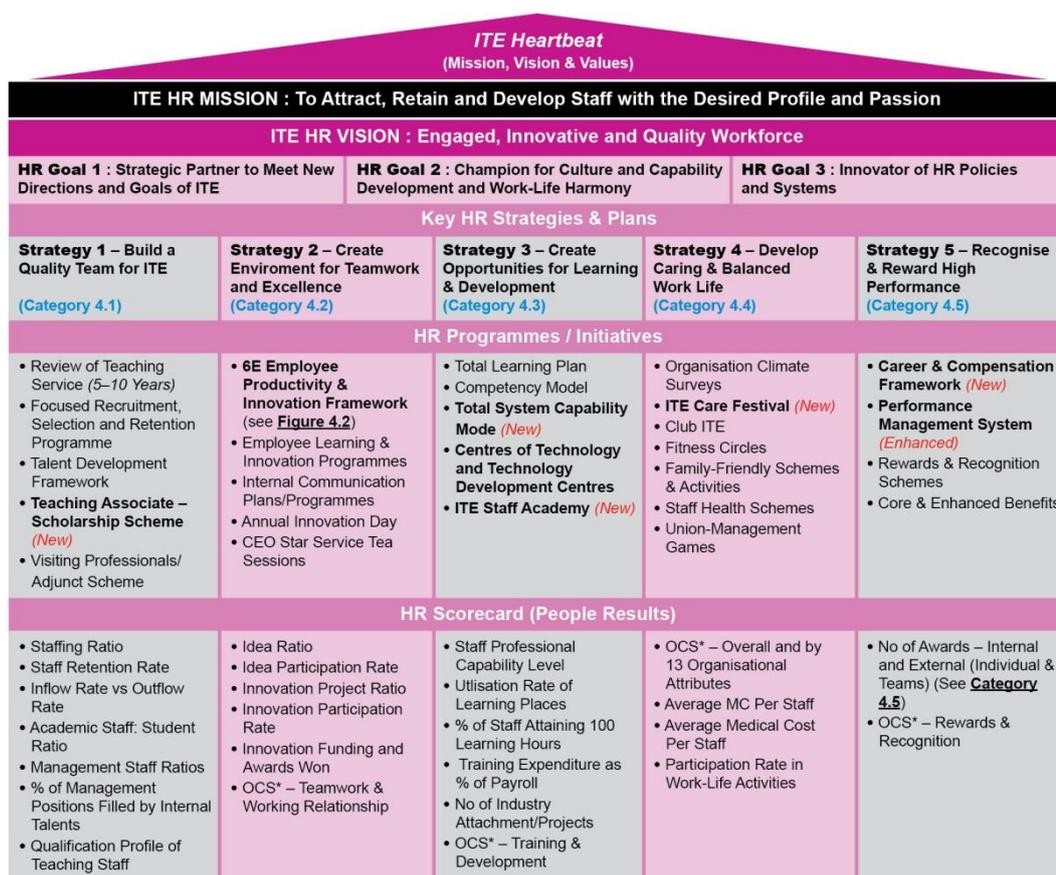
## 4.1 HUMAN RESOURCE PLANNING

### Human Resource Planning Framework

Our Senior Management (SM) strongly believes in valuing and maximising the potential of all staff. This belief is reinforced through our core value on 'Care', which includes 'Care for our staff', and the practices, systems and processes which we have put in place under our **People Developer (PD)** Standard since 2000. To align our HR requirements and plans with our long-term MVV and Goals under our five-year strategic plan, we formulate a five-yearly Strategic People Plan comprising key HR Plans, Programmes and Scorecard, as shown in **Figure 4.1**.



Figure 4.1: Strategic People Plan (SPP) (2010 – 2014)



\*OCS – Organisation Climate Survey covering 13 Organisational Attributes

## Build a Quality Team for ITE

There are three core groups of staff in ITE, viz (1) **Academic** (2) **Non-Academic** and (3) **Management Staff**. Academic staff, who are our frontline deliverers of quality ITE programmes, form two-thirds of our total staff.

Our HR planning for **Academic Staff** includes:

- Conducting six-monthly forecasts and reviews covering factors such as industry demand and projected student intake; introduction of new courses; phasing out or expansion of existing courses; organisational or job redesign; the profile and professional capability of staff; as well as the desired staffing ratios and norms.
- Formulation of “**Desired Profile of Staff**” to ensure that the right profile and quality of staff are recruited, deployed and developed.
- Undertaking of a **major Review of our Teaching Service** in 2001/2 and 2007/8, as part of our long-term plan, to enhance the compensation and career structure, capability and career development of the Teaching Service. The 2001/2 Review introduced four Career Tracks, viz, **Leadership, Teaching, Specialist and Technologist**. The 2007/8 review resulted in a new market-linked Pay-for-Performance Compensation and Leave System for academic staff, aligned to market practices.

For **Non-Academic Staff**, HR planning is based on approved staffing norms, taking into consideration changes in organisation structure and new expertise required.

For **Management Staff**, we have in place a **Talent Development Framework and Pipeline**, which entails a systematic process to identify, track and develop staff with potential for key leadership positions. As a result of a review in 2009, a **Human Capital Build-up Plan (2010 – 2012)** was formulated to strengthen the ITE Leadership Team.

## 4.2 EMPLOYEE ENGAGEMENT

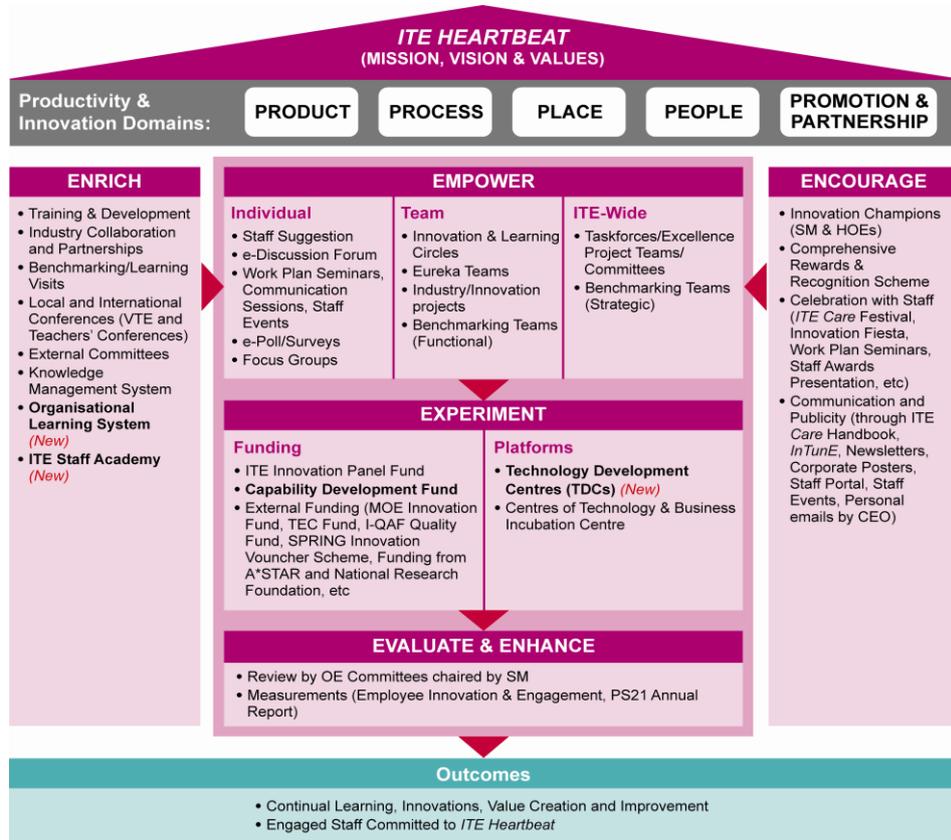
### Create Environment for Teamwork and Excellence

We have been an active champion of the National Productivity and Innovation (P&I) Movement since the 1980s, winning 3 National Outstanding IQC Organisation Awards (1996, 2000, 2005). Today, ‘Teamwork’, ‘Innovation’ and ‘Excellence’ are deeply-entrenched as part of the *ITE Care* work culture, operationalised through pervasive use of teams for planning, problem-solving and reviews at all levels.

To further encourage and support individual and team participation in *ITE Heartbeat*, we formulated a comprehensive **6E Employee P&I Framework** (see [Figure 4.2](#)), last revised in 2010 in conjunction with the public sector’s review of PS21 Movement, to align with the heightened national drive for P&I. Under this framework, the *ITE Heartbeat* sets the overall directions, guided by five ‘**Innovation Domains**’.



Figure 4.2: 6E Employee Productivity & Innovation Framework



Under ‘Empower’, staff are empowered to voice out and participate in ITE’s MVV through platforms at *Individual*, *Team* and *ITE-wide* levels, such as **Staff Suggestion Scheme (SSS)**, giving individual inputs through **Work Plan Seminar (WPS)**, **Focus Groups** and **e-Forum**; **Innovation & Learning Circles (ILCs)**, **Eureka Teams** [cross-functional Teams formed by Management or by staff who share the same interest], **Industry/Innovation Teams on Industry Applications**; as well as organisation-wide **Excellence Project Teams (EPTs)/Committees**.

To help staff contribute meaningfully, ‘Enrichment’ opportunities and platforms are created to facilitate sharing on latest development, knowledge and skills. Management also provides strong support for ‘Experimentation’ through funding and facilities. For example, for projects which are evaluated by the **Innovation Panel (IP)** as having application and market potential, **seed funding (\$300,000 per year)** is provided for staff to trial-test ideas and implement the innovation solutions, in addition to external sources of funding. The **Centres of Technology (COTs)**, **Technology Development Centres (TDCs)** and the **Business Incubation Centre** enable staff to nurture and develop innovations together with students. ‘Encouragement’ is done via key events such as the **Annual ITE Innovation Fiesta** and **ITE Care Festival**, as well as comprehensive **rewards and recognition scheme** (see [Category 4.5](#)). Implicit in this framework is an active process of ‘Evaluation & Enhancement’ to continually enhance the existing employee engagement approaches and outcomes.

