



Career & Competency Framework

An initiative under Asatizah Workforce Development Plan (AWDP)



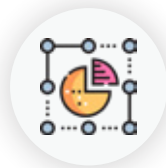
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Career Map for the Religious Sector

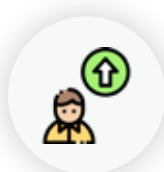
About the Religious Sector Competency Framework



The Career & Competency Framework (CCF), is an initiative developed for the Singapore Religious Sector workforce (hereafter, workforce refers to the asatizah in the Religious Sector) to promote skills mastery and lifelong learning.

Readying Asatizah for the Future

Asatizah play a critical role in shaping the socio-religious life of the Singapore Muslim Community. As the needs of the community are changing and becoming increasingly complex, together with future driving forces, asatizah are required to be able to effectively guide the Muslim community in their socio-religious life. Hence, to build a strong cadre of future ready asatizah, the Religious Sector Career & Competency Framework (CCF), is an important tool to equip asatizah in their roles. This effort is also one of the interventions from the recommendations of Committee on Future Asatizah (COFA).



With the CCF, asatizah will be equipped to take responsibility for skills upgrading and career planning.

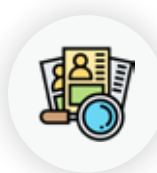


With the CCF, employers will be assured of skilled, proficient and knowledgeable asatizah, to carry out their roles/functions.

Components of the Religious Sector CCF



Career Map
Career progression pathways



List of Jobs
Job description and key activities in Skills Maps



Competency Framework
List of skills and competencies with descriptors



List of Training Programmes
Acquirement of the skills and competencies

About the Religious Sector Competency Framework



The Career & Competency Framework (CCF), is an initiative developed for the Singapore Religious Sector workforce (hereafter, workforce refers to the asatizah in the Religious Sector) to promote skills mastery and lifelong learning.

COFA's vision of Future Asatizah is as follows

As **religious leaders** in a multi-cultural and diverse society, our asatizah are well-regarded in proactively engaging with emerging issues of the modern world and connecting with other communities, to build a cohesive Singapore society.

As **professionals**, our asatizah are advocates of lifelong learning, acquiring knowledge and skills in guiding the Singapore Muslims to respond to contemporary challenges.

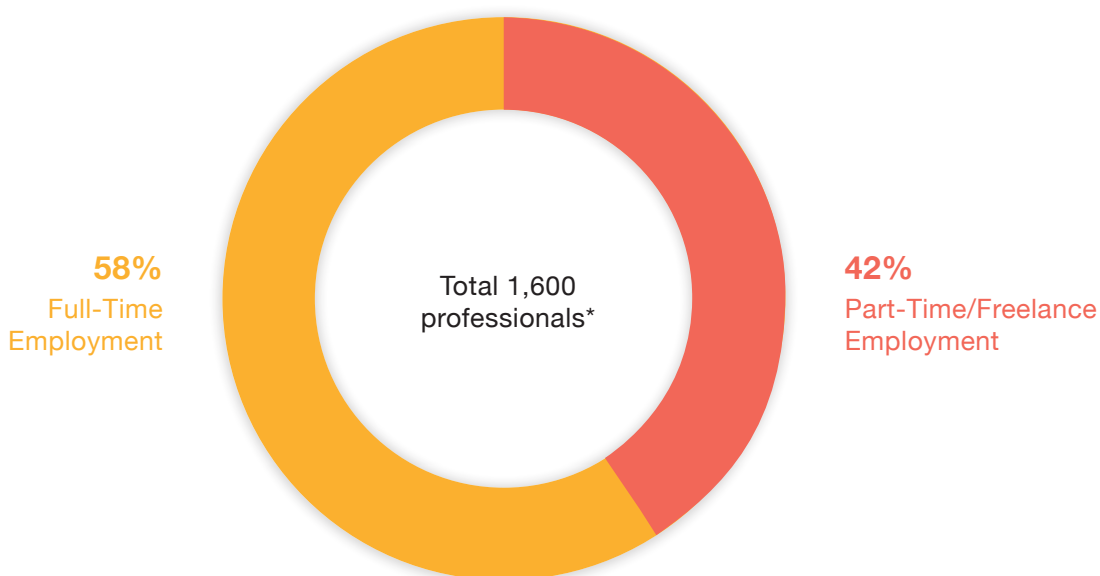
As **role models**, our asatizah are rooted to Islamic traditions, resilient, adaptable, compassionate, driven and committed to the betterment of the Singapore society.

Religious Sector Outlook & Key Statistics



The Religious Sector comprises various types of organisations offering diverse types of job roles.

Religious Sector Employment



The religious sector in Singapore comprises over 1,600 asatizah in diverse roles such as teachers/educators at madrasah and private educational institutions, religious officers in mosques and policy officers/administrators at institutions like Muis, as well as kadis, mediators at institutions like Registry of Muslim Marriages and Syariah Court.

Asatizah play a critical role in the socio-religious life of Singapore Muslims and nation-building in general. As Singapore progresses and our society matures, asatizah need to be equipped with sufficient knowledge and skills, so that they can continue to be relevant and effective in helping the community to address future complex social issues.

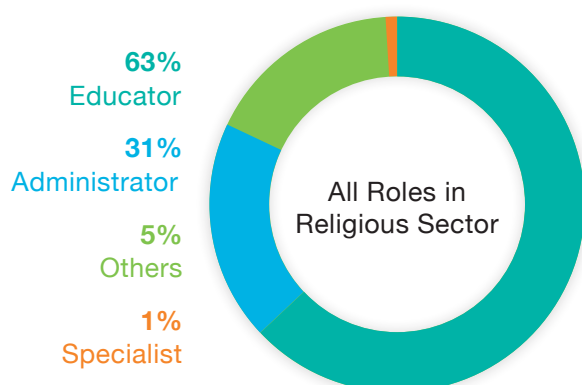
* Refers to asatizah with religious qualifications that qualify them for Tier 1 under the ARS.
Data from the Asatizah Manpower Planning Study 2019.

Religious Sector Outlook & Key Statistics

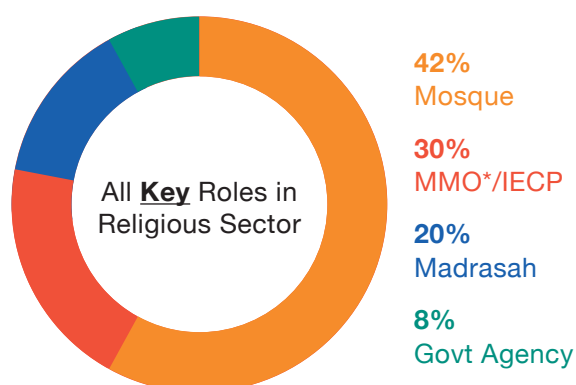


The Religious Sector comprises various types of organisations offering diverse types of job roles.

Job Roles



Organisation Type (Full-Time)



Key roles of asatizah are as follows:

Educator

Asatizah who are teaching religious subjects in full-time madrasahs, Islamic Education Centres and Providers (IECPs), part-time Islamic education for teens, youth and adults, including freelancers, International Baccalaureate (IB) Specialist teachers.

Administrator

Asatizah who perform administrative religious functions in Muis, Registry of Muslim Marriages (ROMM), Syariah Court (SYC), mosques (e.g. Youth Development Officers, Mosque Religious Officers and Social Development Officers), madrasahs (e.g. principals, counsellors, heads of department) and IECPs (e.g. IECP Centre Managers) and the pre-university centre.

Specialist

Academics, researchers, curriculum developers on religious subjects and prison counsellors.

*Malay/Muslim organisations (MMOs).

Using the Career & Competency Framework

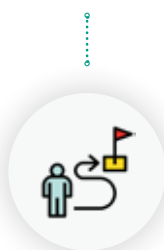


The CCF serves as a common reference for skills and competencies to profile workplace competencies and codify skills for the purposes of education and training, career planning, lifelong learning and human capital development.

How can asatizah use the CCF?

New Entrants

Use the CCF to find out about careers in the Religious Sector



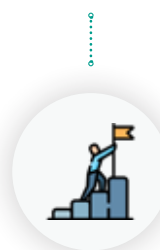
UNDERSTAND the career pathways associated with a particular occupation in the sector



UNDERSTAND the skills and competencies required for the job role and identify relevant training programmes to help you become a qualified personnel

Experienced Professionals

Use the CCF for the Religious Sector to find out how to chart your career



PLAN for vertical career progression within the track that you are currently in, or for lateral career moves across the tracks



IDENTIFY skills gaps that you are lacking in your current or next job role

IDENTIFY relevant training programmes

Training Programmes

Embark on your career in the Religious Sector

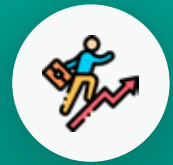


Programmes that equip new entrants with skills and knowledge for specific occupations in the sector at their respective entry levels

Programmes for experienced employees or individuals to broaden or deepen specific skills and knowledge for various occupations in the sector

Lifelong learning for skills deepening to meet existing and emerging demands of the sector

Using the Career & Competency Framework



The CCF serves as a common reference for skills and competencies to profile workplace competencies and codify skills for the purposes of education and training, career planning, lifelong learning and human capital development.

How can employers use the CCF?



