

Post-16 Education in other jurisdictions

Guernsey

In March 2017, 92% of 16 year olds were participating in post-16 education or apprenticeships.¹

80% of young people in Guernsey choose to remain in full-time education after the completion of Year 11 (GCSEs). 87% choose to either remain in full-time education or undertake an apprenticeship.²

Post-16 education in Guernsey is non-compulsory. The available options consist of the following:

If they are predicted at least 4/5 A*-C (now 9 - 4) grades at GCSE, then they can apply for a Level 3 course to study either AS/A level qualifications, an International Baccalaureate or a Level 3 vocational qualification. The lattermost are available at Guernsey College of Further Education.³

Those who are not predicted the aforementioned grades, or do not obtain them, are able to apply for a Level 2, 1, or Entry Level (if they have no formal qualifications) vocational courses. The range of options for these courses are more limited than those at higher levels.⁴

Apprenticeships generally last between three and five years, and are generally linked to day release courses at the Guernsey College of Further Education, who coordinate said apprenticeships.⁵

Alternatively, students leaving school after Year 11 are also granted the opportunity to seek full-time employment, with support provided by Skills Guernsey.

In January 2018, it was agreed that Guernsey's secondary and post-16 education would be organised as follows:

- Two 11 to 18 colleges or campuses operating as one organisation, each with a principle but led by an Executive Head Teacher and a single Board of Governors
- The College of Further Education operating as one organisation, providing vocational, professional and technical education for full-time and part-time students.
- St Anne's School in Alderney; and
- Le Murier School and Les Voies School operating as Special Schools for students with special educational needs.⁶

¹ <https://www.gov.gg/CHttpHandler.ashx?id=110282&p=0>

² <https://www.gov.gg/article/3152/Post-16-Education>

³ <http://www.careers.gg/CHttpHandler.ashx?id=85567&p=0>

⁴ <http://www.careers.gg/CHttpHandler.ashx?id=85567&p=0>

⁵ <http://www.careers.gg/CHttpHandler.ashx?id=85567&p=0>

⁶ <https://www.gov.gg/CHttpHandler.ashx?id=110282&p=0>

United Kingdom

England

Students can leave school on the last Friday in June if they turn 16 by the end of the Summer Holidays (3 September in 2018). From there, they are required to do one of the following until they turn 18:

- Stay in full-time education
- Start an apprenticeship or traineeship
- Spend 20 hours or more per week working or volunteering, while in part-time education or training⁷

Full-time education comprises studying for either A-Levels, an International Baccalaureate, BTEC, an NVQ, or similar qualifications, at a school, sixth form college, or Further Education College. Students may also be encouraged to study for a Key Skills Qualification, to demonstrate their skills in certain areas/fields. Full-time study requires at least five GCSE grades A* to C (now 9 – 4, or equivalent), and B's in the subject(s) students wish to study.

Those without qualifications can undertake foundation learning courses to gain the knowledge and skills needed to start GCSEs or BTECs.

Apprenticeships are coordinated by the National Apprenticeship Service, as are trainees. Traineeships are available to those who are unable to gain employment to gain skills and experience, but is unwaged. Both of these courses allow people leaving school at 16 to obtain an apprenticeship.

These come in four levels:

- Intermediate (Level 2, equivalent to 5 GCSEs at A*-C),
- Advanced (Level 3, equivalent to 2 A-Levels),
- Higher (Levels 4 – 7, equivalent to a foundation degree); and
- Degree (Levels 6 & 7, equivalent to a Bachelor's or Master's degree)⁸

Special Educational Needs support for young people between 16 and 25 was introduced in September 2014.⁹

Wales

Students may leave school on the last Friday in June, provided that they turn 16 by the end of that school year's summer holidays. Post-16 education is identical to that of England, but with devolved levels of support and education funding.¹⁰

Northern Ireland

Students may leave school if they turn 16 during the school year (between 1 September and 1 July), they may leave school after 30 June. If students leave school between 2 July and 31 August they cannot leave school until the 30 June in the following year.¹¹

Post-16 education is identical to that of England, but with devolved levels of support and education funding.