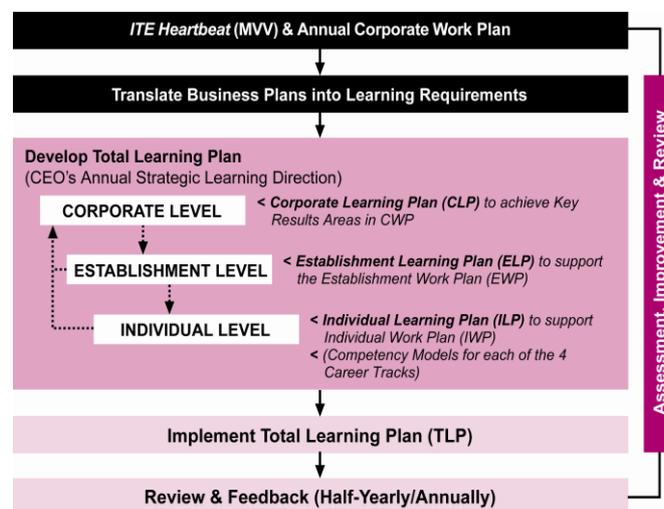
## 4.3 EMPLOYEE LEARNING AND DEVELOPMENT

### Expand Opportunities for Learning and Development

One of the key HR priorities of SM is on capability and talent development of staff. Our commitment to people development won us the **Singapore HR Leading HR Practices in Learning and Human Capital Development Award** in Jul 2010, as well as the successful renewal of PD Standard (since 2000) in Jan 2011.

In the formulation of **Total Learning Plan (TLP)**, the CEO personally sets the annual strategic learning direction for ITE (see **Figure 4.3**). The TLP entails integrated **Learning Needs Analysis (LNA)** at three levels – **Corporate**, **Establishment** and **Individual**. Key learning areas and core programmes for staff at all levels and disciplines are identified. Based on inputs from all three levels, HR Division compiles the **Annual TLP** to prioritise learning focus and activities. Under the TLP, all establishments and staff have their respective **Establishment Learning Plans (ELP)** and **Individual Learning Plans (ILP)** aligned to overall corporate goals and objectives.

**Figure 4.3: ITE People Development Model**



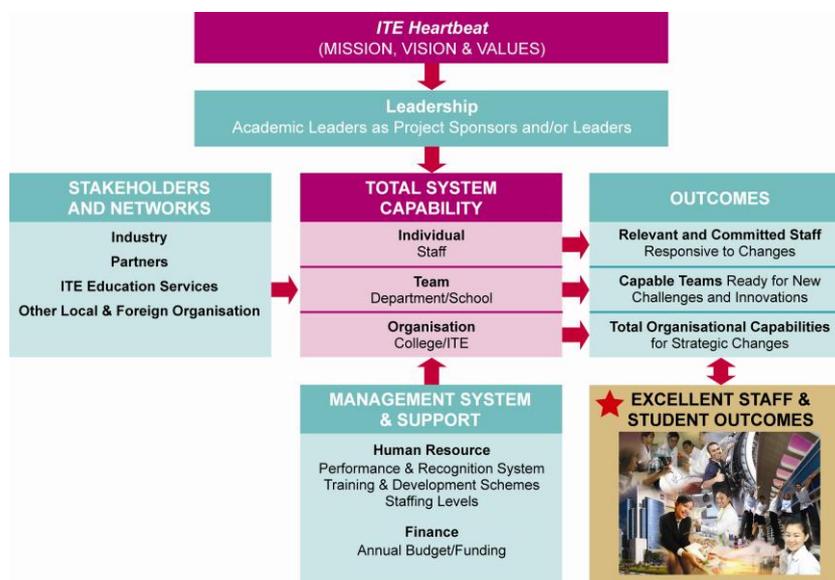
To better match the learning needs of different categories of academic staff with their job competencies and requirements under the four Career Tracks, we have a **Role Profile** and **Competency Model** for each track, which cover behaviors that support superior performance for each level. These enable teaching staff in different tracks to obtain the knowledge, skills and competencies required, thus providing a sharper focus in their learning and development.

In 2007, CEO/ITE introduced a new **Total System Capability (TSC) Programme** (see **Figure 4.4**) to enhance staff's relevance and professional capability through industry projects and consultancy work. This is done via deepening of skills in staff's own domain area, as well as broadening their skills in other domain areas ('T-Shape' development of knowledge and skills). Professional capability is measured at 3 levels, viz, **Level 1 – 'Know'** (have knowledge and skills to fulfill roles), **Level 2 – 'Do'** (apply knowledge and skills) and **Level 3 – 'Lead'** (lead in industry projects or consultancy work). The target is



for **85%** of academic staff to reach Levels 2 and 3 by 2012, supported by a Capability Development Fund of **\$6.5m** from 2008 – 2012.

**Figure 4.4: Unique Total System Capability (TSC) Framework**



In addition, ITE has put in place an enhanced **Talent Management and Development Framework** to identify and nurture staff with potential for leadership positions. It includes structured and multi-layered leadership development programmes and an **Individual Development Plan (IDP)** for each potential staff identified. To encourage a culture of job rotation and learning within ITE, all Management staff are appointed on a 3-year renewal term since 2007, as part of our career development and leadership renewal process.

### Learning Programmes for All Staff

Our **Total Learning Plan (TLP)** includes compulsory **core programmes** for various categories of staff, as well as other complementary programmes, ranging from in-service classroom training, external seminars/workshops, Communities of Practice, sharing/communication sessions, overseas and local executive development programmes, e-learning and industry attachment. **Table 4.5** summarises the key learning and development programmes/schemes for all categories of staff. For academic staff, they have the opportunity to develop under **four Career Tracks** (*viz*, **Leadership, Teaching, Specialist and Technologist**), depending on their capabilities, aptitude and aspirations.

In 2010, a new **REAL Leadership Learning Series** was introduced, whereby industry captains and public-sector leaders were invited to speak on leadership-related themes (eg. *Trust Leadership, Leading for Excellence, Leading from Within*). In addition, a **Visiting Professionals (VP) Scheme** was put in place to tap on invaluable external expertise, in professional practices where internal staff expertise is limited. Under **ITE Innovate**, a new **ITE Academy** is being built at the new ITE HQ, to bring ITE’s staff learning to a new level.

**Table 4.5: Staff Learning & Development Programmes**

<b>Development Schemes / Programmes</b>	<b>Staff</b>
<p><b><u>(A) Management Development</u></b>                      Managed through <b>Talent Management and Development Framework</b>. Key programmes include (1) <b>Executive Development Programmes</b> (2) <b>Post-Graduate Programmes</b> (3) <b>Governance &amp; Leadership Programmes</b>; and (4) <b>Management Talent Programme</b></p>	Management Staff
<p><b><u>(B) Pedagogic Training</u></b>                      Includes <b>Pedagogical Certificate in Technical Education (PCTE)</b>, an in-service 14-month programme to be completed within first year of service.</p>	All newly-appointed lecturers
<p><b><u>(C) Formal Education &amp; Upgrading</u></b>                      Include <b>Education Fellowship Scheme</b>; <b>ITE Teaching Associate-Scholarship Scheme</b> for Degree programmes; and <b>Education Assistance Scheme and Study Awards Scheme</b></p>	All Staff
<p><b><u>(D) Functional Skills And Knowledge Learning &amp; Renewal</u></b>                      Key training programmes for all levels of staff, based on the TLP (eg. Service Excellence, Student Management, Strategic Thinking, Project Management, Innovation and Enterprise, Communication Skills, etc)</p>	All Staff
<p><b><u>(E) Total System Capability (TSC) Development</u></b>  <b>Specialist technology development, industry attachments and exchange programmes</b> at local and overseas institutions.</p>	Academic Staff
<p><b><u>(F) Industry Attachment &amp; Professional Development</u></b>                      Compulsory industry attachment for lecturers, for up to 3 months on full pay, at least once in 5 years.</p>	Management & Academic staff

## 4.4 EMPLOYEE WELL-BEING AND SATISFACTION

### Develop a Caring and Balanced Work-Life

We exemplify “*care for our people*” through a comprehensive **Employee Well-being Framework** and commitment to “**Develop Holistic Wellness for an Excellent Workforce**” (see **Figure 4.6**).

Our staff profile is diverse and they assume various roles with differing needs. Hence, a wide array of work-life programmes and activities are organised. We also ensure a conducive work environment to enhance staff health and well-being, through our comprehensive sports facilities, fully-equipped gyms and three warmly-furnished clubhouses that are available for use by staff and their families. Additionally, Mentors are assigned to new Lecturers to provide teaching and guidance support to academic staff. The SM also show their appreciation to and care for staff and their health through celebrating key achievements with staff and giving healthy nuts, honey, aromatherapy oil and water pitcher for staff’s contribution to ITE’s excellence.



Figure 4.6: Employee Well-being Framework



Through strong partnership among SM, the two Staff Unions, Staff Club, HR Division and Club ITE Management Committee, ITE has successfully built a **“Happy, Engaged and Healthy Workforce”**, affirmed through a high staff satisfaction index of **81%**. ITE is also among **Aon Hewitt’s 2011 Best Employers in Singapore** which have high employee satisfaction of more than **80%**.

### Exemplary Relations between Management and Unions

For the past three decades, we enjoy excellent relations with our two Staff Unions, viz, UITS (for teaching staff) and AUPE Branch (for non-academic staff). Apart from our best practice and long-standing **Management-Union Games** (since 1981) and **Management-Union Golf Friendly** (since 1996), SM also has **regular dialogues and lunch sessions** with the Unions. Union leaders are represented in the Organisational Excellence Steering Committee chaired by CEO/ITE and actively support ITE’s OE journey. Union representatives also participate in various ITE Committees on staff well-being and recreational matters and attend key corporate events with SM. To assess the relationship between Management and the two Unions, ITE conducted a **“Union Relations Survey”** in 2010 involving Management, Staff Unions and HR representatives. The outcome showed that a high **93%** of our stakeholders were happy with the labour relations in ITE.

### Measuring Staff Well-Being and Satisfaction

We use various mechanisms to measure and assess employee well-being and satisfaction (see **Table 4.7**), with the Organisation Climate Survey (OCS) as the key instrument.