IDENTIFY emerging skills and build future-ready workforce equipped with technical capabilities



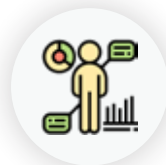
CUSTOMISE competency framework as well as training roadmaps for the organisation



DEVELOP occupational/ job role profiles



STRENGTHEN organisational capability to develop staff for improved performance



ENHANCE talent attraction, management and retention

Overview of Religious Sector Career Tracks & Career Map



Career Tracks in the Religious Sector Career Map represent a collection of job roles with similar objectives and skills requirement.

The Religious Sector Career Map has 5 Tracks:

Religious Policy & Development

Develop religious policies and ensure their smooth implementation across the religious sector.

Education

Offer holistic Islamic Education (IE) at the Madrasahs and Mosques to shape the future generation of the Singapore Muslim Community.

Mosque & Community Development

Manage mosques as the centre of religious life for the Muslim Community and provide socio-religious services to meet their needs and work with community partners to strengthen social cohesion.

Muslim Family Development

Provide religious guidance and support to forge strong Muslim families.

Religious Services (Halal, Zakat, Wakaf)

Policy making and administration of zakat, wakaf (endowment), pilgrimage affairs, halal certification and ensuring religious services are provided to the community in an efficient and organised manner.

For details of the full Career Map refer to page 149.

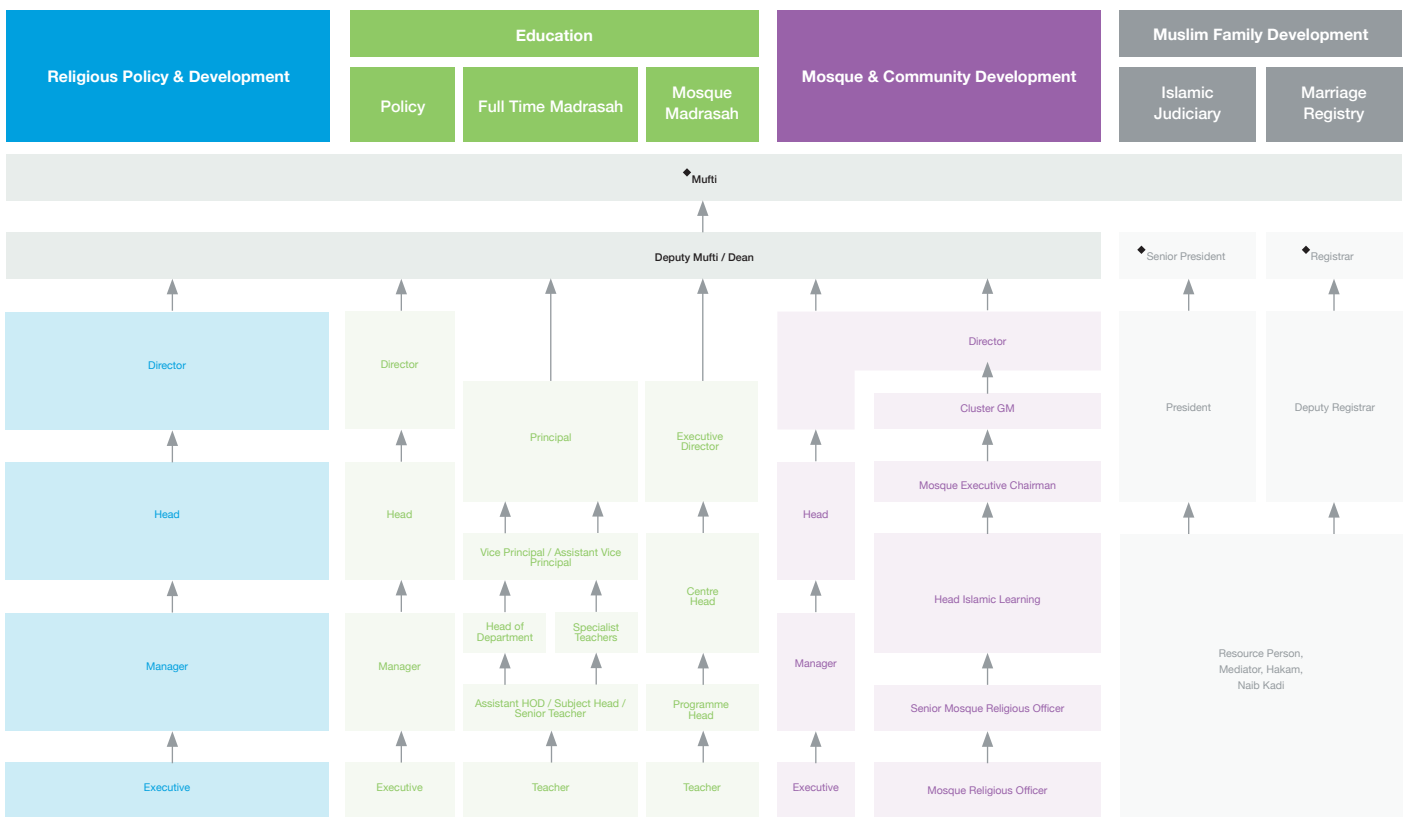
Overview of Religious Sector Career Tracks & Career Map



Career Tracks in the Religious Sector Career Map represent a collection of job roles with similar objectives and skills requirement.

The Religious Sector Career Map illustrates **available career opportunities** for individuals in the religious sector.

The job roles represented reflect **today's organisational context, with an approximate 3 year timeframe.**



Legend:

- ♦ Appointed Positions-These positions are by appointment, as specified in Administration of Muslim Law Act (AMLA).

Note:

- The Career Map serves as a reference to reflect the available job roles and possible career pathways in the Religious Sector, which may vary depending on current structure, operating environment, and skills requirement among other dynamic factors. The vertical and lateral career progression pathways would depend on individual performance, capability, experience, aspiration, as well as the needs of the organisations in the sector.
- Director role also includes Assistant & Deputy Director.

For details of the full Career Map refer to page 149.

Skills Map

A Skills Map contains the Job Description, Key Activities and Functional Skills pertaining to a job role.



**Specific Skills Maps have been developed for key roles in 4 tracks:
Religious Policy & Development, Education, Mosque & Community
Development, Muslim Family Development**

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Religious Policy & Development

- Religious Guidance
- Content Development
- Regulation & Enforcement
- Training & Development

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Education

- Curriculum Development
- Student Development
- Madrasah
- Mosque Madrasah

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Mosque & Community Development

- Religious Learning

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Muslim Family Development

- Islamic Judiciary
- Marriage Registry

Religious Policy & Development

Develop religious policies and ensure their smooth implementation cross the religious sector.



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Career & Competency Framework | Skills Map

Ustaz Mahmoud Mathlub Sidek

Ustaz Mahmoud Mathlub Sidek lives by the 3Ps – Passion, Perseverance and Prayer (Solat and Du’a). This is coupled with his zest for learning, which is encapsulated in his commitment to “Learn, Unlearn, Relearn – Repeat.” For Ustaz Mahmoud, learning comes in all shapes and sizes. To him, the most important thing is to cultivate a learning mindset based on the message of Iqra’ (Read) and the values, principles and teachings of our beloved Prophet (pbuh) – Seek knowledge from cradle to grave. If this is well-understood and internalised, the rest is plain sailing and comes naturally.

A leader in education, Ustaz Mahmoud was the Principal of Madrasah Aljunied Al-Islamiah since 2013. He was the principal for 5 years, and in 2018, he was posted to Muis as Assistant Director in the Asatizah Recognition Scheme Office (ARSO). This posting, according to Ustaz Mahmoud, has given him the opportunity to try out a new area of work after many years helming the Madrasah as a Principal. Besides his full-time work, he is active in the community and had served as a council member of the Singapore Islamic Scholars

and Religious Teachers Association (PERGAS) and is a member of the Association of Muslims Professionals (AMP). He is also an associate member of the Fatwa Committee. All these gave him a diverse range of experiences allowing him to ably serve the community.

Ustaz Mahmoud believes that one must not only upgrade one’s skills but also one’s knowledge as it is part of our Islamic values and tradition and simply because we live in an ever-changing, borderless VUCA (volatile, uncertain, complex, ambiguous) world that is full of black swans - unexpected challenges and unanticipated problem such as climate change. But Ustaz Mahmoud looks forward to an optimistic future and encourages us to care, to ponder, and never stop to learn and seek knowledge and skills to remain relevant. More importantly, one must seek meaning and wisdom in one’s personal development and in life. For Ustaz Mahmoud, we learn and upskill simply because we love it!

“Learn, Unlearn, Relearn - Repeat”



Career & Competency Framework | Skills Map

Ustazah Nurhannah Irwan

Ustazah Nurhannah Irwan believes that God will not burden a soul beyond what it can bear, and perseverance and patience will be duly rewarded. However, she believes that this does not mean that one should just let things be without making the due effort to improve the situation, or to deny one's self the help and support needed.

Currently, she serves as the Assistant Head of the Research Unit under the Office of the Mufti (OOM). Previously, she was doing religious policy, advisory and social media under OOM.

Committed to a growth mindset, Ustazah Nurhannah never fails to commit herself to lifelong learning. She enjoys attending workshops and conferences when time permits, and to read articles. However, she also believes that learning opportunities and platforms are not limited to only such formal and structured platforms. She appreciates her time in OOM because it allowed for her to learn through interactions with colleagues, fatwa meetings, and even interactions with members of public.