⁷ [School Leaving Age – United Kingdom](#)

⁸ [A guide to apprenticeships- gov.uk](#)

⁹ [Special Educational Needs in England: January 2018 p.1](#)

¹⁰ [School Leaving Age – United Kingdom](#)

¹¹ [School Leaving Age – United Kingdom](#)

Scotland

Students can leave school after the 31 May if they turn 16 between the 1 March and 30 September. If they turn 16 between 1 October and the end of February, they may leave school at the start of the Christmas holidays in that school year.¹²

The Scottish Government provided a commitment in the national 'Opportunities for All' initiative to guarantee every young person leaving compulsory education an offer of post-16 learning.¹³

Instead of A-Levels, Scottish students generally study for Advanced Higher and/or Higher courses, taking Scottish Qualifications Authority exams at the end of S5 (age 16-17) and S6 (age 17-18). A sixth year is not essential if students wish to attend a Scottish university if students have obtained the necessary grades, although many stay for an extra year, which is generally required if they wish to study at a non-Scottish university. However, some schools, particularly Independent Schools, exclusively offer English/Welsh/Northern Irish A-Levels.¹⁴

United States

In 2017, 84.1% of students graduated from High School in the United States.¹⁵

School leaving age varies from state to state, but most permit a leaving age between 16 and 17, with 18 states and DC permitting a leaving age of 18*. Likewise, nearly half of all states allow children from the ages of 14 to 18 to be exempt from compulsory attendance requirements if they meet one or more of the following stipulations:^{16,17}

- Are employed
- Have a physical or mental condition that makes their attendance infeasible
- Have passed the 8th grade
- Have their parents' permission
- Have the permission of the district court or the local school board
- Meet the requirements for an exit interview
- Have attained alternative education, such as a vocational or technical school¹⁸

Students study a six-subject curriculum of English, mathematics, science, social studies, visual arts and physical education is supplemented each year with subjects in related disciplines taken at an increasingly higher level, and/or in a different specialization within the field, depending on region. Electives can include a foreign language, mass communication, creative writing, or the history of a particular country.¹⁹

Likewise, students in the American curriculum follow a sequence of specific types of mathematics, with additional courses available. Students are also encouraged to undertake a variety of extra-curricular activities.

¹² [School Leaving Age – United Kingdom](#)

¹³ [Opportunities for all: Supporting all young people to participate in post-16 learning, training and work](#)

¹⁴ [Scottish Highers and Advanced Highers](#)

¹⁵ [Washington Post – December 4th 2017 high-school-graduation-rates-rise-to-new-high](#)

¹⁶ [Compulsory School Age requirements – United States](#)

¹⁷ https://nces.ed.gov/programs/statereform/tab5_1.asp

¹⁸ [Compulsory School Age requirements – United States](#)

¹⁹ <https://www.kaplanpathways.com/study-abroad/education-systems-explained/>

At the end of the twelfth year, a High School Diploma is awarded to all students who have collected a sufficient number of credits (20, generally collected over the last 4 years across 6 subject areas).

Students who wish to undertake higher education are required to obtain 16 credits in academic subjects, and a high SAT or ACT score. SATs are entrance exams that assess the aptitude for mathematics and English language ability, as well as knowledge in certain subjects. ACT's consists of four tests in English, Mathematics, Social Studies, and Natural Sciences.²⁰

Advanced Placements are also available. These are operated by the not-for-profit College Board. Each course allows students to earn college (Higher Education-level) credits and can qualify students for advanced courses when they begin studying.²¹

Those who did not finish school but still wish to obtain a High School Diploma can obtain a General Educational Development (GED) diploma, which is awarded after taking a multiple choice test in 5 subjects (language arts, writing; social studies, science, language arts, reading; mathematics). Students who enrol must be at least 16 years old and not enrolled in high school, although many states required the candidate to be 17 years of age and a resident of the state.²²

Vocational Education on a federal level is carried out by the Office of Career, Technical, and Adult Education (OCTAE), a subdivision of the United States' Department of Education, whilst devolved opportunities vary from state to state.²³

* California, Connecticut, District of Columbia, Hawaii, Kansas, Louisiana, Nebraska, Nevada, New Hampshire, New Mexico, Ohio, Oklahoma, Oregon, South Dakota, Texas, Utah, Virginia, Washington, and Wisconsin

Australia

In 2014, Australia had a high-school completion rate of 84%, with 16% leaving before they complete their education.