**Table 4.7: Measuring Employee Satisfaction**

Mechanisms	Factors Measured	Frequency
1) <b>Organisation Climate Survey (OCS)</b>	13 Organisation Dimensions	Triennial
2) <b>Public Service Surveys</b>	Work-Life and Staff Satisfaction	Annual
3) <b>Staff Retention</b>	Staff Retention Levels	Annual
4) <b>Medical Leave</b>	Staff Health Levels	Annual
5) <b>Feedback from Staff &amp; Unions</b>	General Staff Satisfaction and Labour Relations	On-going

## 4.5 EMPLOYEE PERFORMANCE AND RECOGNITION

### Rewards and Recognition System Supporting High Performance Culture

To recognise and reward high performance and innovations, we have in place a comprehensive **Rewards and Recognition System** as summarised in **Table 4.8**. All in, we have **57 types of awards** to recognise and celebrate achievement of “ITE Care” values and results, via Individual and Team/Group awards.

**Table 4.8: Key Categories of Rewards & Recognition Schemes**

Performance Behaviours Recognised	No. of Award Types	Individual	Team/Group
1) High Performance and Contribution	8	8	-
2) Innovation & Creativity	16	5	11
3) Service Excellence	7	6	1
4) Teaching Excellence	12	6	6
5) Dedicated Service	9	9	-
6) Establishment Recognition Awards	5	3	2
<b>TOTAL</b>	<b>57</b>	<b>37</b>	<b>20</b>



# PROCESSES

## 5.1 INNOVATION PROCESSES

### Innovations as Key Enabler

Fundamental to ITE's successful transformation is our relentless drive for innovations and our strong culture anchored on "**Excellence**". This is reinforced through our **Innovation & Quality Policy** and the strong innovation systems and processes we have in place, affirmed under our **Singapore Innovation Class**. To propel Singapore's growth in the innovation-driven economy, "**Innovation**" has taken on heightened emphasis under our latest strategic plan – **ITE Innovate (2010-2014)**, as we envision to be "**A Global Leader for Innovations in Technical Education**".



As a result of our strategic focus on innovations, ITE's Business Processes and Model have undergone major reforms, from a '**product-centric**' focus adopted in earlier years, to a '**customer-centric**' focus under our latest two strategic blueprints. As a result, ITE has greatly enhanced the diversity and attractiveness of our course offerings, from a limited range of **24 courses** covering **4 industry sectors** in **1992**, to **99 courses** today (three-fold increase) covering **11 industry sectors**, including **3 Technical Diplomas** offered in collaboration with renowned institutions in Germany and France. In addition, under our '**Hands-on, Minds-on, Hearts-on**' Education Model, we have enlarged our curriculum coverage. Beyond imparting technical skills, we also focus on nurturing students into independent-thinkers and well-rounded individuals, who believe in themselves and shine in the global world.

### Innovation Processes to Create New Value

Our **Innovation Process** comprises five broad phases: **(1) Acquire (2) Evaluate (3) Prototype (4) Implement (5) Improve**. Good ideas are reviewed and translated into new or enhanced products and processes to deliver greater education value and outcomes. In the 'Acquire' phase, customers' needs and expectations [through '**Voice of Customer**' (VOC)], as well as inputs from stakeholders, staff, partners and suppliers, are actively sought and considered for innovation opportunities. For staff, idea acquisition is supported by the **6E Employee Productivity & Innovation Framework** (see **Category 4.2**) through structured and informal platforms. The relentless efforts to identify, acquire, evaluate, implement and improve new ideas have led to many pioneering and strategic innovations instrumental in ITE's successful transformation into '**A Global Leader in Technical Education**' today.

### Key Products and Services of ITE

We offer four key types of products and services to meet our customers' needs:

- 1) **Full-time Pre-Employment Training (PET) Programmes** [*Nitec, Higher Nitec and Niche Technical Diploma for secondary school leavers* [GCE 'O', N(A) and N(T)]]

- 2) **Part-time Continuing Education and Training (CET) Programmes** (*Master Nitec/Higher Nitec/Nitec*, short courses and other academic programmes)
- 3) **Industry-based Training (IBT) Programmes** [offered through Approved Training Centre (ATC) Scheme, and Certified On-the-Job Training Centre (COJTC) Scheme]
- 4) **International (INT) Programmes** [*Nitec* (International) or *Higher Nitec* (International) certifications with training providers on a commercial basis outside Singapore]

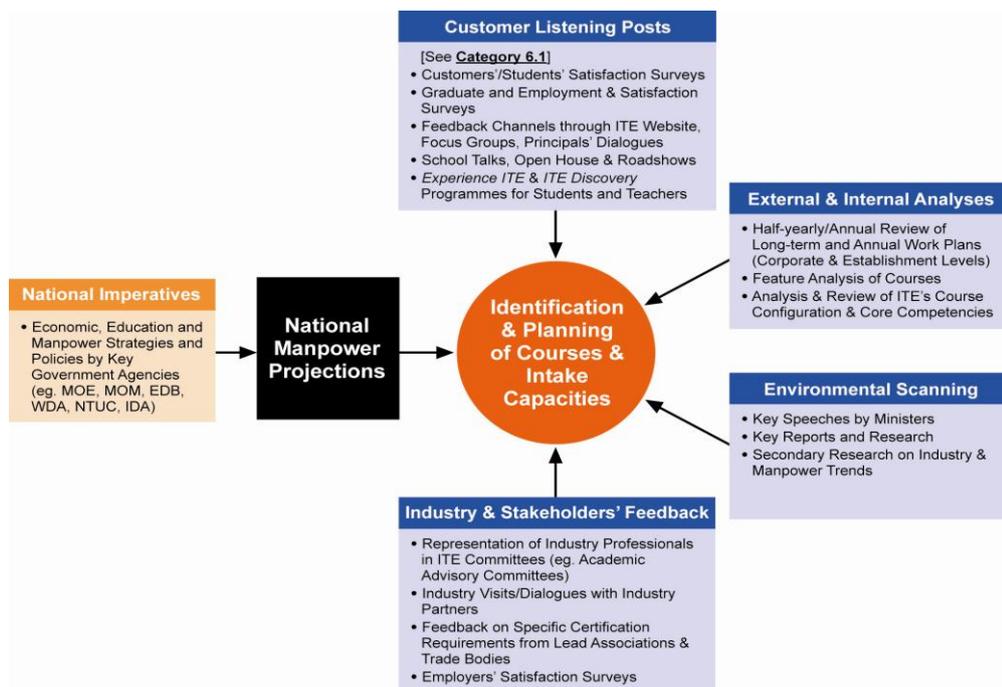
## Product Design and Delivery

We adopt a structured and externally-oriented process with extensive consultation with industry and lead agencies in designing and introducing our four key products. This ensures our course relevance and quality in meeting industries' and customers' needs. Our **Key Processes are ISO-certified** since 2002.

### Key Production Process

**Curriculum Planning.** To ensure relevance, curriculum planning is aligned to support national economic policies, stakeholder, industry and customer needs, as well as our long-term strategic and annual plans (see **Figure 5.1**).

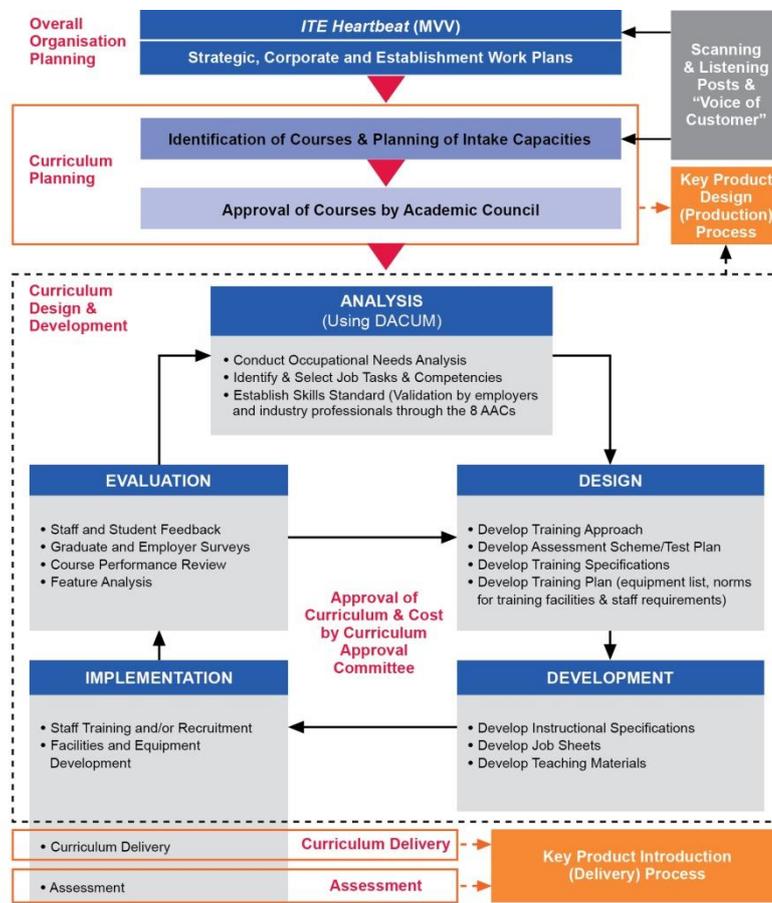
**Figure 5.1: Approach for Identifying and Planning Courses**



**Curriculum Design & Development.** Once the courses are identified and approved by the Academic Council, the curricula are designed and developed based on the **5-stage ADDIE Model** (see **Figure 5.2**). Underlying the rigour of this development process is an internationally-recognised occupational analysis process known as 'Developing A **CU**rriculum' (**DACUM**) conducted during 'ANALYSIS' phase, with a panel of experienced industry specialists. Through DACUM, the **skills profile of an occupation**, based on an analysis of **specific job competencies and tasks**, is developed. The curricula are reviewed and endorsed by industry experts sitting in **eight Academic Advisory**

**Committees (AACs)** and validated via surveys with industry practitioners. The **training approach** is then determined, followed by development of **Assessment Schemes and Training Specifications**.

**Figure 5.2: ITE Curriculum Development Model**



To ensure relevance, we conduct major reviews of our courses every three to five years. Annually, we review all courses using the **unique Feature Analysis (FA) Model** (developed with Ohio State University, USA) to analyse, rank and share the performance of all courses, including the improvement plans, with all Directorate staff at the **Annual Course Review Forum** adopted from benchmarking with University of Wisconsin-Stout, USA (2001 Malcolm Baldrige Winner).