Commenting on her new portfolio in the Research Unit, Ustazah Nurhannah firmly believes that

research cannot be separated from an appreciation of what is happening on the ground. Understanding this would help to enrich research findings with real voices and an insight into lived realities. However, in order to perform her role well, she believes that she needs to continuously upgrade her skills, knowledge and competencies especially since this new portfolio is not something that she is used to. She looks forward to deepening her research skills, and especially to learn quantitative analysis with more breadth and depth. She aspires to put in more work for her research skills, and to develop better ways of communicating findings and research.

Her advice for aspiring asatizah and other professionals in the workforce is to persevere with difficult and daunting tasks without being resistant to change and novelty. Constant learning will help to keep us relevant and would allow us to contribute to the best of our abilities. She also recommends upskilling as the outcomes will give you a sense of accomplishment and satisfaction that would outweigh the initial challenges. She shared that being open minded to take on new roles and try new things is also key to growth.

“Committed to a growth mindset”

Director, Religious Guidance and Content Development



Role Description

The Director, Religious Guidance and Content Development, is expected to direct the organisation's religious policies, supported with progressive thought leadership and research, targeted at promoting the Singapore Muslim Identity (SMI) to the Muslim community. Key activities include the formulation and dissemination of Islamic religious policies and religious content, evaluation of religious content to managing key relationships with leaders of different religious communities.

The incumbent is expected to work office hours on weekdays. He/She should possess a wealth of experience in the Islamic socio-religious sector and be ARS-certified. In addition, he/she should be self-motivated and a great team leader, possessing excellent project management, written and verbal communication skills.

Key Activities	Assess and oversee the formulation of progressive Islamic policies that relate to the religious life of the Muslim community	Approve the vetting of foreign preachers for Miscellaneous Work Permits (MWP)	Endorse and approve the religious content formulated by respective Strategic Units and direct the usage of relevant resources and platforms for the dissemination of religious content to the Muslim community
	Influence the national discourse on socio-religious affairs of the Muslim community by evaluating Islamic religious content (e.g. Asatizah training frameworks) and coordinating training courses offered by respective Strategic Units and other relevant organisations in the Muslim community	Guide the development of Islamic religious content that strengthens social cohesion and builds up resilience towards radicalisation and exclusivism within the Muslim community	Manage relationships with interfaith leaders of different religious communities; identifying and resolving potential threats and conflicts between other religious groups whenever necessary



Religious

Functional Skills

Behaviour Change Facilitation	Advanced	International Relations Management	Intermediate
Change Management	Advanced	Knowledge Management	Advanced
Communications Channel Management	Advanced	Public Relations Management	Advanced
Community Outreach & Engagement	Advanced	Religious Strategy Formulation	Advanced
Cross-Religious Knowledge	Advanced	Service Excellence	Advanced



Head, Religious Guidance



Role Description

The Head, Religious Guidance is expected to promote a progressive religious life for the Muslim community by facilitating the development of progressive religious policies based on the Singapore Muslim Identity (SMI). Key activities include the development of khutbahs and training modules, and guiding the implementation of progressive religious policies.

The incumbent is expected to work office hours on weekdays. He/She should possess experience in the Islamic socio-religious sector and be ARS-certified. In addition, he/she should be a committed team player and an individual that displays comfort in interacting and negotiating with senior members of the community. He/She should also possess excellent project and people management skills.

Key Activities	Oversee and approve the development, enhancement and socialisation of progressive Islamic religious thought through the dissemination of Singapore Muslim Identity (SMI) 2.0 and Out-Of-Bound (OB) markers through publication of relevant content platforms	Guide the development and implementation of progressive inter-agency religious policies, spearheading the guidelines for providing statutory advisory services; obtain buy-in from key stakeholders and government agencies	Provide guidance to build up the agenda for progressive fatwas through the coordination of fatwa conferences and curation and analysis of Fatwa publications; Outline and guide the research scope for executives on fatwa research
	Formulate annual quality khutbahs based on engagement sessions with key asatizah and members of the public	Approve religious guidance manuals, related publications and conduct public/asatizah engagement sessions with the Muslim community	



Functional Skills

Behaviour Change Facilitation	Advanced	Cross-Religious Knowledge	Advanced
Change Management	Advanced	International Relations Management	Intermediate
Communications Channel Management	Advanced	Public Relations Management	Advanced
Community Outreach & Engagement	Advanced	Religious Strategy Formulation	Advanced
Conferences and Exhibitions Content and Experience Development & Design	Intermediate	Service Excellence	Advanced
Content Production	Advanced	Vendor Management	Advanced



Manager, Religious Guidance



Role

Description

The Manager, Religious Guidance is expected to manage all Islamic fatwa content, policies and religious-thoughts based on the Singapore Muslim Identity (SMI). Key activities include planning, conceptualisation and delivery of contents to ensure it is relevant for the Muslim community. He/She is expected to strategise on the most effective ways to deliver the content.

The incumbent is expected to work office hours on weekdays and might occasionally need to work outside of office hours to support marketing campaigns. He/She should be ARS-certified, possessing great writing and interpersonal skills. He/She should also be self-motivated with a high level of drive and initiative.

Key

Activities

Acquire suitable research from relevant parties to support Islamic publication content materials and development of policies as well as produce evaluative reports on research findings for the Fatwa Committee as required

Oversee any administrative matters in payments, liaising with external vendors, ITQ evaluation, government funds and publishing

Plan, manage and oversee the coordination of events for Office of the Mufti

Monitor content performance and respond accordingly to enhance effectiveness of content

Formulate Islamic content marketing strategies on both digital and traditional platforms to ensure innovative and engaging messaging of the Singapore Muslim Identity (SMI) is disseminated to the Muslim community

Manage and facilitate advisory for statutory declaration matters, providing counsel and legal implications for renouncing Islam for members of the religious community

Approve foreign guest speakers, content, literature and liaise with event organisers to ensure content complies with guidelines and policies set by Muis

Conceptualise and curate relevant SMI-based content (fatwa, khutbah, irsyad etc.) that is innovative, engaging and targeted to the right audience within the Muslim community

Facilitate with developing training curriculum on SMI for religious teachers

Provide operational and evaluative support for assessing Miscellaneous Work Permits (MWP)

Manage the delivery of Islamic fatwa content including branding and marketing campaigns based on the SMI as well as oversee partnerships with key institutions/ambassadors/partners



Functional Skills

Behaviour Change Facilitation	Intermediate	Events Planning and Management	Intermediate
Brand Management	Advanced	International Relations Management	Intermediate
Change Management	Intermediate	Marketing Plan Management	Advanced
Communications Channel Management	Intermediate	Public Relations Management	Intermediate
Community Outreach & Engagement	Intermediate	Religious Strategy Formulation	Intermediate
Conferences and Exhibitions Content and Experience Development & Design	Intermediate	Service Excellence	Intermediate
Content Production	Intermediate	Vendor Management	Intermediate
Cross-Religious Knowledge	Advanced		



Executive, Religious Guidance



Role Description

The Executive, Religious Guidance is expected to assist in managing all Islamic fatwa content, policies and religious-thoughts based on the Singapore Muslim Identity (SMI). Key activities include support in policy development, content delivery management and collaboration with key stakeholders to ensure relevancy for the Muslim community. He/She is expected to facilitate the delivery of the content on both digital and traditional platforms.

The incumbent is expected to work office hours on weekdays and might occasionally be required to work outside of office hours to support marketing campaigns. He/She should possess great writing skills and be ARS-certified. In addition, he/she should be a good team player that possesses interpersonal and time management skills.

Key Activities	Assist in the development of Islamic publication content materials and conduct research for the fatwa committee as required	Develop and manage Islamic content marketing collateral on Muis website, social media and traditional platforms to ensure innovative and engaging messaging of the Singapore Muslim Identity (SMI) is disseminated to the Muslim community; Facilitate online & offline correspondence between the public and Muis	Collaborate with key institutions/ambassadors/partners to disseminate relevant SMI-based content through varying platforms and channels to the Muslim community
	Facilitate any administrative matters, including: payment processes, external vendor liaison, ITQ evaluation, government funds, maintenance of local Muslim statutory database, and publication related matters	Oversee the end-to-end fatwa publication development process ranging from contributor identification, content curation to content editing activities	Provide operational support for the assessment of Miscellaneous Work Permits (MWP)
	Facilitate advisory for statutory declaration matters, providing counsel and legal implications for renouncing Islam for members of the religious community	Assess foreign guest speakers, content, literature and liaise with event organisers to ensure content complies with guidelines and policies set by Muis	Assist in the coordination and execution of planned events for Office of the Mufti
			Manage the hotline by answering calls from inquirers to learn and address their needs, queries or other issues relevant to Muis or religious practice



Functional Skills

Behaviour Change Facilitation	Basic	Events Planning and Management	Basic
Brand Management	Intermediate	International Relations Management	Basic
Change Management	Basic	Marketing Plan Management	Intermediate
Communications Channel Management	Basic	Public Relations Management	Basic
Community Outreach & Engagement	Basic	Religious Strategy Formulation	Basic
Conferences and Exhibitions Content and Experience Development & Design	Basic	Service Excellence	Basic
Content Production	Basic	Vendor Management	Basic
Cross-Religious Knowledge	Intermediate		



Executive, Content Development



Role Description

The Executive, Content Development is expected to support research and content development activities related to Islamic fatwa content, policies and religious-thoughts on inter and intra-faith topics in line with the Singapore Muslim Identity (SMI). Key activities include performing applied research on Islamic fatwas and various socio-religious topics, drafting policy papers, and communicating research findings with appropriate stakeholders to ensure timely dissemination of knowledge.

The incumbent is expected to work office hours on weekdays. He/She should have a background in Islamic or religious studies with excellent research and communication skills. He/She should be proficient in English, Malay and preferably Arabic language.