The minimum school leaving ages in Australia are as follows:

- Northern Territory – 15
- Australian Capital Territories 15
- South Australia – 17
- Queensland – 17, but must remain in school until they turn 16, or complete Year 10 (whichever comes first), and must then be either employed at least 25 hours a week, or in full-time education, or a combination of both that adds up to at least 25 hours per week, until they turn 17 or complete Year 12 (whichever comes first).
- Victoria – 17
- Western Australia – 17
- Tasmania - 17 (provided they are working at least 25 hours per week or studying at the TAFE vocational education service until they turn 17)
- Tasmania – 17²⁴

²⁰ <http://www.act.org/content/act/en/products-and-services/the-act/help.html>

²¹ [College Board – Advanced Placements](#)

²² [GED requirements by State](#)

²³ [Office of Career, Technical, and Adult Education \(OCTAE\)](#)

²⁴ [Education and Training Reform Act 2006 – Sect 2.1.1 Attendance at School](#)

Each State operates its own form of the Higher School Certificate, equivalent to UK A-Levels and US High School Diplomas/GEDs and standardised by the Australian Qualifications Framework. Different secondary schools offer different elective subjects, class structure and areas of specialisation. Some schools also offer an International Baccalaureate course, as in the UK.²⁵

Australia's vocational education system is organised under the National Training System. Although most vocational subjects are undertaken by those aged over 18, some who leave school at 17 are allowed to undertake the vocational education and training (VET) system by registered training organisations. Certain schools offer school-based apprenticeships and traineeships for students in the final three years of school. The VET Sector is broken down into the following types of qualifications:²⁶

- Certificate I to IV: Courses that provide introductory skills and training. These teach industry-specific knowledge and skills in communication, literacy and numeracy, and teamwork. These last between six months and two years.
- Diploma: These prepare students for industry, enterprise and paraprofessional careers. These last between one to two years of full-time study.
- Advanced diploma: These provide a high level of practical skills for advanced skilled or paraprofessional work in areas such as accounting, building design and engineering. These can be completed at university level, and take between 1.5 and two years of full-time study.
- Vocational graduate certificate/diploma: These are the equivalent of higher education graduate certificates and diplomas. They provide high-level employment-related skills and knowledge. These last between six months to two years of full-time study.²⁷

It should be noted that the popularity of VETs are in decline, as higher education rates in Australia increase.²⁸

The aforementioned Australian Qualifications Framework (AQF) is a national policy that covers qualifications that covers the tertiary education sector (higher education and vocational education and training), in addition to the school-leaving certificate: the Senior Secondary Certificate of Education. Each institution is government-authorized and nationally accredited.²⁹

Finland

Over 90% of students continue into Upper Secondary (15-19) education, but are provide with a choice of routes that best meet their interests, abilities and needs. Roughly 30% of upper secondary students are enrolled in vocational programmes. If students wish to leave school, they must first either complete comprehensive school (usually at the age of 16) or have not finished comprehensive school by the age of 17.³⁰

Students are given the choice of two pathways: General Upper Secondary Education, which is focused on academic work; and Vocational Training, which is for those interested in studying technical or vocational subjects. Both of these options last for around three years.³¹

Before these two pathways, education is non-selective. However, to enter Upper Secondary education, students must apply to an Upper Secondary provider. Those applying for a General

²⁵ [Secondary Education – Courses and Qualifications](#)

²⁶ [Vocational Education in Australia](#)

²⁷ [VET Courses and Qualifications](#)

²⁸ [Six reasons behind the decline in VET](#)

²⁹ <https://www.aqf.edu.au/>

³⁰ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

³¹ <https://minedu.fi/en/education-system>

Upper Secondary education will be selected on the basis of the grades they achieved in their Basic Education certificate, which is determined by their teachers and not through a centralised mechanism as is the case in the UK.^{32 33}

Those who are unable to enter upper secondary level education upon completion of the ninth grade are able to enter a voluntary tenth year to improve their scores and make concrete decisions on their future. Approximately 2% of students leaving comprehensive schools take part in the tenth year.

Vocational education general requires work experience, or comparable factors, alongside entrance/aptitude tests.

Students apply to the school or training provider that offers the subjects/training of their choosing, likely terminating their attendance of the local school.³⁴

Students complete their General Upper Secondary Education with a national matriculation examination, their first national exam. This consists of four compulsory tests in their mother-tongue, alongside a choice of three other subjects. These generally consist of either a foreign language, mathematics, or a general studies subject such as humanities or natural sciences. The matriculation exam is marked by school staff and moderated by other teachers nationally. Those who pass are then eligible to apply for further studies at universities, universities of applied sciences, and vocational institutions.³⁵

Vocational education and training can be completed as either a form of school-based training or apprenticeship training, with more than 50 vocational qualifications available for students to choose from, with each qualification including at least half a year of work experience.³⁶