As a result of the breadth of information obtained from multiple sources, we have stayed attuned to changing industry manpower needs. Between 2005 and 2010, for instance, we set up **three New Schools** (Applied & Health Sciences, Design and Media, and Hospitality) to align with emerging industry sectors in the Singapore economy. During the same period, we introduced **65 new full-time PET courses** to ensure students are trained for employment in growth sectors.

In 2010, we reviewed and initiated a re-design of our curriculum framework, shifting from a single occupation-based training approach to a **Career Cluster-based Training Framework** to better prepare students for a broad range of career options. This approach enhances our ability and versatility to meet industry expectations and changes.



## **Key Delivery Process**

**Curriculum Delivery and Assessment.** The Curriculum Delivery Process takes place during the student's two-year course with ITE, focusing on providing them with a holistic '**Hands-On, Minds-on, Hearts-On**' Education. To create greater value to student learning, **real-life Authentic Learning** through simulations of actual work environments and a **Global Education Programme (GEP)** to equip students with global skill-set and mind-set, have been introduced and refined over the last few years. Students' personal effectiveness is further honed through the Life Skills Curriculum, Electives and Student Development Programmes, such as leadership programmes and enrichment activities, to imbue them with critical 21<sup>st</sup> century soft skills. To inculcate values of caring for the community and society, students also participate in Community Service Learning activities, locally and overseas.

In our learner-centric education framework, **innovative e-learning tools** (eg. **eTutor** Learning System and **iDe'Lite** Teaching Software) are used extensively, with more than 20% of ITE's curricula being delivered via e-learning. **iDe'Lite** is a Service Training Pedagogic Tool invented by ITE to integrate effective video-based technology with service training pedagogy. The software won the **Innovation of the Year Award** (by League for Innovation in the Community College, USA) in 2009 and was adopted by organisations such as Conrad Centennial Singapore, NTUC Income, Changi General Hospital and MOE schools. In Mar 2009, ITE was appointed as Sole Training Provider using **iDe'Lite** to train some **20,000** volunteers for the Asian Youth Games and the Youth Olympic Games.

The entire curriculum delivery process takes the students through four semesters as they mature in technical and soft skills development, their learning being reinforced through in-module continual assessment, including project work and industrial attachment, and end-module examinations.

## **5.2 PROCESS MANAGEMENT AND IMPROVEMENT**

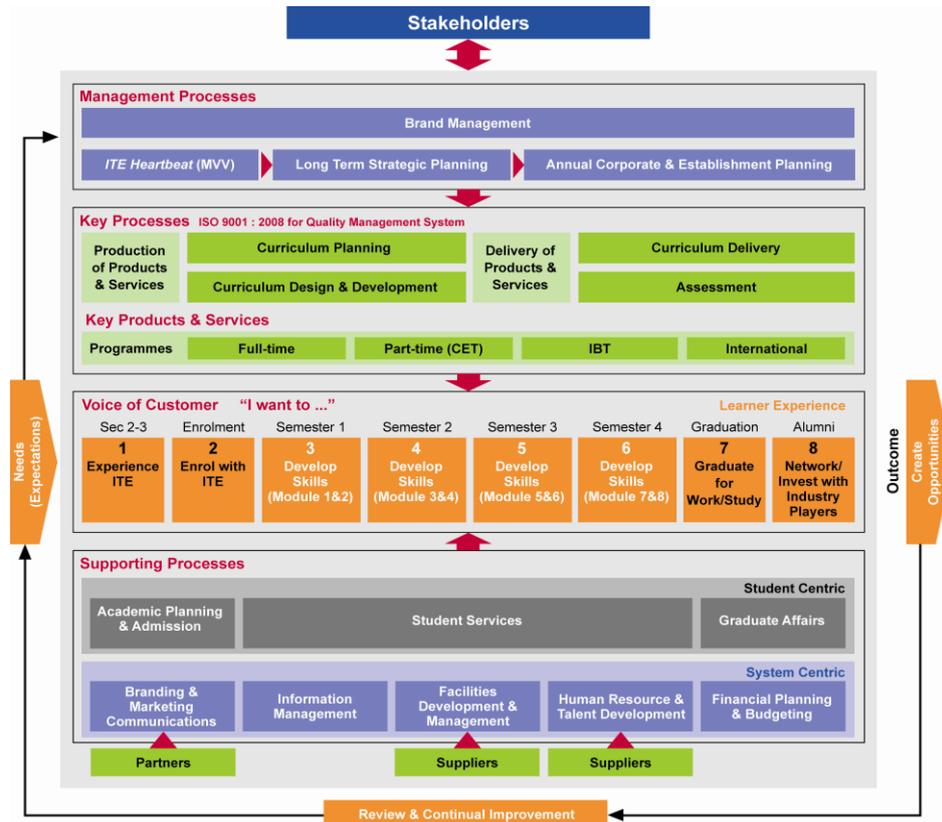
Our **Key Production and Delivery Processes** are encapsulated in the **ITE Business Model**, together with all our **Management and Support Processes** (see **Figure 5.3**).

Our core strengths include:

- Our proactive attempt to engage and understand the needs of our customers [through '**Voice of Customer**' (**VoC**)] and develop strategies to meet them ('**Learner Experience**') throughout the students' life cycle with ITE – from "**Experience ITE**" Programme while they are still in secondary schools, to their enrolment in ITE, throughout their four semesters with ITE, and even after they graduate from ITE.
- A rigorous **Academic Quality Assurance System** for our entire curriculum development and delivery process – from academic planning to course design, delivery and assessment. ITE's **Academic Quality Management System** for PET programmes received the **ISO 9001:2000/8** certification since 2002.



Figure 5.3: ITE Business Model

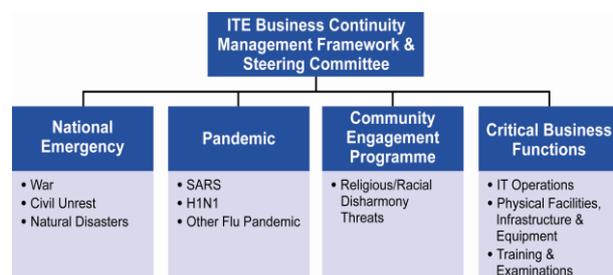


Process Requirements and Performance Measurements

While similar key processes are adopted for ITE’s four main programmes, the extent of ITE’s involvement in each of the key processes differs according to the nature of each product. We oversee all the key processes for PET and CET programmes. For IBT programmes, we are involved in the curriculum planning, design and development and assessment stages. The industry partners handle the curriculum delivery aspect. ITE appoints qualified trainers from ATCs to set and moderate papers in accordance with **ITE Test Plans** and **Skills Standards** (except for COJTC, which have no examination, but is audited by ITE to ensure compliance with requirements). For international programmes, we collaborate with international partners to ascertain their requirements before licensing the relevant content to them, including developing the examination papers for international programmes offered by overseas licensees.

**Business Continuity.** As part of our Enterprise Risk Management (ERM), we have in place a comprehensive **Business Continuity Management Framework (BCM)** (Figure 5.4) to establish, operate, review, and improve our resilience, preparedness and response to incidents, and safeguard the interests of customers and stakeholders.

Figure 5.4: ITE BCM Framework



## 5.3 SUPPLIER AND PARTNERSHIP MANAGEMENT

ITE's **Partners** and **Suppliers** play a pivotal role in ITE's value chain to ensure our successful education outcomes. Over the years, we have developed and strengthened our linkages and relationships with key partners and suppliers, and actively engage them in our planning and review process at various levels. Apart from Training Partners, we have established extensive collaborations with industry to enhance authentic learning for our students and transfer of skills, expertise and know-how through Centres of Technology and niche training centres (eg. Boncafé Barista Training Centre, Aerospace Training Centre, Hair Spa & Design Centre), joint certifications and industry projects. Through collaboration with International Partners, we have also enhanced our education pathways and introduced new products such as Niche Technical Diplomas. Our key partners and suppliers and their performance requirements are shown in **Table 5.5**

**Table 5.5: Identification and Selection of Partners and Suppliers**

Partners	Identification & Selection Criteria	Key Performance Requirements
1) <b>School Partners</b>	All Secondary Schools with Sec 1N–5N classes	<ul style="list-style-type: none"> <li>Market Reach to potential pool of students, their parents and educators</li> </ul>
2) <b>Training Partners</b>	Through application by companies and upon evaluation of eligibility by IBT Division, based on Assessment Criteria	<p><b>Approved Training Centres (ATC)</b></p> <ul style="list-style-type: none"> <li>Adequate training facilities and equipment to conduct and test ITE-certified courses</li> <li>Professionally- and pedagogically-qualified trainers to set, moderate and mark examinations. (Trainers without pedagogic training must attend courses conducted by ITE or approved providers.)</li> <li>Acceptable Trainer : Trainee ratio</li> </ul> <p><b>Certified On-The-Job Training (COJTC)</b></p> <ul style="list-style-type: none"> <li>Commitment and capability to implement OJT, with qualified staff to be OJT Administrator, Programme Developer and Instructor</li> <li>Develop at least one OJT programme</li> <li>Proper documentation system to track training</li> </ul>
3) <b>Corporate &amp; Industry Collaboration Partners</b>	Assessment by top management with relevant establishments	<ul style="list-style-type: none"> <li>Strategic importance to ITE, staff and students in terms of value-adding and contribution towards curriculum development, authentic learning facilities, staff and student development, transfer of technology/expertise, progression opportunities, etc.</li> </ul>
Suppliers	Identification & Selection Criteria	Key Performance Requirements
1) <b>P/T Teaching Personnel</b>	Interview and presentation by applicants	<ul style="list-style-type: none"> <li>Suitable qualification and industry experience</li> <li>Good ratings in Student Satisfaction Survey (Ratings also considered for re-engagement under contract for services)</li> </ul>
2) <b>Contractors for Works &amp; Services</b>	Based on Approving Authority and Financial Limits	Registered companies under Building & Construction Authority and/or relevant Expenditure & Procurement Policies Unit for works and services
3) <b>Other Term Contractors &amp; Suppliers</b>		<p><b>Key Criteria</b></p> <p>Must satisfy and deliver specifications as defined by ITE in its Tender/Quotation Exercise. Other considerations include on-time service delivery, responsiveness, quality service, including after-sales service, and adequate warranty against defects.</p>

# CUSTOMERS

## 6.1 CUSTOMER REQUIREMENTS

### Students at the Core of ITE Heartbeat

Our customers (students) are the final test of the education success of ITE. Committed to our education Mission for the nation, we relentlessly seek to build a **customer-centric culture** among staff, as encapsulated in our core value '**Care**'. This includes '*Care for our customers*' and our **Service Commitment**, supported by student-centric processes (see **Category 5 – Processes**) and practices, as affirmed under **Singapore Service Class**. The importance accorded to 'Customers' is also reflected in all our strategic plans, with our Top Two Goals focusing on our 'Customers'. Underpinning our strong orientation towards our customers is our **unique ITE 'Hands-on, Minds-on, Hearts-on' Education**.