Key Activities

Conduct applied research and draft policy recommendations, commentaries and analytical pieces on emerging socio-religious topics relevant to Muslims in Singapore living in a multi-religious and secular setting

Provide advice on curriculum development to ensure relevant content is aligned with Singapore Muslim Identity (SMI) content and is integrated into the Islamic education programmes

Engage stakeholders to understand research needs to ensure research is conducted on current and emerging topics

Facilitate any administrative matters related to research and content development

Facilitate the coordination and execution of planned events for content development

Communicate with key institutions/ambassadors/partners to disseminate relevant research findings

Facilitate vendor management for content development and manage and sustain relationships with relevant vendors



Functional Skills

Content Production	Intermediate	Religious Strategy Formulation	Basic
Cross-Religious Knowledge	Intermediate	Research Design, Data Analysis and Results Communication	Intermediate
Events Planning and Management	Basic	Service Excellence	Basic
Knowledge Management	Intermediate	Vendor Management	Intermediate



Head, Regulation & Enforcement



Role Description

The Head, Regulation & Enforcement is expected to review the Asatizah Recognition Scheme (ARS), facilitate the registration of Islamic Education Centres and Providers (IECP) and spearhead the development of Asatizah training programmes. Key activities include the review of ARS policies, regulation of the IECP process and development of a robust infrastructure to facilitate the administration of ARS programmes.

The incumbent is expected to work office hours on weekdays. He/She should have a background in Islamic or religious studies and be ARS-certified. He/She should also be competent in English, Malay and Arabic, proficient in writing proposals and reports and displays strong leadership and interpersonal skills.

Key Activities

Identify prospective ARS applicants and present shortlisted candidates to the Board to receive endorsement for approved applicants

Establish a recruiting, testing and interview programmes for ARS applicants to determine the fit and suitability to teach at an Islamic Learning Centre

Review and monitor the effectiveness of ARS policies; recommend appropriate policy changes and refinements to fulfill the objectives of the ARS

Devise strategies to ensure the implementation of ARS policies and that ARS-Certified asatizah fulfill the mandated ARS requirements set by the relevant governing bodies

Regulate the administration process of all IECPs in the Muslim community and ensure adherence to the mandated requirements as stated by the relevant governing bodies

Establish the audit strategy and develop a credible audit framework to determine if IECPs are complying to Section 87 of the Administration of Muslim Law Act (AMLA) and mandated requirements

Develop an effective ecosystem supported by well-maintained databases, portals and Standard Operating Procedures (SOPs) to facilitate the effective administration of ARS and CPE courses

Build and foster close working relationships with the Asatizah Recognition Board (ARB) and other relevant stakeholders to sustain buy-in of the ARS system

Assist the Training & Development team in the formulation, planning, design and implementation of Asatizah training frameworks and content syllabus for the ARS

Monitor and assess the roll-out and delivery of Asatizah programmes and courses to the Muslim community



Functional Skills

Curriculum Implementation, Analysis & Assessment	Advanced	Networking	Advanced
Curriculum Research & Development	Intermediate	Pastoral Care	Intermediate
Educational Partnership Management	Advanced	Religious Strategy Formulation	Advanced
Knowledge Management	Advanced	Risk Compliance and Governance	Advanced
Learning & Development Strategy and Programme Management	Advanced	Technology Application	Intermediate
Learning Needs Analysis	Advanced	Vendor Management	Advanced



Manager, Regulation & Enforcement



Role Description	<p>The Manager, Regulation & Enforcement is expected to facilitate the implementation of the Asatizah Recognition Scheme (ARS) and assessing the suitability of training and other materials used by Islamic Education Centres and Providers (IECPs) and other institutions in Singapore. Key activities include the development and implementation of ARS policies, assisting in the development of a support network to facilitate ARS policies, supervising Executives in the ARS office, and validating assessments conducted on training and other content circulated in the community.</p> <p>The incumbent is expected to work office hours on weekdays. He/She should have a background in Islamic or religious studies and be ARS-certified. He/She should also be competent in English, Malay and Arabic, displaying strong interpersonal, communication and writing skills.</p>
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Key Activities	<p>Screen incoming ARS application forms and provide shortlist of qualified applicants to the Head</p> <p>Facilitate the smooth implementation of ARS policies and verify that ARS-certified asatizah fulfill the mandated ARS requirements set by the relevant governing bodies</p> <p>Review assessments provided on training syllabus, teaching materials and references used by all IECPs</p>	<p>Implement the recruitment, testing and interview programmes for ARS applicants to determine the fit and suitability to teach at an Islamic Learning Centre</p> <p>Assist in the development of a robust support network of IT infrastructure and Standard Operating Procedures (SOPs) to facilitate the administration of ARS and CPE courses</p> <p>Validate guidelines developed on interaction and engagement within the Muslim community</p>	<p>Develop ARS policies intended at facilitating individuals and institutions providing Islamic education in any subject/field in Singapore</p> <p>Conduct audit of IECPs to ensure compliance to Section 87 of the Administration of Muslim Law Act (AMLA), by conducting interviews with respective management, on-site checks and other required duties</p> <p>Evaluate and review materials that have potential in inciting racial/religious tensions and/or disharmony to the Singapore community</p>
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Functional Skills

Cross-Religious Knowledge	Intermediate	Learning Needs Analysis	Intermediate
Curriculum Implementation, Analysis & Assessment	Intermediate	Pastoral Care	Basic
Curriculum Research & Development	Intermediate	Religious Strategy Formulation	Intermediate
Educational Partnership Management	Intermediate	Risk Compliance and Governance	Intermediate
Knowledge Management	Intermediate	Technology Application	Basic
Learning & Development Strategy and Programme Management	Intermediate	Vendor Management	Intermediate



Executive, Regulation & Enforcement



Role Description

The Executive, Regulation & Enforcement is expected to analyse, assess and evaluate printed and non-printed Islamic reading materials in various areas particularly on ideologies, orientations, inter and intra-faith relations and current religious affairs. Key activities include the evaluation of teaching materials used by Islamic Education Centres and Providers (IECPs), development of engagement guidelines and the review of potentially controversial content circulated to the public.

The incumbent is expected to work office hours on weekdays. He/She should have a background in Islamic or religious studies and be ARS-certified. He/She should also be competent in English, Malay and Arabic, possessing good interpersonal, writing and communication skills.

Key Activities

Screen incoming ARS application forms, perform reference and background checks and follow up with applicant on the application status	Conduct assessment on training syllabus, teaching materials and references used and submitted by all IECPs	Assist in conducting audit of IECPs to ensure compliance to Section 87 of the Administration of Muslim Law Act (AMLA), by arranging interviews with respective management and other required duties
Analyse inter and intra-faith relationships and develop guidelines on interaction and engagement within the Muslim community	Manage content on Muis website and official social media platforms by keeping them up to date with relevant information on key religious developments; and handling correspondence between the public and Muis	Manage the hotline by answering calls from inquirers to learn and address their needs, queries or other issues relevant to Muis or religious practice
Assist in analysing and reviewing materials that have potential in creating tensions in the Singapore community		



Functional Skills

Cross-Religious Knowledge	Basic	Risk Compliance and Governance	Basic
Curriculum Implementation, Analysis & Assessment	Basic	Technology Application	Basic
Curriculum Research & Development	Basic	Vendor Management	Basic
Religious Strategy Formulation	Basic		



Director, Training & Development



Role Description

The Director, Training & Development is expected to oversee activities of Muis Academy. Key activities include development of policies/plans for socio-religious thought leaders and promote progressive discourse with inter-faith partners, approve training programmes developed for the socio-religious sector.

The incumbent is expected to work office hours on weekdays. He/She should be skilled at policy planning and writing and be proficient in English, Malay and preferably Arabic language. He/She should also have strong interpersonal skills and the ability to create strong local and international networks.

Key Activities	Endorse and approve the quality of courses and programmes for asatizah, mosque personnel, madrasah staff/teachers and Muslim youth as well as community leaders in the socio-religious sector developed by the Muis Academy	Engage and network with public officers, academia, inter-faith leaders and other stakeholders locally and internationally to nurture good relationships, strategic collaboration and progressive socio-religious discourse	Mentor students, staff, junior research fellows and scholars, and asatizah
	Drive agenda setting and discourse management for visiting scholars and other guests. This includes consolidating the discourse's synopsis and distilling of key issues to be discussed	Vet and approve annual action plans and budget for Muis Academy, monitoring them to ensure alignment with the overall Muis strategic plans	Identify growth opportunities for Training & Development, identify new programmes, and strategise direction to enable organisation to advance the department's needs through potential partnerships
	Decide on recruitment of staff for Muis Academy	Approve list of guest scholars, events/talks, themes and programmes conducted for Harmony Centre, Muis Academy and Student Career and Welfare Office (SCWO)	Develop and vet policy papers as well as provide recommendations for Minister(s) and other relevant government agencies/stakeholders



Functional Skills

Andragogy and Pedagogy Curriculum Design	Advanced	International Relations Management	Advanced
Brand Management	Advanced	Learning & Development Strategy and Programme Management	Advanced
Change Management	Advanced	Learning Needs Analysis	Advanced
Coaching and Mentoring	Advanced	Networking	Advanced
Communications Channel Management	Advanced	Project Management	Advanced
Conferences and Exhibitions Content and Experience Development & Design	Advanced	Public Relations Management	Advanced
Cross-Religious Knowledge	Advanced	Risk Compliance and Governance	Advanced
Curriculum Implementation, Analysis & Assessment	Advanced	Student Assessment & Engagement	Advanced
Educational Partnership Management	Advanced	Technology-enabled Learning Delivery	Intermediate
Events Planning and Management	Advanced	Vendor management	Advanced



Head, Training & Development



Role Description

The Head, Training & Development is expected to lead Muis Academy and Muis' research and education arm. Key activities include vetting the quality of scholarly research on emerging religious topics, developing variety of courses and programmes for various stakeholder groups in the socio-religious sector as well as ensure Muis Academy fulfills its role as the repository of the Singapore Muslim community's collective knowledge and experiences.