Belgium

In 2016, 94.12% of students were enrolled in Secondary Education in Belgium.³⁷

Full-time education in Belgium is compulsory up until the age of 15, although schooling itself is compulsory until the age of 18 for young people in part-time education (see below).³⁸

Belgian secondary education is divided into three cycles, each lasting for two years. Each cycle allows a student to orient themselves towards their skill levels and interests, with a more specific focus as they go up the cycles. The final two years (Third Cycle: Years 5-6) comprising 16-18 scholastic education.³⁹

During this period, there are four orientations to choose from:

- General Secondary Education (40% of students): This comprises of a broad, general education curriculum. Students who have completed this course are then expected to continue studying at either university or a further education college.⁴⁰
- Technical Secondary Education (30% of students): This is divided into two groups of education: TTK and STK. The TTK courses focus more on technical aspects, whilst the STK courses focus more on practical means. Each course offers a general education, but not on the same level as other options and are less theoretical. STK

³² <https://minedu.fi/en/education-system>

³³ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

³⁴ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

³⁵ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

³⁶ <https://www.teachers.org.uk/files/11.-upper-secondary-education--post-16-.pdf>

³⁷ [UNESCO Institute for Statistics – Belgium Education and Literacy](https://unesco.org/en/unesco-institute-for-statistics-belgium-education-and-literacy)

³⁸ [Educational System in Belgium](https://unesco.org/en/unesco-institute-for-statistics-belgium-education-and-literacy)

³⁹ [Educational System in Belgium](https://unesco.org/en/unesco-institute-for-statistics-belgium-education-and-literacy)

⁴⁰ [Educational System in Belgium](https://unesco.org/en/unesco-institute-for-statistics-belgium-education-and-literacy)

courses generally finish with students being released onto the job market, whilst those who undertake TTK courses usually continue their studies, often at Universities of Applied Sciences (vocational universities).⁴¹

- Vocational Secondary Education (30% of students): A very practical and very job specific education that does not qualify students for higher education, but can lead to a diploma if they choose to undertake an optional 7th year that does allow for higher education.⁴²
- Arts Secondary Education (2% of students): These are performance-intensive courses that lead to most students who graduate attending Music Conservatories, Ballet or Acting Schools, or similar.⁴³

Students with disabilities can also follow a Special Secondary Education, which is tailored to their needs.⁴⁴

Those who wish to leave school at 16 years of age (15 if they have followed a second full year of secondary education) may undertake an Apprenticeship – Alternating Education. This provides students with a mixture of theoretical and practical aspects of their chosen trade, and is overseen at approved training centres.

At the end of their secondary education, students receive a secondary school leaving certificate, although there are variations of this in the Flemish and French communities of Belgium. The most common is the *Certificat D’Enseignement Secondaire Supérieur* – CESS, although those who undertake more vocational work can receive either a *Certificat de Qualification* – CQ, and/or a *Certificat D’Etudes* = CE6P.⁴⁵

It should be noted that 8% of upper secondary student repeat a year in Belgium, compared to an OECD average of 2-4%.

Germany

In 2016, the OECD found that 87% of 25-64 year olds had obtained an upper secondary qualification or higher, with 51% of 25-34 year-olds obtaining a vocational qualification as their highest degree (the second largest proportion of all OECD countries).⁴⁶

To enter upper-secondary education, students must undertake the *Allgemeine Hochschulreife* (general entrance qualification for higher education).⁴⁷

Vocational “Dual System”

Germany possesses a variety of vocational programs at the upper secondary level. The most common have a focus on practical training, with over 50% of German vocational students learning in a work-based education system. This “dual-system” combines theoretical, classroom instruction with practical training embedded in a real-life work environment.⁴⁸

Students are admitted upon the completion of their lower-secondary education, with the system characterised by “sandwich programs,” in which pupils attend a vocational school on a part-time basis, either in coherent blocks of weeks, or for one or two days each week. Companies participating in these programs are obligated to provide training in accordance

⁴¹ [Educational System in Belgium](#)

⁴² [Educational System in Belgium](#)

⁴³ [Educational System in Belgium](#)

⁴⁴ [Educational System in Belgium](#)

⁴⁵ [European Commission – Belgium qualifications](#)

⁴⁶ [OECD – Country Note – Germany 2016](#)

⁴⁷ [Organisation of General Upper Secondary Education – Germany](#)