### ITE's Key Market / Customer Segments

ITE's key market/customer segments are defined in **Figure 6.1**. To date, we have trained more than **350,000 graduates** (almost **10%** of Singapore's total population) under our full-time and part-time programmes, to propel Singapore's economic growth.

Figure 6.1: Key Customer Segments

Key Customer Segments	Course Level	Number Per Year
<b>1) Full-time Students</b> (Existing & Potential from GCE 'O' / Normal (Academic) [N(A)] / Normal (Technical) [N(T)])	<ul style="list-style-type: none"> <li>Technical Engineer Diploma</li> <li>Higher Nitec</li> <li>Nitec</li> </ul>	At least 25 % of annual school cohort or 14,000 intake per year, with total enrolment of 25,000
<b>2) Part-time Students</b> (ITE Graduates or Adult Learners)	<ul style="list-style-type: none"> <li>Master Nitec/ Higher Nitec / Post-Nitec / Nitec</li> </ul>	About 19,000 training places per year
	<ul style="list-style-type: none"> <li>Others (Short Courses, Train-the-Trainer, Academic Education)</li> </ul>	About 8,000 training places per year

Through information collected via various listening posts and internal analyses, we have identified our **Key Customer Requirements** (see **Table 6.2**) and formulated key responses to the unique requirements of our customers. Information on customer requirements and trends are incorporated into Strategic and Corporate/Establishment Work Plans, which are continually reviewed and enhanced to ensure optimal customer satisfaction and outcomes.



**Table 6.2: Key Requirements of ITE Customers**

Customers	Key Profile	Customer Requirements
1) Full-time Students	<ul style="list-style-type: none"> <li>• Age (17-19 years old)</li> <li>• Secondary school leavers [GCE 'O', N(A), N(T)]</li> <li>• Kineasthetic Learners</li> <li>• Technically-inclined</li> <li>• Creative &amp; Enterprising</li> <li>• Street-Smart &amp; Practical</li> <li>• 62% from families with monthly household income of &lt;\$2,500</li> </ul>	<ul style="list-style-type: none"> <li>• Responsiveness</li> <li>• Relevance</li> <li>• Value</li> <li>• Quality</li> <li>• Care</li> </ul>
2) Part-time Students or Adult Learners	<ul style="list-style-type: none"> <li>• Working Adults / ITE Graduates at least 16 years old</li> <li>• Skilled / Semi-skilled</li> <li>• Specific needs to upgrade for career opportunities &amp; advancement</li> <li>• Need for quick refresher/reskilling and updating courses</li> <li>• Need for affordable training</li> <li>• Need flexibility in scheduling</li> </ul>	<ul style="list-style-type: none"> <li>• Responsiveness</li> <li>• Value</li> <li>• Flexibility &amp; Accessibility</li> <li>• Quality</li> </ul>

### Listening Approaches

To obtain in-depth understanding of our customers' needs, market trends, industry and technological developments, we engage a wide variety of formal and informal listening posts as shown in **Figure 6.3**.

**Figure 6.3: Key Listening Approaches**



## 6.2 CUSTOMER RELATIONSHIP

### Multiple Customer Contact Points

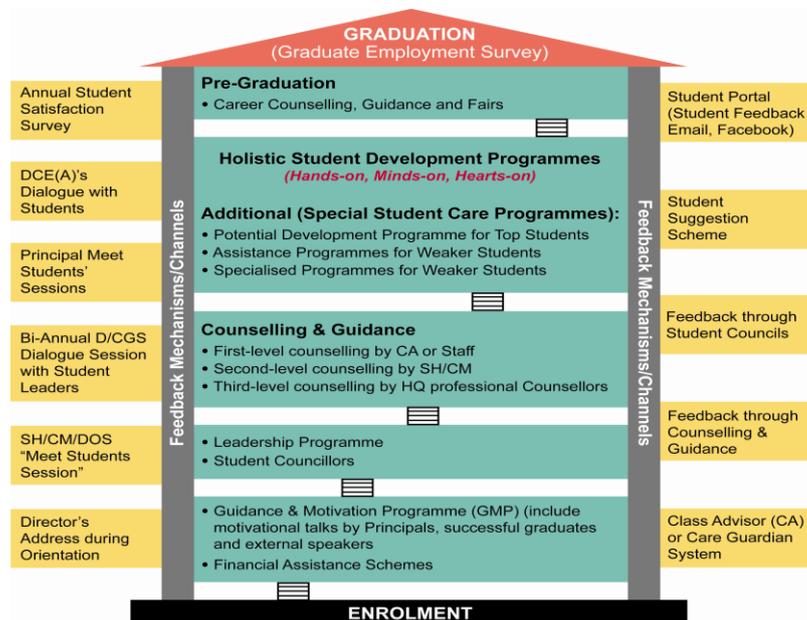
We start to win over potential students while they are still in secondary schools, through designing touch points that are easily accessible and ensure that the **‘Voice of Customer’** is heard throughout students’ life cycle with ITE, even after their graduation. Besides general access channels such as ITE Website, Customer Service Centres (CSCs) and Hotlines, we have in place **‘contact mechanisms’** for students at different phases of their academic career.

- **Before Enrolment.** Marcom Officers visit secondary schools to introduce ITE and our programmes to students and teachers, through a half-day **Study Pathways** event, a 1.5-day **Experience ITE Programme** (for Sec 2 and 3 students) and **ITE Discovery Programme** (teachers). The three Colleges also organise Open House and proactively explore new channels to provide customised information, including direct mailers, quarterly e-newsletter **‘Cheer’** (for teachers), and a new web portal **‘DefinITEly’** for Schools.
- **During Enrolment.** Hassle-free application by **fresh GCE ‘N’ and ‘O’ school leavers** during the annual Joint Intake and Admission Exercises through the ITE Website. At Colleges, course counseling is provided to help applicants make informed choices about their courses and future.

**Adult learners** also enjoy the convenience of web application. They can apply at any of the four Customer Service Centres in the three Colleges and HQ. In addition, they can call the Customer Service Toll-free Hotlines.

- **After Enrolment.** Once enrolled, we have an established **Student Care Framework** (see **Figure 6.4**) to provide care, guidance, motivation and support to students throughout their academic life cycle.

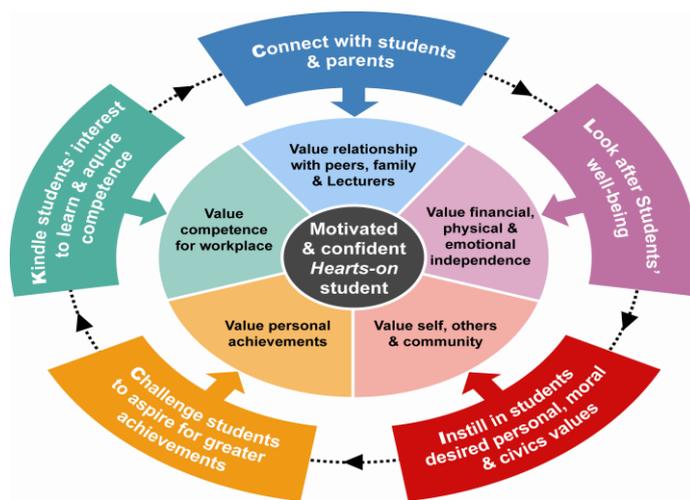
**Figure 6.4: ITE Student Care Framework**



In line with the strong care culture, a **CLICK Framework** (see **Figure 6.5**) was formulated in 2010 to reinforce care practices among lecturers. The Framework encapsulates the unique collective capability of ITE lecturers in caring for and developing their students, via five caring strategies (**C**onnect with, **L**ook after, **I**nstill values, **C**hallenge students and **K**indle interest).

**Adult learners** with different needs come under the direct care and guidance of Managers/Supervisors for Continuing Education & Training (CET) at the Colleges, where surveys are conducted upon programme completion, to determine students' satisfaction.

**Figure 6.5: ITE CLICK Framework**



- **Upon Graduation.** The **Career Services Centre** provides advice and assistance to graduating students in their job search with career counselling, talks and fairs, industry visits, as well as job matching and placement. The relationship continues through the **ITE Alumni Association**, which seeks to engage alumni with value-added initiatives for their career and workplace effectiveness. Events such as Graduates' Reunion Nite and ITE Scholars' Nite are held, supported by a new interactive networking platform on **Facebook**, to enhance outreach to students, graduates and stakeholders.