The incumbent is expected to work office hours on weekdays. He/She should have a background in Islamic or religious studies with excellent research and communication skills. He/She should be proficient in English, Malay and preferably Arabic language.

Key Activities

Vet the quality of scholarly research and publish commentaries on emerging religious topics relevant to Muslims in Singapore living in a multi-religious and secular setting

Mentor and coach younger asatizah and scholars in matters of Islamic knowledge as well as provide professional career advice

Collaborate with visiting fellows and scholars locally and internationally to deepen the community's intellectual understanding of Islam and Muslims in the modern world

Assess and review the quality of the courses and programmes for asatizah, mosque personnel, madrasah staff/teachers and Muslim youth as well as community leaders in the socio-religious sector developed by Muis Academy

Collaborate with Office of the Mufti and Asatizah Recognition Scheme (ARS) office to disseminate latest research findings to the wider community beyond the religious sector

Develop Training & Development action plans for the Director's review and endorsement

Ensure Muis Academy fulfills its role as the repository of the Muslim community's collective knowledge base

Collaborate with Harmony Centre to develop interfaith roundtable discussions, seminars and conferences to foster socio-religious harmony

Identify growth opportunities and potential partnerships

Oversee organisational governance, managing vendor and procurement contracts locally and internationally as well as partnership negotiations



Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Learning & Development Strategy and Programme Management	Intermediate
Brand Management	Intermediate	Learning Needs Analysis	Intermediate
Classroom Safety and Maintenance	Advanced	Lesson Planning, Optimisation & Delivery	Advanced
Coaching and Mentoring	Advanced	Networking	Advanced
Communications Channel Management	Intermediate	Pastoral Care	Advanced
Conferences and Exhibitions Content and Experience Development & Design	Intermediate	Project Management	Advanced
Cross-Religious Knowledge	Advanced	Public Relations Management	Intermediate
Curriculum Implementation, Analysis & Assessment	Advanced	Risk Compliance and Governance	Intermediate
Curriculum Research & Development	Intermediate	Service Excellence	Intermediate
Educational Partnership Management	Advanced	Student Assessment & Engagement	Intermediate
Events Planning and Management	Advanced	Technology-enabled Learning Delivery	Intermediate
International Relations Management	Intermediate	Vendor management	Advanced



Manager, Training & Development



Role

Description

The Manager, Training & Development is expected to support the overall operations of Muis Academy and fulfill its role in managing Muis' research and education arm. Key activities include supporting scholarly research and publishing commentaries/analytical pieces on emerging religious topics, assist in the development of variety of courses/programmes for various stakeholder groups in the socio-religious sector as well as supervising Executives in the Muis Academy on day-to-day activities.

The incumbent is expected to work office hours on weekdays. He/She should have a background in Islamic or religious studies with excellent research and communication skills. He/She should be proficient in English, Malay and preferably Arabic language.

Key

Activities

Support the conduct of scholarly research and publishing commentaries/analytical pieces on emerging religious topics relevant to Muslims in Singapore living in a multi-religious and secular setting

Work with Harmony Centre to execute interfaith roundtable discussions, seminars and conferences to foster socio-religious harmony

Identify, select and coordinate external and internal trainers for Muis Academy's programmes

Supervise Executives in the Muis Academy on programme-implementation activities

Assist in the development of variety of courses and programmes for asatizah, mosque personnel, madrasah staff/teachers and Muslim youth as well as community leaders in the socio-religious sector

Assist the Head of Training & Development to coordinate visiting fellows and scholars locally and internationally to deepen the community's intellectual understanding of Islam and Muslims in the modern world

Promote and market programmes to target audience, locally and internationally

Work with teams in the Office of the Mufti and Asatizah Recognition Scheme (ARS) office to disseminate latest research findings to the greater community beyond the religious sector

Conduct learning needs analysis and design customised training programmes based on conducted research and benchmarking of courses to local and international standards

Develop systems for programme evaluation and assessment

Administer placement programmes for new graduates into internships, workshops, masterclasses and learning journeys



Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Learning & Development Strategy and Programme Management	Basic
Brand Management	Intermediate	Learning Needs Analysis	Basic
Classroom Safety & Maintenance	Intermediate	Lesson Planning, Optimisation & Delivery	Intermediate
Coaching and Mentoring	Basic	Networking	Intermediate
Communications Channel Management	Basic	Pastoral Care	Intermediate
Conferences and Exhibitions Content and Experience Development & Design	Basic	Project Management	Intermediate
Cross-Religious Knowledge	Intermediate	Public Relations Management	Basic
Curriculum Implementation, Analysis & Assessment	Basic	Service Excellence	Basic
Curriculum Research & Development	Intermediate	Student Assessment & Engagement	Basic
Educational Partnership Management	Intermediate	Technology-enabled Learning Delivery	Intermediate
Events Planning and Management	Intermediate	Vendor Management	Intermediate
International Relations Management	Intermediate		



Executive, Training & Development



Role Description

The Executive, Training & Development is expected to support research activities on emerging topics deemed critical for the Muslim community. Key activities include performing scholarly research on various socio-religious topics, drafting research reports/analytical pieces to be published, support in the development of content for a variety of courses and programmes aimed at various stakeholder groups in the socio-religious sector.

The incumbent is expected to work office hours on weekdays. He/She should have a background in Islamic or religious studies with excellent research and communication skills. He/She should be proficient in English, Malay and preferably Arabic language.

Key Activities

Support scholarly research and draft research reports, commentaries and analytical pieces for publishing on emerging religious topics relevant to Muslims in Singapore living in a multi-religious and secular setting

Manage content on Muis website and official social media platforms by keeping them up to date with relevant information on key religious developments; and handling correspondence between the public and Muis

Provide support for local and international faculty

Develop content, curriculums and assessments for programmes for asatizah, mosque personnel, madrasah staff/teachers and Muslim youth as well as community leaders in the socio-religious sector; Perform assessments for these programmes based on analysis of feedback data

Accommodate stakeholder needs and customer service, including operating the service hotline by answering calls from inquirers to learn and address their needs, queries or other issues relevant to Muis or religious practice

Categorise and document the collective knowledge and experiences of the Singapore Muslim community into systematic repositories

Track and monitor the progress of professional development and training including managing day-to-day activities for asatizah

Support the organising of Training & Development seminars

Develop and support branding and marketing initiatives for Training & Development programmes



Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Learning & Development Strategy and Programme Management	Basic
Brand Management	Basic	Learning Needs Analysis	Basic
Classroom Safety & Maintenance	Intermediate	Lesson Planning, Optimisation & Delivery	Basic
Communications Channel Management	Basic	Networking	Basic
Conferences and Exhibitions Content and Experience Development & Design	Basic	Pastoral Care	Basic
Cross-Religious Knowledge	Basic	Project Management	Basic
Curriculum Implementation, Analysis & Assessment	Basic	Service Excellence	Basic
Curriculum Research & Development	Basic	Student Assessment & Engagement	Basic
Educational Partnership Management	Basic	Technology-enabled Learning Delivery	Intermediate
Events Planning and Management	Basic	Vendor management	Basic
International Relations Management	Basic		



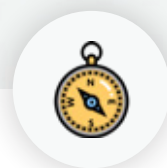
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Education

Offer holistic Islamic Education (IE) at the Madrasahs and Mosques to shape the future generation of the Singapore Muslim Community.



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Career & Competency Framework | Skills Map

Ustaz Muhd Fakhur Radzi Mohd Noor

Making learning a habit, setting a daily target to learning, starting small and istiqamah (consistency), is what Ustaz Muhammad Fakhur Radzi Mohd Noor, Senior Executive of Youth and Community Education, Muis, embraces when it comes to learning.

Ustaz Fakhur shared that he spends at least twenty minutes a day to just learn something - either from reading a book, googling for materials online or through online learning apps. Fully utilising every second he has, learning even takes place while he commutes to work, or when he has finally put his two young children to sleep or play.

Ustaz Fakhur started his career with Masjid Al – Mukminin as a Mosque Religious Officer (MRO) and was the Head of Department for the Dakwah & Social Development Unit before he left to join Muis as an Executive of Youth and Community Education. When asked if he faced challenges when he moved from mosque to the public sector,

he admitted that he did face a culture shock, for the work environment and processes are totally different. However, with helpful colleagues and mentors that he looked up to, he was able to adapt. He further shared that taking the initiative to learn on his own and having on-the-job training have helped him a lot, in addition to formal training.

Ustaz Fakhur recognises that trends like aging population, technology and increase in religiosity requires asatizah to be adequately equipped to deal with these challenges, so that they can be better at their work. Looking ahead, he plans to hone his leadership skills further. While he has led a team back in Al – Mukminin, he realises that each team will be different. He has already started reading up on how to be a manager through reading and classroom learning. Having a set of competency framework and training roadmap, according to Ustaz Fakhur, will be a good reference material, to guide him in developing his leadership skills and competencies further.