⁴⁸ [Education System Profiles – Germany](#)

with national regulations, and pay students a modest salary. This program lasts between two- and three-and-a-half years, concluding with a final examination conducted by the responsible authority in the field. These are generally regional industry associates such as the Chamber of Industry or Chamber of Crafts.⁴⁹

The final credential awarded to graduates is a formal, government-recognised qualification certifying students' skills in regulated vocations. There are around 328 individual vocations.⁵⁰

Many vocational schools offer a pathway to tertiary education via double qualification courses. Students opting for this path are awarded with a “*Zeugnis der Fachhochschulreife*” (university of applied sciences maturity certificate), which qualifies them for a certain range of universities.⁵¹

University-Preparatory

University-preparatory study focuses on the final examination, the “*Abitur*,” which concludes upper secondary education and has a significant impact on a student's admission to tertiary education. These generally take place at a dedicated school known as a “*Gymnasium*.” Study at these schools usually begin directly after elementary school, with programs including a lower-secondary phase (until Grade 10/age 15) and an upper-secondary phase of two or three years. This lasts for a total of 12 to 13 years.⁵²

The *Gymnasium* curriculum is designed to ensure “maturity” or readiness for higher education based on mandatory study of core subjects. These include the following:

- Languages;
- Literature & arts;
- Social Sciences;
- Mathematics;
- Natural Sciences.⁵³

The program concludes with the rigorous written and oral *Abitur* exam, which is overseen by the Ministries of Education within individual States. Most of these mandate standard content for one uniform examination taken by all students.⁵⁴

Upon successful completion of these exams, students receive a “*Zeugnis der allgemeinen Hochschulreife*” (certificate of general university maturity), which allows graduates the legal right to study at a University. The final *Abitur* grade determines how quickly students are admitted to popular programs with a fixed number of available spaces. In 2015, some students seeking admissions to medicine programs with lower grades endured a seven-year wait.⁵⁵

Switzerland

In 2017, 85% of 25-34 year-olds in Switzerland had completed some form of secondary education.⁵⁶

After completing their lower secondary education between the ages of 15 and 16, students are granted the choice between vocational and general education, and going straight into work. Around 90% of students choose to continue their education. All courses are regulated

⁴⁹ [Education System Profiles – Germany](#)

⁵⁰ [Education System Profiles – Germany](#)

⁵¹ [Education System Profiles – Germany](#)

⁵² [Education System Profiles – Germany](#)

⁵³ [Education System Profiles – Germany](#)

⁵⁴ [Education System Profiles – Germany](#)

⁵⁵ [Education System Profiles – Germany](#)

⁵⁶ [OECD Country Note – Switzerland 2018](#)

jointly by the Confederation (central government) and cantons (devolved/states), meaning that there are variations in organisation and curricula.⁵⁷

Qualifications are split into three types:

- Vocational education and training (VET) schools
- Baccalaureate schools
- Upper secondary specialised schools⁵⁸

Vocational Education and Training Schools (VET)

The majority of students undertake VET programmes following lower secondary education. Basic vocational education lasts between two and four years and provides practical and technical training. Education takes place in vocational schools, companies that provide apprenticeships, and cross-company courses.⁵⁹

Dual-track programmes combine classroom lessons at a VET school with an apprenticeship at a training company, with up to 250 professions available. These can then lead to a Federal VET certificate, a Federal VET diploma, or the Federal Vocational Baccalaureate (*Berufsmaturität/maturité professionnelle*), which allows admission to universities of applied science.⁶⁰

Baccalaureate Schools

Around a third of Swiss students attend a Baccalaureate School. These provide a general education in preparation for admission to University. Pupils generally enroll at baccalaureate schools in the last year of lower secondary education. These programs generally last for four years, although some cantons last for only three, and six in others. Admissions is based on students' grades, teacher's recommendations, and/or an entrance exam.⁶¹

Each program consists of the core subjects of a main specialism and a secondary specialism, plus a baccalaureate essay. Core subjects are:

- First national language;
- Second national language;
- Third language (English, Latin or Greek);
- Mathematics;
- Biology;
- Chemistry;
- Physics;
- History;
- Geography;
- Visual Arts/Music.

All students take an introductory course in economics and law, with philosophy as an option. The specialism are chosen from a list of subjects determined by each canton.

Each subject is graded 1 (F) – 6 (A) every term, and how well each student does determines whether they progress to the next year or not.