### Key Customer Contact Requirements

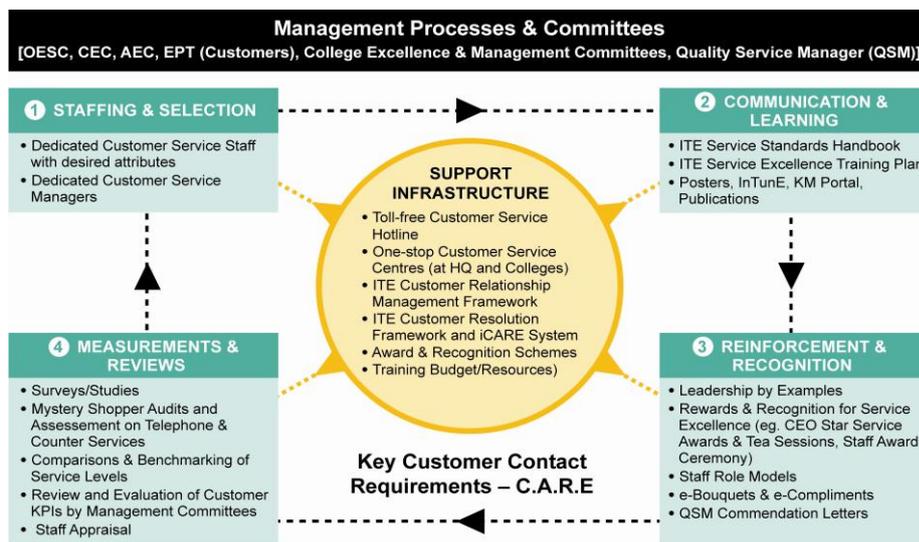
Through deep understanding of our customers via multiple listening posts, as well as their product requirements, the **key contact requirements** of our customers are defined as **Courtesy, Accessibility, Responsiveness, and Effectiveness** (or **CARE** in short), in line with our **Service Commitment**. Guided by the **ITE Service Commitment**, we adopt a multi-pronged approach (see **Figure 6.6**) to deploy key contact requirements to all staff, to create the desired **ITE Care** customer experience.

### Customer Resolution Framework

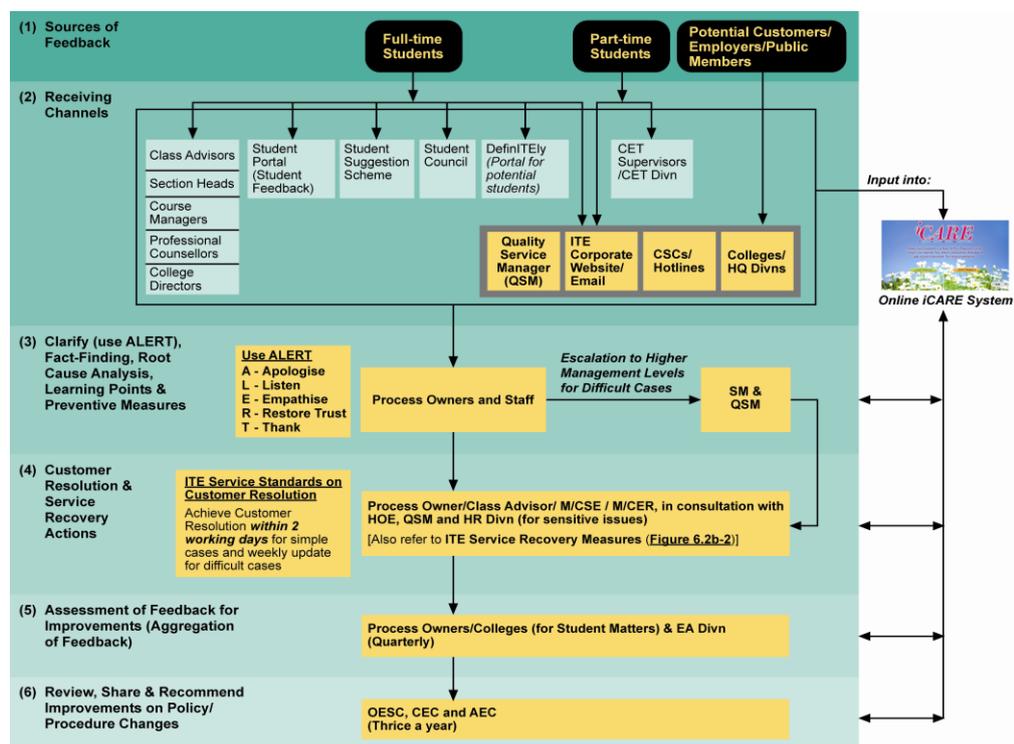
Every ITE staff has the responsibility to ensure customer satisfaction and manage customer dissatisfaction under the '**No Wrong Door**' Policy. Our **Customer Resolution Framework** (see **Figure 6.7**) outlines feedback channels available and provides guidelines on roles and responsibilities of staff, to ensure effective and prompt resolution of customer complaints, including measures for preventing future occurrences. It is supported by an **online iCARE System** to record, route, decide on service response and recovery, and

track all feedback and complaints received, including the key learning points. Depending on the nature of the issues, **student feedback and issues** are brought to the attention of College Directors. Upon receipt or notification, the Process Owner will quickly carry out fact-finding to establish the case facts, decide on appropriate measures and actions, and work with the respective Customer Service Managers in HQ and the Colleges to achieve customer resolution **within 2 working days**. An interim response is given to the customer, if more time is needed to resolve the case.

**Figure 6.6: Deployment of Key Customer Contact Requirements**



**Figure 6.7: ITE Customer Resolution Framework**



## 6.3 CUSTOMER SATISFACTION

### Determining Customer Satisfaction

To measure overall customer satisfaction, we have a rigorous system to collect valuable customer feedback throughout the entire academic career of students ('Voice of Customer'):

- **Pre-enrolment:** Surveys to measure the perception that school leavers have of ITE, their preferences and expectations
- **Admission:** Surveys to measure satisfaction of applicants with ITE's admission services (web/counter/telephone service)
- **Upon Enrolment:** Surveys to identify the profiles, interests, values and aspirations of the students; their perceptions of their course of study, experiences at ITE, preferred mode of learning; satisfaction with teaching effectiveness of ITE lecturers, learning facilities and student services
- **Graduation:** Surveys to measure graduates' employment experience in the workforce and further upgrading efforts.

The major component of measuring customer satisfaction is the in-course **Student Satisfaction Surveys** conducted on student satisfaction, and consolidated annually across the Colleges. For major changes affecting students, we conduct specific surveys to seek their inputs, such as a survey on preferred mode of transport for students transiting to the new ITE College West. In addition, other surveys, such as e-poll on the aspirations of ITE students and their financial profile, are also conducted and aggregated. Annually, we also conduct independent surveys, through **Mystery Shopper Audits** or **Direct Surveys**, on the service standards of frontline establishments. The formal surveys are supplemented by other less structured listening posts (see **Figures 6.3 & 6.4**).



# RESULTS

## 7.1 CUSTOMER RESULTS

### CUSTOMER SATISFACTION

#### Satisfaction with ITE Education

At the end of every study term, our full-time and part-time students give feedback on their education experience through a **Student Satisfaction Survey** that focuses on Teaching Effectiveness (covering Lecturer's delivery, knowledge level and care for students), learning facilities and equipment. Overall, our **full-time students' satisfaction and part-time students' satisfaction** have **remained high** from 2006 to 2010, as reflected in **Tables 7.1a and 7.1b**.

**Table 7.1a: Students' Satisfaction with Full-time ITE Education**

KPI	2002	2006	2007	2008	2009	2010
Students' Satisfaction with Full-time ITE Education	80%	95%	95%	94%	94%	94%
Target	≥ 80%	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

**Table 7.1b: Students' Satisfaction with Part-time CET Programmes**

KPI	2006	2007	2008	2009	2010
Students' Satisfaction with Part-time CET Programmes	95%	97%	97%	97%	98%
Target	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

#### Satisfaction with ITE's Frontline Services (Counter/Telephone/Web)

Under the Framework for Assessment of Service Standards put in place since 1998, independent audits on the service standards of ITE's **frontline admission and enquiry services**, namely, counter services, telephone services and web services, are conducted annually. We continue to deliver excellent **Frontline Services** (see **Tables 7.2a/b/c**). In fact, our **Counter Services** have been given near perfect **98 – 99%** satisfaction ratings by our customers in the last few surveys. For **Telephone Services**, satisfaction ratings were generally **above 80%**, significantly **above the industry norm of 75%** for satisfactory level of service. The **ITE Web-based Application and Admission Process** has also been proven to be efficient and effective, achieving consistently high satisfaction ratings **between 94% and 95%** among ITE's potential students or customers.



**Table 7.2a: Customer Satisfaction with ITE's Counter Services**

KPI	2006	2007	2008	2009	2010
Customer Satisfaction with ITE's Counter Services	93%	99%	99%	99%	98%
Target	≥ 85%	≥ 90%	≥ 95%	≥ 95%	≥ 98%

**Table 7.2b: Customer Satisfaction with ITE's Telephone Services**

KPI	2006	2007	2008	2009	2010
Customer Satisfaction with ITE's Telephone Services	79%	84%	87%	83%	86%
Target	≥ 80%	≥ 80%	≥ 85%	≥ 85%	≥ 85%

**Table 7.2c: Customer Satisfaction with ITE's Web Services**

KPI	2006	2007	2008	2009	2010
Customer Satisfaction with ITE's Web Services	94%	94%	95%	94%	95%
Target	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

## PRODUCT & SERVICE PERFORMANCE

### Student Success Rate

Success Rate is the measure of final training success of ITE's full-time programmes, taking into consideration student retention from entry point to the attainment of ITE Certifications. Between 2006 and 2010, ITE has consistently achieved high student success, with at least 8 out of every 10 students graduating with ITE Certification, exceeding that of world renowned international educational institutions in the USA, Australia and the OECD Countries, which ranged from 50% to below 80%.

### Graduate Employability

We conduct **Annual Graduate Employment Surveys** on our full-time graduates who are new entrants in the labour market, to assess the value of ITE education. Despite the less-than-buoyant job market in last few years, our graduates were able to secure jobs within six months after graduation (see **Table 7.3**). This is strong testimony to the high market relevance of an ITE education.

**Table 7.3: Graduate Employment Rate**

KPI	2006	2007	2008	2009	2010
Full-time Graduates' Employment Rate	89%	93%	90%	84%	88%



### Employers' Satisfaction

The biennial **Employers' Satisfaction Survey** also saw strong endorsement on the quality of ITE's programmes and education system. Consistently, over 90% (exceeding targets) of employers are satisfied our graduates (see **Table 7.4**).

**Table 7.4: Employers' Satisfaction with ITE Graduates**

KPI	2006	2007	2008	2009	2010
Employers' Satisfaction with ITE Graduates	95%	94%	94%	91%	91%
Target	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

## 7.2 FINANCIAL AND MARKET RESULTS

### FINANCIAL RESULTS

#### Cost of Training

As a public institution, ITE is accountable to its stakeholders for optimal use of public resources invested in technical education. Our cost of training per student per year has increased marginally, by about 8% annually from 2006 to 2010, despite our expanded range of courses, world-class learning facilities under our 'Colleges of the Future', as well as expanded range of student development programmes.