“

From Mosque, to Muis

”



Career & Competency Framework | Skills Map

Ustazah Sri Nurayu Mat Aris

Ustazah Sri has always had a burning passion for teaching. Starting off as a teacher upon graduation from Al-Azhar university, she rose through the ranks in Madrasah Wak Tanjong helming various positions and portfolios, across all education levels. She is now the Head of Islamic Studies at the madrasah.

She went through various and extensive courses, both full and part-time, local and overseas, to upskill herself, to ensure that she is well-equipped to carry out her roles well. She strongly believes that being equipped with the necessary skills and competencies have direct impact on her students through her teaching delivery.

When it comes to acquiring knowledge, it is not only through formal training programmes, but also self-learning, networking and learning/sharing from others. For Ustazah Sri, she was fortunate to have the platform to network with the teachers from the secular government schools and a dedicated mentor whom she can always look up to guide her and provide her with the exposure.

Her positivity and “bite the bullet” attitude made her to never turn down any opportunity that comes her way. Even if the task given to her is challenging, she will always do her best as she believes that she will always learn something new every day in her course of work.

To her, upskilling is important to remain relevant and current. In this ever-changing world, it is imperative that asatizah be kept up to date with the latest happenings in religion and current affairs. Finding something new to learn everyday motivates and excites her. She also commits her daily routine to some reading.

“A good teacher is a good learner” is one advice that she has for budding teachers and asatizah. To be a teacher, a preacher, one has to be a learner, embarking on a continuous learning journey for self-development. Identifying where the competency gaps basing on the competency framework or some form of self-assessment tool is one of the steps to take in learning. Ikhlas (sincerity), compassion and getting out of the comfort zone are some of the traits she embodies.

In the next phase of her career in the madrasah, she hopes that with all the skills and knowledge that she has acquired, she can further contribute to make the madrasah more progressive by rallying all the teachers to work together and garnering support from the top management. All these are for the students who will be the future khalifah for our community.

“A good teacher is a good learner”

Director, Curriculum Development



Role Description

The Director, Curriculum Development conceptualises, plans, develops, monitors, evaluates and revises the curriculum for the Joint Madrasah System (JMS) Secondary and Primary Madrasah Islamic Studies' subjects; the aLIVE and ADIL curriculum for youth and adults – these include teachers' professional development programmes and students' assessment exercise so as to offer a comprehensive, appropriate and meaningful Islamic Education curriculum for the community.

The incumbent should be able to confidently and effectively handle groups of stakeholders from different levels and backgrounds. He/She should also be self motivated, resourceful and people oriented.

Key Activities	Direct and oversee the development of curriculum for JMS Secondary, Primary Madrasah Islamic Studies subjects, aLIVE and ADIL; including review and approval of all materials, lesson plans, appointment of teachers/ officers and other vendors as well as budget for curriculum development	Conceptualise and plan the provision of professional development activities for staff and teachers to ensure that they are equipped to provide high quality Islamic Education which includes identifying professional development activities and proposing implementation of specialisation track for staff	Lead the implementation of various educational pathways at madrasah by creating innovative educational strategies
	Direct curriculum implementation for JMS Secondary, Primary Madrasah Islamic Studies subjects, aLIVE and ADIL; such as outsourcing of tasks for appointed agents and supervision of the management of funds and grants to mosques	Collaborate with full-time madrasahs in assessing and implementing student programmes	Drive and ensure effectiveness of curriculum implementation which includes driving observation and Focus Group Discussions (FGD) exercises with students and analysis of reports for follow up and intervention, research exercises and monitoring student performance to ensure high quality of delivery of curriculum
	Lead the conceptualisation and implementation of the Islamic Education Masterplan in Singapore including spearheading research initiatives and policy formulation for a wider Islamic Education landscape	Drive quality delivery and outreach of curriculum implementation by monitoring of the Teacher Professional Development Plan and implementation of teacher specialisation scheme, and ensuring compliance with regulatory requirements	Provide advice on aLIVE and ADIL expansion to achieve greater outreach of Islamic Education sector (part-time) through marketing and outreach plans, activities, collaborations, digital media and monitoring the effectiveness



Functional Skills

Andragogy and Pedagogy Curriculum Design	Advanced	Learning & Development Strategy and Programme Management	Advanced
Brand Management	Intermediate	Lesson Planning, Optimisation & Delivery	Advanced
Change Management	Advanced	Networking	Advanced
Cross-Religious Knowledge	Advanced	Public Relations Management	Intermediate
Curriculum Implementation, Analysis & Assessment	Advanced	Research Design, Data Analysis and Results Communication	Intermediate
Curriculum Research & Development	Advanced	Risk Compliance and Governance	Intermediate
Education Policy Formulation	Intermediate	Technology-enabled Learning Delivery	Intermediate
Educational Partnership Management	Advanced	Vendor Management	Advanced



Head, Curriculum Development



Role Description

The Head, Curriculum Development monitors growth of national Islamic Education sector for the Joint Madrasah System (JMS) Secondary and Primary madrasah Islamic Studies' subjects; the aLIVE and ADIL curriculum for youth and adults and ensures quality standards in customer service, teacher delivery and programme implementation. He/She also manages and reviews the curriculum development and implementation.

The incumbent should be able to work well in a team. He/She should keep up to date with the latest teaching methods and tools and possess strong Islamic knowledge. He/She also should have a background in teaching and educational literacy.

Key Activities	Supervise and monitor development of curriculum for JMS Secondary, Primary Madrasah Islamic Studies subjects, aLIVE and ADIL; including conceptualisation and review of all materials and lesson plans, recommendation of suitable vendors and managing the budget for development	Develop and/or coordinate the provision of professional development activities for staff and teachers to ensure that they are equipped to provide high quality Islamic Education which includes sourcing for professional development activities and sourcing for vendors and partners to provide training	Monitor the implementation of various educational pathways at madrasah by ensuring relevant Islamic studies and programmes are offered, and ensure appropriate curriculum weighting, assessment policies
	Ensure compliance in implementation of curriculum through regular feedback from teachers	Support the full-time madrasahs in assessing and implementing student programmes	Evaluate the effectiveness of curriculum implementation which includes analysing programme evaluation through objectives mapping, evaluation of feedback from stakeholders and managing the budget for implementation
	Plan and develop assessment policies to be implemented in JMS madrasahs including overseeing the development of assessment papers	Drive marketing plans and new initiatives to ensure the growth of the sector by increasing awareness and outreach	Develop policies and curriculum standards for the national Islamic Education sector in line with the Masterplan in Singapore
	Develop domain subject experts in support of the JMS Secondary Curriculum by identifying teachers to be groomed and conceptualisation of training programmes	Ensure quality delivery of curriculum implementation through supervision of the learning and development of teachers, training roadmaps and analysis of specialisations for teachers to be developed in	



Curriculum

Functional Skills

Andragogy and Pedagogy Curriculum Design	Advanced	Learning & Development Strategy and Programme Management	Intermediate
Brand Management	Basic	Lesson Planning, Optimisation & Delivery	Advanced
Change Management	Intermediate	Networking	Intermediate
Cross-Religious Knowledge	Intermediate	Public Relations Management	Basic
Curriculum Implementation, Analysis & Assessment	Advanced	Research Design, Data Analysis and Results Communication	Intermediate
Curriculum Research & Development	Intermediate	Risk Compliance and Governance	Intermediate
Education Policy Formulation	Intermediate	Technology-enabled Learning Delivery	Intermediate
Educational Partnership Management	Intermediate	Vendor Management	Intermediate



Manager, Curriculum Development



Role

Description

The Manager, Curriculum Development plans, manages, coordinates and tracks the professional development plans for Islamic education staff; collates and manages data and information related to the sector to ensure that quality Islamic education is provided to the public. He/She also assists in developing the curriculum for Islamic education and monitors all plans around curriculum implementation and effectiveness.

The incumbent should be able to work well in a team. He/She should possess good interpersonal skills and is passionate about continuous learning. He/She should also be resourceful and good at handling various sources of information.

Key

Activities

Develop curriculum for Joint Madrasah System (JMS) Secondary, Primary Madrasah Islamic Studies subjects, aLIVE and ADIL; including development of materials and finalise lesson plans, sourcing of suitable vendors, and adhering to the budget for development

Monitor the implementation and analyse the impact of professional development activities by staff, partners and vendors to ensure the relevance and appropriateness of the content delivered, through analysis of the feedback from yearly classroom observations

Manage the implementation of International Baccalaureate (IB) curriculum

Review and oversee execution of marketing plans and new initiatives to ensure the growth of the sector by increasing awareness and outreach

Monitor the effectiveness of curriculum implementation such as tracking curriculum and program evaluation through objectives mapping, analysis of feedback from stakeholders and adhering to the budget for implementation

Propose and develop assessment policies to be implemented in JMS madrasahs including the development of assessment papers

Analyse data on the implementation of Islamic Education so as to assist the strategic unit in making data-driven decisions and plans

Oversee initiatives to develop the capacity of the industry and ensure a vibrant and sustainable pipeline for the industry



Curriculum

Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Lesson Planning, Optimisation & Delivery	Intermediate
Change Management	Basic	Marketing Plan Management	Intermediate
Cross-Religious Knowledge	Intermediate	Networking	Basic
Curriculum Implementation, Analysis & Assessment	Intermediate	Research Design, Data Analysis and Results Communication	Intermediate
Curriculum Research & Development	Intermediate	Risk Compliance and Governance	Basic
Education Policy Formulation	Basic	Technology-enabled Learning Delivery	Intermediate
Educational Partnership Management	Basic	Vendor Management	Intermediate
Learning & Development Strategy and Programme Management	Intermediate		



Executive, Curriculum Development



Role Description

The Executive, Curriculum Development supports the development of curriculum for Islamic Education. He/She coordinates the professional development activities and ideates initiatives to develop the capacity of the industry. He/She also tracks and collates data on implementation activities in order for team to make strategic decisions on plans.