⁵⁷ [Education in Switzerland](#)

⁵⁸ [Education in Switzerland](#)

⁵⁹ [Vocational Education and Training – Switzerland](#)

⁶⁰ [Vocational Education and Training – Switzerland](#)

⁶¹ [Education in Switzerland](#)

At the end of the program, students are examined through either a written or oral examination in at least five subjects: first language, second national language, mathematics, their main specialism, and one further subject. They must also present their baccalaureate essay.

Students who pass are awarded the baccalaureate certificate (Matura), and can enrol at cantonal universities, universities of technology (vocational) and teacher training universities.⁶²

Upper Secondary Specialised Schools

Around 5% of students go onto upper secondary specialised schools. These provide a school-based general education and preparation for professional education and training (PET) in specific occupations – such as healthcare, social work, business, computer science and education – at PET colleges and universities of applied sciences. Schools are a mixture of canton- and privately-run. Admissions criteria vary, but usually includes an entrance exam or interview.⁶³

Students study core subjects and additional subjects related to the specific occupation. They are graded at the end of each term/year (six = best grade, four = sufficient, below four insufficient); satisfactory grades determine whether a student progresses to the next year or not. The three-year specialised school programme ends with a final exam (written/oral) in at least six subjects, at least one must be related to the specific occupation.⁶⁴

Students can take an additional one-year specialised baccalaureate course, and usually have to complete traineeships or practical experience in their particular field, as well as coursework. Successful gain the specialised baccalaureate (*Fachmaturität/maturité spécialisée*), which allows admission to universities of applied science and pre-school and primary teacher courses at teacher training universities.⁶⁵

Singapore

Upon the completion of O-Levels (Singapore's equivalent to the GCSE/iGCSE), students who wish to pursue a university degree are generally admitted to either a Junior College or a Centralised Institution.⁶⁶

Junior Colleges

Junior Colleges are designed to offer a two/three-year education programme for students, up to the Singapore-Cambridge GCE Advanced-Level (A-Level). Subjects are divided into Higher 1 (H1), Higher 2 (H2) and Higher 3 (3) categories. H1 subjects are worth 1 Academic Unit (AU). H2's 2 AUs, and H3's 1 Alternative Ordinary (4 AUs). Students are expected to undertake a minimum of 10 AUs (3 H2 and 1 H1), and a maximum of 12 AUs. This includes a Mother Tongue Language, Project Work, and either a General Paper or Knowledge & Inquiry. Students who have achieved a sufficient score in their Mother Tongue O-Level are exempt from Mother Tongue Language lessons and exams.⁶⁷

Students are required to take subjects offered under the following groups:

- Science & Mathematics,
- Languages,

⁶² [Education in Switzerland](#)

⁶³ [Education in Switzerland](#)

⁶⁴ [Education in Switzerland](#)

⁶⁵ [Education in Switzerland](#)

⁶⁶ [Nuffield Foundation – Country Profile Singapore](#)

⁶⁷ [Nuffield Foundation – Country Profile Singapore](#)

- Humanities & the Arts, and
- Commerce⁶⁸

Students are required to study at least one subject in contrast to the rest of their studies (i.e., somebody studying mathematics must also study a humanities subject). Students may also study and write research papers or undertake research programmes at designated institutions. Students may also undertake 'Knowledge Skills' studies, which generally requires either Project Work or a General Paper.⁶⁹

To gain admittance to local universities, students must pass the General Paper or Knowledge & Inquiry and obtain a passing grade for their Mother Tongue language paper.⁷⁰

Polytechnics & Arts Institutions

Polytechnics in Singapore are able to admit students based on their O-Level results, and provide a variety of industry-specific courses, including accountancy and digital media. About 40% of students who complete O-Levels will enrol in Polytechnics.⁷¹

Vocational

Around 25% of students in Singapore attend the Institute of Technical Education, a vocational school that provides two-year courses that lead to a National ITE Certificate. A handful then attend polytechnics, followed by a university. ITE colleges offer apprenticeships for skill trades and diplomas in vocational education for skilled technicians and workers in support roles in various professions. Students also have the option of undertaking a SkillsFuture initiative, which allows vocational graduates to be placed in jobs that provide them with a salary whilst being trained.⁷²

⁶⁸ [Nuffield Foundation – Country Profile Singapore](#)

⁶⁹ [Nuffield Foundation – Country Profile Singapore](#)

⁷⁰ [Nuffield Foundation – Country Profile Singapore](#)

⁷¹ [Nuffield Foundation – Country Profile Singapore](#)

⁷² [Nuffield Foundation – Country Profile Singapore](#)