#### Productivity Savings

Between 2008 and 2010, ITE registered high Productivity Savings from its Economy Drive (ED) initiatives, which in absolute dollars, averaged 2.3% of our total annual budget.

### MARKETPLACE RESULTS

#### Cohort Capture

Over the last three years, we have consistently met or exceeded the targeted national cohort capture rate of 25% (of the annual cohort of school leavers) being set by MOE.

#### Demand for ITE Courses

With the increasing acceptance of ITE as a choice institution, both total full-time student intake and enrolment have **more than doubled** compared with 15 years ago (see **Tables 7.5a & 7.5b**). Both total student intake and enrolment reached **record high of 14,490 and 25,620** in 2010, respectively.

**Table 7.5a: Student Intake**

KPI	1995	2000	2005	2010
Student Intake	7,082	10,701	13,819	14,490

**Table 7.5b: Student Enrolment**

KPI	1995	2000	2005	2010
Student Enrolment	11,860	17,965	23,029	25,620



### Brand Equity Index

Since 1997, ITE has commissioned an independent Triennial **Brand Equity Study** to establish key stakeholders' and public perception of ITE vis-à-vis other post-secondary institutions. The studies have clearly shown that ITE has successfully turned around its image since becoming a post-secondary institution in 1992, from an overall Brand Equity of 34% in 1997 to 69% in 2010 (a significant 35 percentage points increase).

## 7.3 PEOPLE RESULTS

### EMPLOYEE ENGAGEMENT

#### Employee Involvement in Innovations

ITE empowers staff at all levels through various employee innovation platforms (individual and team) to directly contribute ideas and suggestions that create value for customers and stakeholders. Our staff involvement in productivity and innovation projects (see **Table 7.6**) have been expanded under our enhanced 6E Employee Productivity and Innovation Framework rolled out in 2010.

In the last four years, team innovations have taken on new dimensions in ITE. Under the new focus, besides projects undertaken by the Innovation and Learning Circles (ILCs), team innovations have been extended to **industry and technology-based capability development projects** under ITE's Total System Capability (TSC) initiative (introduced in 2007). The aim is to enhance the professional capability and industry relevance of our academic staff.

**Table 7.6: Staff Participation in Productivity and Innovation (Individual & Teams)**

KPI	2006	2007	2008	2009	2010
Idea Participation Rate (Individual)	94%	91%	94%	90%	94%
Target	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Team Participation Rate	100%	100%	100%	100%	100%
Target	≥ 100%	≥ 100%	≥ 100%	≥ 100%	≥ 100%

The shift towards quality innovation projects for greater impact on work processes has also shown positive results. Over a 5-year period (2006-2010), the implementation of the solutions from our ILC Innovation Projects and Staff Suggestions has helped ITE to save a substantial sum of **\$7.55 million** for ITE.

### EMPLOYEE LEARNING & DEVELOPMENT

#### Employee Learning

As a People Developer organisation, ITE has a rigorous process in planning and executing learning roadmaps for staff at all levels. Annually, for the past 5 years, we have been spending **4.2 – 4.5% of payroll**, or some **\$8.5 million** each year, on staff learning activities. Since 2007, we have also intensified staff's professional capability development through the introduction of the TSC initiative, which has reaped excellent results. The TSC has led to more opportunities for staff to undertake technology/industry projects, industry attachments and benchmarking study missions. A total of 2,256 (non-mutually exclusive) staff has undergone key TSC-directed training activities within the



period 2006-2010. Besides keeping themselves updated in their own professional domains (depth of skills), they have also broadened their skills in other domains (breadth of skills), acquiring the 'T-shaped' skills or capability profile.

**Table 7.7: Staff Learning and Development Indicators**

KPI	2006	2007	2008	2009	2010
No. of Learning Activities Available	15,700	14,381	9,645	10,000	11,000
No. of Staff Sponsored for Formal Programmes	49	66	108	240	137
Average learning Hours Per Staff	142	150	133	153	158
Target	≥ 120	≥ 120	≥ 120	≥ 120	≥ 130
Staff Professional Capability Level	-	38%	45%	57%	79%
Target	-	≥ 38%	≥ 43%	≥ 51%	≥ 65%

## EMPLOYEE WELL-BEING AND SATISFACTION

As a people-oriented organisation, we are committed to creating a conducive and caring work environment and positive climate for staff satisfaction and well-being.

### Organisation Climate Survey (OCS)

Since 2000, we carry out an independent Triennial **Organisation Climate Surveys (OCS)** to assess staff satisfaction levels based on 13 organisational dimensions. The findings from our past three OCSs revealed a steady overall Staff Satisfaction Index of **81%** since 2003, which leads the Public Service Norm in 2009. We have also achieved 'best-in-class' results compared with UK Government Benchmark and some other SQA Winners. Staff satisfaction with ITE's '*Organisational Culture*' is the strongest, at 84% in the latest 2009 survey.

### Average Sick Leave Per Staff Per Year

The average number of sick leave days per staff has remained at a consistent level of around **3 to 4 days** per staff per year. Staff who did not take any sick leave also remained at consistent levels in the last 5 years. About **1 in 4 staff did not take any sick leave** in any one year. Based on available and comparable data with the whole of Civil Service and Statutory Boards, ITE's sick leave rates are at healthy levels.

### Staff Grievance

There has been **NO unionised staff grievance** since 2004. An inaugural survey on the engagement and relations between ITE Management and the two ITE Staff Unions, viz, Union of ITE Training Staff (UITS) and ITE Administrative & Ancillary Staff (AUPE) conducted in 2010, found that **93%** of those surveyed agreed that the industrial relations climate was excellent.

## 7.4 OPERATIONAL RESULTS

### OPERATIONAL PERFORMANCE

#### Subscription Rate of ITE Courses

Our rigorous curriculum planning and development process, supported by a systematic capacity planning mechanism, has been highly effective in ensuring that courses offered are in demand and meet the needs of industry and our customers. Indeed, results have shown that ITE's full-time courses are, on the whole, oversubscribed. The overall **Course Subscription Rate** (see **Table 7.8**) computed based on number of first-choice applicants against planned intake capacity, recorded a two-fold increase from 0.6 in 1992 to 1.17 in 2010. Our courses are now in high demand and oversubscribed, a situation not seen before our transformation began in 1995.

**Table 7.8: Course Subscription Rate**

KPI	1992	1995	2000	2005	2010
Subscription Rate of ITE Courses	0.6	1.0	1.03	1.04	1.17

#### Employers' Endorsement of Curriculum Relevance

The employers have given their strongest endorsement on the relevance and responsiveness of ITE's curriculum planning and development process. Based on annual surveys conducted between 2006 and 2010, **almost all employers (99.5 – 100%)** indicated that they were **satisfied with ITE's curriculum**.

#### Course Development Cycle

We have a responsive and efficient system in place for timely planning and development of new courses. This ensures that students are trained in relevant skills sets and knowledge to meet manpower needs of industry at the time when they graduate and join the labour market. Over the years, the cycle time for course development has shown significant reduction. The average time taken to develop a new course has shortened by 30%, from 12.3 months in 2001 to just 8.6 months in 2010. This turnaround improvement is made possible with enhanced collaboration between HQ and Colleges in identifying courses in new trade areas, as well as streamlining processes for industry consultations.

### PARTNER PERFORMANCE

#### Direct Marketing Reach to School Partners

The excellent relationship we have cultivated with MOE's secondary school partners has enabled us to reach out to **70% and 96%** (2009 & 2010) of graduating Secondary School 'N(A)' and 'N(T)' students respectively, in almost all targeted schools offering the Normal Streams. This is done via various marketing and networking programmes targeted at our potential customers. Our extensive marketing reach to potential students has enabled us to exceed our target intakes since 2000.

#### Industry & Corporate Collaboration Partners

Today, ITE has **92** active industry MOU partners for collaborative projects, including leading industry players such as L'Oreal, Marina Bay Sands, Resorts World, Four Seasons Hotels and Resorts, Hewlett-Packard, IBM, Rolls-Royce, Eurocopter, SMRT, SembCorp Marine, Certiport, Adobe, Yokogawa and Omron. These MOUs have



provided many **authentic learning and development opportunities** for both ITE staff and students. They also serve as critical conduits for **technology and knowledge transfer** through **Joint Industry Certifications** for ITE students and **Joint Training and Certification Programmes** to upgrade the competence and professionalism of the local industry and workforce.

## COMMUNITY & ENVIRONMENTAL RESULTS

As part of our social mission and core values encapsulated in **ITE Care**, we actively contribute to our community and environment. Our three Colleges adopt a Special Needs School each for conduct of customised programmes and organisation of activities with these schools.

At the corporate level, an ITE-wide **Community Involvement Day** is organised annually. The 2010 Community Involvement Day adopted the form of a **Five-to-One Torch Relay Run** to commemorate the operation of the new ITE College West @ Choa Chu Kang and to raise funds for Community Chest. A total of **\$139,163** was raised. In 2011, ITE co-organised the **National Life Saving Day** with Singapore Heart Foundation, National Resuscitation Council, Singapore Sports Council and the People's Association. The event drew **7,200 participants**, setting a new Guinness World Record for the most number of people trained in Cardiopulmonary Resuscitation (CPR) in a single day. Of the 7,200 participants trained in CPR, **5,000 were ITE students, staff and family members**.

### Average SHARE Contribution Per Staff Per Month

On average, more than 50% of ITE staff are involved in various aspects of community services, including participation in the **SHARE programme**. The average SHARE contribution per staff per month has been on the increase over the last few years. Compared with 2006, the \$5.02 average monthly contribution in 2010 represents a significant 23% increase.

### Beneficiaries from ITE SAFE Home Programme

The **SAFE Home Programme** is a signature large-scale community service project of ITE carried out in partnership with the Community Development Councils. This programme, involving installation of elderly-friendly and safety features for the elderly poor living in one-room flats, leverages on the technical skills of our students and staff to serve the community. A total of **4,000 ITE students** and **200 staff volunteers** have completed installation for some **2,200 flats** and benefited **4,000** elderly persons across Singapore. For ITE's commitment and contributions through the SAFE Home Programme, we were awarded the **President's Social Service Award (PSSA) 2007**.