The incumbent should be resourceful as he/she is expected to coordinate various moving parts at one time. He/She should also be able to conceptualise and communicate ideas effectively. He/She should also be meticulous to handle data and different stakeholders.

Key Activities

Support the development of curriculum for Joint Madrasah System (JMS) Secondary, Primary Madrasah Islamic Studies subjects, aLIVE and ADIL which includes conduct of research for materials and editing lesson plans, sourcing of suitable vendors and tracking budget for development

Collate data on the implementation of Islamic Education to assist the strategic unit in making data-driven decisions and plans

Organise and/or track the implementation of professional development activities by staff, partners and vendors to ensure the relevance and appropriateness of the content delivered through coordinating and collating the feedback from yearly classroom observations

Conduct research to plan initiatives to develop the capacity of the industry and ensure a vibrant and sustainable pipeline for the industry

Support the implementation of International Baccalaureate (IB) curriculum

Develop and execute marketing plans and new initiatives to ensure the growth of the sector by increasing awareness and outreach



Curriculum

Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Lesson Planning, Optimisation & Delivery	Intermediate
Change Management	Basic	Marketing Plan Management	Basic
Cross-Religious Knowledge	Basic	Research Design, Data Analysis and Results Communication	Basic
Curriculum Implementation, Analysis & Assessment	Intermediate	Technology-enabled Learning Delivery	Intermediate
Curriculum Research & Development	Basic	Vendor Management	Basic



Manager, Student Development



Role Description

The Manager, Student Development is expected to provide development and welfare support for Singaporean students in Islamic Institute of Higher Learning (IIHL) and all those studying Islamic Studies overseas. Key activities include providing consultation and relevant advice to government agencies, students and their parents on pursuing Islamic studies overseas, conceptualising developmental programmes for students pursuing tertiary education in religious institutions overseas and providing Singapore Embassy support for overseas students.

The incumbent is expected to work during regular office hours but might occasionally need to work outside of office hours to execute networking events for overseas students. He/She should possess excellent communication skills (in Malay, English and preferably Arabic). He/ She must possess good knowledge of tertiary institutions in the Middle East and North Africa. He/She should also have strong interpersonal skills.

Key Activities

Remain up to date and develop a credible knowledge database on students, Islamic studies programmes, institutions and countries as well as policies implemented locally and internationally

Manage social media channels to ensure knowledge on students, Islamic studies programmes, institutions and countries are disseminated accurately

Provide consultation and relevant advice to government agencies, students and their parents on pursuing Islamic studies overseas

Administer the ground work from marketing, to managing the event and finance related matters for student events

Oversee the operations of Student Liason Officers based overseas

Conceptualise and execute developmental programmes/ networking events for students pursuing tertiary education in religious institutions overseas

Provide prompt support to overseas Singaporean student for Singapore Embassy related matters

Manage the student database system and ensure the list of graduates are handed over to relevant units/parties



Student

Functional Skills

Brand Management	Intermediate	Marketing Plan Management	Advanced
Content Production	Advanced	Networking	Advanced
Curriculum Implementation, Analysis & Assessment	Basic	Pastoral Care	Intermediate
Coaching and Mentoring	Intermediate	Project Management	Advanced
Community Outreach & Engagement	Intermediate	Public Speaking	Intermediate
Dakwah Communication	Advanced	Service Excellence	Intermediate
Education & Career Guidance	Intermediate	Student and Programme Administration	Advanced
Educational Partnership Management	Advanced	Technology Application	Intermediate
Events Planning and Management	Advanced	Vendor Management	Advanced
International Relations Management	Intermediate		



Principal, Madrasah



Role Description

The Principal, Madrasah leads, plans, manages staff, resources and students, and co-ordinates the madrasah programme to ensure the effective running of the madrasah to be a leading institution recognised for developing successful Islamic inspired men and women. He/She manages the overall operations of the madrasah to ensure smooth running of the institution and achievement of the mission, vision, and goals of the madrasah. As a mentor and role model, the Principal drives a culture of continuous improvement for teachers' and staff's professional development. He/ She is also expected to lead in development of networks with stakeholders and neighbouring school within and beyond the Muslim community.

The incumbent should be able to communicate effectively with students both in the lingua franca of the education institution and English as well as have a passion for administering a madrasah. He/She is required to attain knowledge in Islamic religious sciences through prior formal learning (recognised under the Asatizah Recognition Scheme), possesses at least a Degree in Education or a Post Graduate Degree in any discipline.

Key Activities

Align the madrasah's mission, vision and educational philosophy to Muis mission and vision through a shared learning vision, educational goals and a holistic development of a balanced and engaging madrasah-based curriculum

Build a supportive culture built on strong rapport and mutual trust with students and their families, madrasah-wide

Establish an effective framework for the monitoring and evaluation of programmes, classroom practice and student learning for the madrasah

Build a culture of learning and innovation in the madrasah through building a climate of ownership of professional development, modelling continuous learning, and providing platform for professional sharing across madrasahs

Establish a systematic and comprehensive provision of pastoral care and guidance programmes to inculcate values and socio-emotional competencies in students madrasah-wide

Set standards for student outcomes that will seek to uplift the madrasah branding to promote student enrolment

Forge and leverage on strategic partnerships with stakeholders to achieve desired outcomes for madrasah wide programmes



Functional Skills

Andragogy and Pedagogy Curriculum Design	Advanced	Lesson Planning, Optimisation & Delivery	Advanced
Behaviour Change Facilitation	Advanced	Networking	Advanced
Brand Management	Advanced	Pastoral Care	Advanced
Classroom Safety & Maintenance	Advanced	Public Relations Management	Intermediate
Coaching and Mentoring	Advanced	Risk Compliance and Governance	Advanced
Community Outreach & Engagement	Advanced	Service Excellence	Advanced
Cross-Religious Knowledge	Advanced	Student Administrative & Programme Management	Advanced
Curriculum Implementation, Analysis & Assessment	Advanced	Student Assessment & Engagement	Advanced
Educational Partnership Management	Basic	Technology Application	Advanced
Knowledge Management	Intermediate	Technology-enabled Learning Delivery	Advanced
Learning & Development Strategy and Programme Management	Advanced	Vendor Management	Advanced
Learning Needs Analysis	Advanced		



Vice Principal, Madrasah



Role Description

The Vice Principal, Madrasah manages the overall operations of the madrasah. He/She is expected to lead in operationalising and sustaining the Centre's effective execution of programmes based on established guidelines. As a mentor and role model, the Vice Principal oversees teachers' and staff's professional development and provide induction/support, when necessary. He/She is also expected to develop networks with stakeholders and neighbouring schools within and beyond the Muslim community.

The incumbent should be able to communicate effectively with students both in the lingua franca of the education institution and English as well as have a passion for administering an education centre. He/She is required to attain knowledge in Islamic religious sciences through prior formal learning (recognised under the Asatizah Recognition Scheme), possesses at least a Management and Leadership in Schools Diploma.

Key Activities	Assist to align the madrasah's mission, vision and educational philosophy to Muis mission and vision through a shared learning vision, educational goals and a holistic development of a balanced and engaging madrasah-based curriculum	Develop an effective framework for the monitoring and evaluation of programmes, classroom practice and student learning for the madrasah	Drive adoption of established Standard Operating Procedures (SOP) to assist in the efficient operations, programme and curriculum development of a madrasah
	Develop a systematic and comprehensive provision of pastoral care and guidance programmes to inculcate values and socio-emotional competencies in students madrasah-wide	Drive a supportive culture built on strong rapport and mutual trust with students and their families, madrasah-wide	Drive a culture of learning and innovation in the madrasah through building a climate of ownership of professional development, modelling continuous learning, and providing platform for professional sharing across madrasahs
		Drive higher standards for student outcomes that will seek to uplift the madrasah branding to promote student enrolment	
		Develop and source for strategic partnerships with stakeholders to achieve desired outcomes for madrasah wide programmes	



Functional Skills

Andragogy and Pedagogy Curriculum Design	Advanced	Networking	Intermediate
Behaviour Change Facilitation	Advanced	Pastoral Care	Advanced
Brand Management	Intermediate	Public Relations Management	Basic
Classroom Safety & Maintenance	Advanced	Risk Compliance and Governance	Advanced
Coaching and Mentoring	Advanced	Service Excellence	Advanced
Community Outreach & Engagement	Advanced	Student Administrative & Programme Management	Advanced
Cross-Religious Knowledge	Advanced	Student Assessment & Engagement	Advanced
Curriculum Implementation, Analysis & Assessment	Advanced	Technology Application	Advanced
Educational Partnership Management	Basic	Technology-enabled Learning Delivery	Advanced
Knowledge Management	Intermediate	Vendor Management	Intermediate
Learning & Development Strategy and Programme Management	Advanced		



Head of Department, Madrasah



Role Description

The Head of Department, Madrasah supervises the overall programmes and curriculum development of a Department. He/She assists to establish Standard Operating Procedures (SOPs) for the efficient management of the teachers and curriculum development. As a mentor and role model, the Head of Department oversees teachers' developmental progress and ensures continuous improvement.