## GOVERNANCE SYSTEM

### Compliance with Governance Criteria

ITE ensures a high level of independence and transparency in governance by complying with best-practice governance criteria. The criteria for independence and transparency in governance are derived from the Code of Corporate Governance (2005), and the Governance and Transparency Index (2010). In addition, ITE complies with MOE's Code of Governance for the ITE Board.



### **Accountability to MOE and ITE Board**

Annually, ITE's accountabilities to MOE and ITE Board on the fulfilment of our mission are measured based on **eight Strategic Performance Indicators (SPIs)**. We also submit a series of **Risk Treatment Plans** to the Board and/or its Standing Committees for review under the ITE Enterprise Risk Management Framework.

### **Academic Quality Assurance**

As the national authority in occupational skills certification and standards, we adopted the **ISO 9001:2008 standards** for our **Quality Management System (QMS)** since 2002 and subjects our key and support processes to the stipulated ISO audit procedures to achieve Academic Quality Assurance of our courses and certifications. There has been **NO Major Findings** in all the ISO continuing assessments or audits as well as the triennial re-certification exercises since 2003.

### **Financial Compliance and Accountability**

Rigorous financial procedures and controls are in place, to ensure financial compliance and accountability to MOE and stakeholders on the proper management of public funds allocated to ITE. We conduct **annual internal audits** covering different processes and systems, based on the key focus/priority areas identified in the Annual Internal Audit Plan. In addition, we are also subjected to **annual external audits** by independent External Auditors as an added measure to ensure disciplined and sound financial practices and risk controls. All Internal and External Audit Reports are submitted to and reviewed by the Audit Committee under the ITE Board. In the last few years, ITE's financial procedures have been found to have effective controls in place.



## GLOSSARY

Abbr	Description	Abbr	Description
<b>6E</b>	Enrich, Encourage, Empower, Experiment, Evaluate & Enhance (ITE's Employee Productivity & Innovation Framework)	<b>ExCEL</b>	Excellence Through Continuous Enterprise & Learning
<b>AAC</b>	Academic Advisory Committee	<b>FA</b>	Feature Analysis
<b>AEC</b>	Academic Excellence Committee	<b>FAS</b>	Financial Accounting System
<b>ATC</b>	Approved Training Centre	<b>FN</b>	Finance
<b>AUPE</b>	Amalgamated Union of Public Employees	<b>GCE 'N'</b>	General Certificate of Education 'Normal' Level
<b>BCM</b>	Business Continuity Management	<b>GCE 'O'</b>	General Certificate of Education 'Ordinary' Level
<b>BOG</b>	Board of Governors	<b>GCE 'A'</b>	General Certificate of Education 'Advanced' Level
<b>BSC</b>	Balanced Scorecard	<b>HOE</b>	Head of Establishment
<b>CA</b>	Class Advisors	<b>HR</b>	Human Resource
<b>CA</b>	Corporate Affairs and Development	<b>HRMS</b>	Human Resource Management System
<b>CARE</b>	Courtesy, Accessibility, Responsiveness and Effectiveness	<b>HQ</b>	Headquarters
<b>CEC</b>	Corporate Excellence Committee	<b>IBT</b>	Industry-Based Training
<b>CEO</b>	Chief Executive Officer	<b>iCARE</b>	Integrated Customer Action & Resolution System
<b>CET</b>	Continuing Education & Training (Part-Time Programme)	<b>i-CIDS</b>	Integrated Curriculum & Instructional Development System
<b>CLICK</b>	Connect, Look After, Instill, Challenge & Kindle Framework	<b>I-Class</b>	Singapore Innovation Class
<b>CM</b>	Course Manager	<b>iDe'Lite</b>	Interactive Diagnostic Evaluation for Learning @ ITE
<b>COJTC</b>	Certified On-the-Job Training Centre	<b>ignITE</b>	Newsletter for ITE alumni
<b>COT</b>	Centre of Technology	<b>ILC</b>	Innovation & Learning Circle
<b>CRF</b>	Corporate Review Forum	<b>infinITE</b>	Newsletter for ITE Stakeholders
<b>CSC</b>	Customer Service Centre	<b>InTunE</b>	eNewsletter for staff
<b>CSR</b>	Corporate Social Responsibility	<b>IP</b>	Innovation Panel
<b>CWP</b>	Corporate Work Plan	<b>I-QAF</b>	ITE Quality Assurance Framework
<b>DACUM</b>	Developing A <b>C</b> urriculu <b>M</b>	<b>IQC</b>	Innovation Quality Circle
<b>DCE(A)</b>	Deputy Chief Executive Officer (Academic)	<b>ISC</b>	ITE Skills Certificate
<b>D/CGS</b>	Director/College Services	<b>ISO</b>	International Organisation for Standardisation
<b>Divn</b>	Division	<b>iStudent</b>	Integrated Student Administration System
<b>DOS</b>	Director of School	<b>IT</b>	Information Technology
<b>EA</b>	Enterprise Administration	<b>ITE Care</b>	Integrity, Teamwork, Excellence and <b>Care</b> (ITE Core Values)
<b>eHCS</b>	e-Human Capital System	<b>IWP</b>	Individual Work Plan
<b>eIDEAS</b>	Innovative, Daring, Effective & Attainable Suggestions (Online System for Staff Suggestion)	<b>KM</b>	Knowledge Management
<b>EPT</b>	Excellence Project Team	<b>KPI</b>	Key Performance Indicator
<b>ERM</b>	Enterprise Risk Management	<b>LDS</b>	Learning & Development System
<b>eTEAM</b>	Online system for staff to submit innovative projects	<b>LNA</b>	Learning Needs Analysis
<b>EWP</b>	Establishment Work Plan		

## GLOSSARY

Abbr	Description	Abbr	Description
<b>M/CSE</b>	Manager/Customer Service	<b>QSM</b>	Quality Service Manager
<b>MOE</b>	Ministry of Education	<b>REAL</b>	Reality, Enterprise, Action and Learning
<b>MOU</b>	Memorandum of Understanding	<b>S-Class</b>	Singapore Service Class
<b>MVV</b>	Mission, Vision and Values	<b>SH</b>	Section Head
<b>N(A)</b>	Normal (Academic) Stream	<b>SM</b>	Senior Management (comprising Director & CEO, 4 Deputy CEOs and 3 Principals of ITE Colleges)
<b>Nitec</b>	National ITE Certificate	<b>SO</b>	Strategic Objective
<b>N(T)</b>	Normal (Technical) Stream	<b>SPC</b>	Strategic Planning Committee
<b>OCS</b>	Organisation Climate Survey	<b>SPI</b>	Strategic Performance Indicator
<b>OE</b>	Organisational Excellence	<b>SPP</b>	Strategic People Plan
<b>OECD</b>	Organisation for Economic Co-operation and Development	<b>SQA</b>	Singapore Quality Award
<b>OESC</b>	Organisational Excellence Steering Committee	<b>SRW</b>	Strategic Review Workshop (Annual Senior Management Retreat)
<b>OJT</b>	On-the-Job Training	<b>SSS</b>	Staff Suggestion Scheme
<b>OPI</b>	Operational Performance Indicator	<b>SWOT</b>	Strengths, Weaknesses, Opportunities and Threats
<b>P&amp;I</b>	Productivity & Innovation	<b>TDC</b>	Technology Development Centre
<b>PCTE</b>	Pedagogical Certificate in Technical Education	<b>TED</b>	Technical Engineer Diploma
<b>PD</b>	People Developer	<b>TOE</b>	Total Organisational Excellence
<b>PET</b>	Pre-Employment Training (Full-Time Programme)	<b>TSC</b>	Total System Capability
<b>PETS</b>	Political, Economic, Technology, Socio-Cultural (including Education)	<b>UITS</b>	Union of ITE Training Staff
<b>PS21</b>	Public Service for 21 <sup>st</sup> century (An initiative by Prime Minister's Office to prepare the Singapore Public Service for the future by Anticipating, Welcoming and Executing Change)	<b>VITB</b>	Vocational & Industrial Training Board
		<b>VOC</b>	Voice of Customer
		<b>VTE</b>	Vocational & Technical Education
		<b>WPS</b>	Work Plan Seminar





“ Another remarkable feature of the Singapore education system is the value, attention and resources it devotes to lower-level achievers, not just high achievers...The resources devoted to vocational and technical training are immense and **the vocational and technical system is perhaps the best in the world** – a significant element of the Singapore success story.

In many countries, technical education is looked down upon as a dead-end option, of low quality and typically out of step with the changing needs of employers. But **vocational education has been an important pathway in Singapore’s journey to educational excellence.** ”

**Strong Performers and Successful Reformers  
in Education: Lessons from PISA for the United States  
OECD Publication 2010**

# KEY POLICY STATEMENTS

## ITE HEARTBEAT

### Mission

To create opportunities for school leavers and adult learners to acquire skills, knowledge and values for employability and lifelong learning in a global economy

### Vision

A Global Leader for Innovations in Technical Education

### Values

- Integrity
- Teamwork
- Excellence
- Care



## OUR ITE CARE CULTURE

We work with integrity to achieve excellence as a team, caring for all whom we serve

### Integrity

We are honest and sincere in our words and actions towards others

### Teamwork

We work and help each other as a team so that we can achieve more

### Excellence

We strive to give our best in everything we do to add value to our customers and stakeholders

### Care

We care for our staff, students and other stakeholders, the community and environment



## OUR SERVICE COMMITMENT

We serve our customers, partners and the public from the heart



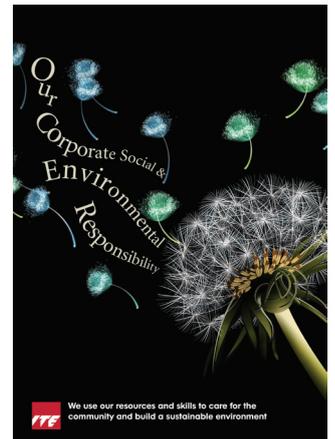
## OUR INNOVATION & QUALITY POLICY

We provide innovative and quality technical education for our customers and stakeholders



## OUR CORPORATE SOCIAL & ENVIRONMENTAL RESPONSIBILITY

We use our resources and skills to care for the community and build a sustainable environment





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