The incumbent should be able to communicate effectively with students both in the lingua franca of the education institution and English as well as have a passion for administering a madrasah. He/She is required to attain knowledge in Islamic religious sciences through prior formal learning (recognised under the Asatizah Recognition Scheme), possesses at least a tertiary qualification in the relevant subject area, strong teaching experience and completed Management and Leadership in Schools programme.

Key Activities	Manage the overall programmes of the department including planning/execution of classes and its required personnel, equipment and resources	Monitor and evaluate student progress, and ensure students receive holistic development in a positive, supportive, effective working environment	Set and advance the academic strategy of the department in line with Muis and madrasah strategic plans and direction
	Establish framework to evaluate and assess Islamic education programmes, and provide advice to the department on addressing areas for improvement	Develop established Standard Operating Procedures (SOP) to assist in the efficient management of curriculum and programme development in a madrasah	Build rapport with students' parents/families to foster their involvement in students' Islamic education journey
	Adhere to madrasah operational guidelines established by Muis and madrasah management including scheduling of teachers, assignment of classes and student-teacher ratio requirements	Monitor teachers' continuous development and ensure they acquire the relevant attributes, skills and knowledge through various training programmes/interventions	Support teachers through various means of mentoring relationships to ensure that they are able to deliver learning programmes effectively to suit students' needs
		Provide consultation to address students' learning needs through contextualisation and developmental stages	Ensure teachers' compliance to the curriculum, pedagogy and assessment policies established by the madrasah and Muis



Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Lesson Planning, Optimisation & Delivery	Advanced
Behaviour Change Facilitation	Intermediate	Networking	Intermediate
Classroom Safety & Maintenance	Intermediate	Pastoral Care	Intermediate
Coaching and Mentoring	Intermediate	Risk Compliance and Governance	Intermediate
Community Outreach & Engagement	Intermediate	Service Excellence	Advanced
Cross-Religious Knowledge	Intermediate	Student Administrative & Programme Management	Advanced
Curriculum Implementation, Analysis & Assessment	Intermediate	Student Assessment & Engagement	Advanced
Educational Partnership Management	Basic	Technology Application	Intermediate
Knowledge Management	Basic	Technology-enabled Learning Delivery	Intermediate
Learning & Development Strategy and Programme Management	Intermediate	Vendor Management	Basic
Learning Needs Analysis	Advanced		



Assistant HOD/Subject Head/ Senior Teacher, Madrasah



Role Description

The Assistant Head of Department (HOD)/Subject Head/Senior Teacher, Madrasah manages the overall curriculum development, delivery and programme of a subject. He/She fosters a culture of care, trust, mentoring and collaborative professionalism. He/She also supports in enhancing the current programmes and development to achieve higher student outcomes and uplift the branding of the madrasah. He/She is also expected to take ownership of his/her own professional development while embodying a culture of continuous learning within the madrasah.

The incumbent should be able to communicate effectively with students both in the lingua franca of the education institution and English as well as have a passion for education. He/She is required to attain knowledge in Islamic religious sciences through prior formal learning (recognised under the Asatizah Recognition Scheme), possesses a recognised degree in a specialised field and preferably has a professional teaching certificate (or equivalent) with prior supervisory experiences.

Key Activities

Oversee a curriculum subject, based on guidelines established by Muis and madrasah, including learning curriculum, pedagogy and teaching strategies

Review interactive/innovative classroom activities/projects and use of technology mediums and presentation tools to provide engaging and innovative learning experiences

Ensure pastoral care is made available to students to inculcate values and socio-emotional competencies and build a supportive culture built on strong rapport and mutual trust

Enhance curriculum, pedagogy and assessment based on students' learning needs and current context (both global and local issues) to enhance students' learning in the madrasah

Develop students' learning assessments through formal/informal quizzes, observing changes in behaviour and assess project portfolios/ assignments

Build rapport with students' parents/families to foster their involvement in students' Islamic education journey

Contribute to the evaluation and assessment of Islamic education programmes, provide recommendations and ensure improvement areas are addressed and rectified accordingly

Promote the branding of the madrasah for higher student enrolment by overseeing student outcomes so as to surpass national benchmarks and standards

Take ownership of professional development for self and contribute to teachers' continuous development and ensure they acquire the relevant attributes, skills and knowledge through various training programmes/ interventions



Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Lesson Planning, Optimisation & Delivery	Intermediate
Behaviour Change Facilitation	Intermediate	Networking	Basic
Classroom Safety & Maintenance	Intermediate	Pastoral Care	Intermediate
Coaching and Mentoring	Intermediate	Risk Compliance and Governance	Intermediate
Community Outreach & Engagement	Intermediate	Service Excellence	Intermediate
Cross-Religious Knowledge	Intermediate	Student Administrative & Programme Management	Intermediate
Curriculum Implementation, Analysis & Assessment	Intermediate	Student Assessment & Engagement	Intermediate
Educational Partnership Management	Basic	Technology Application	Intermediate
Learning & Development Strategy and Programme Management	Intermediate	Technology-enabled Learning Delivery	Intermediate
Learning Needs Analysis	Intermediate		



Teacher, Madrasah



Role Description

The Teacher, Madrasah effectively creates a safe, nurturing and respectful Islamic learning environment for students in accordance to guidelines/curriculums established. He/She is responsible for facilitation of lessons, fostering a spirit of inquiry amongst students and conducting assessments. Teachers are also required to forge partnership and rapport with parents as well as promote the branding of the madrasah through delivering positive student outcomes.

The incumbent should be able to communicate effectively with students both in the lingua franca of the education institution and English as well as have a passion for teaching. He/She is required to attain knowledge in Islamic religious sciences through prior formal learning (recognised under the Asatizah Recognition Scheme), and possesses a recognised degree/diploma in a specialised field and teaching qualification through a diploma in education or a specialist diploma in teaching.

Key Activities

Facilitate madrasah learning curriculum based on guidelines established by Muis and madrasah and apply curriculum delivery through various pedagogy and teaching strategies

Deliver learning of curriculum and Islamic values in an interactive manner through interactive/innovative classroom activities/projects and use of technology mediums and presentation tools to provide engaging and innovative learning experiences

Customise curriculum, pedagogy and assessment based on students' learning needs and current context (both global and local issues) to enhance students' learning in the madrasah

Conduct students' learning assessments through formal/informal quizzes, observing changes in behaviour and assess project portfolios/assignments

Build rapport with students' parents/families to foster their involvement in students' Islamic education journey

Support evaluation and assessment of Islamic education programmes and identify areas for improvement

Ensure student outcomes are met so as to surpass national benchmarks and standards and promote the branding of the madrasah for higher student enrolment

Guide students towards pastoral care to inculcate values and socio-emotional competencies and provide a supportive culture built on strong rapport and mutual trust

Take ownership of professional development for self



Functional Skills

Andragogy and Pedagogy Curriculum Design	Basic	Lesson Planning, Optimisation & Delivery	Intermediate
Behaviour Change Facilitation	Intermediate	Networking	Basic
Classroom Safety & Maintenance	Intermediate	Pastoral Care	Intermediate
Coaching and Mentoring	Intermediate	Risk Compliance and Governance	Basic
Community Outreach & Engagement	Basic	Service Excellence	Intermediate
Cross-Religious Knowledge	Intermediate	Student Administrative & Programme Management	Intermediate
Curriculum Implementation, Analysis & Assessment	Intermediate	Student Assessment & Engagement	Intermediate
Educational Partnership Management	Basic	Technology Application	Intermediate
Learning & Development Strategy and Programme Management	Basic	Technology-enabled Learning Delivery	Intermediate
Learning Needs Analysis	Intermediate		



Centre Head, Mosque Madrasah



Role Description

The Centre Head, Mosque Madrasah manages the overall operations of the part-time Islamic education programmes. He/She is expected to lead in operationalising and sustaining the Centre's effective execution of Islamic education programmes based on established guidelines. The incumbent is also accountable for implementing supplementary and holiday programmes for students. As a mentor and role model, the Centre Head oversees teachers' and staff's professional development and provides induction/support, when necessary. He/She is also expected to lead in development of networks with stakeholders and neighbouring schools within and beyond the Muslim community.

The incumbent should be able to communicate effectively with students both in English and a mother tongue language as well as have a passion for administering an education centre. He/She is required to attain knowledge in Islamic religious sciences through prior formal learning (recognised under the Asatizah Recognition Scheme), possesses at least a diploma and preferably has a professional teaching certificate (or equivalent) with prior supervisory experiences.

Key Activities

Oversee the implementation and co-ordination of programmes for staff and students including oversight of any risks or issues which arise

Lead professional development initiatives for all teachers and staff within the Centre to ensure they acquire the relevant attributes, skills and knowledge through various training programmes/ interventions

Lead the management of Islamic education programmes' finances including fee collection, evaluation/approval of Islamic education programmes grants and funds, and procurement of classroom supplies (i.e. books and uniforms)

Oversee the overall operations of part-time Islamic education programmes including planning/ execution of vacation classes, special events, graduation and its required personnel, equipment and resources

Contribute to community outreach/engagement programmes to establish a centre-family collaboration

Manage teachers' and staff induction and other workplace support programmes

Manage students and staff data securely, and establish rules and procedures on sharing the information with upper-level management

Manage compliance of Centre's operations according to guidelines and Standard Operating Procedures (SOP) established by Muis/mosques

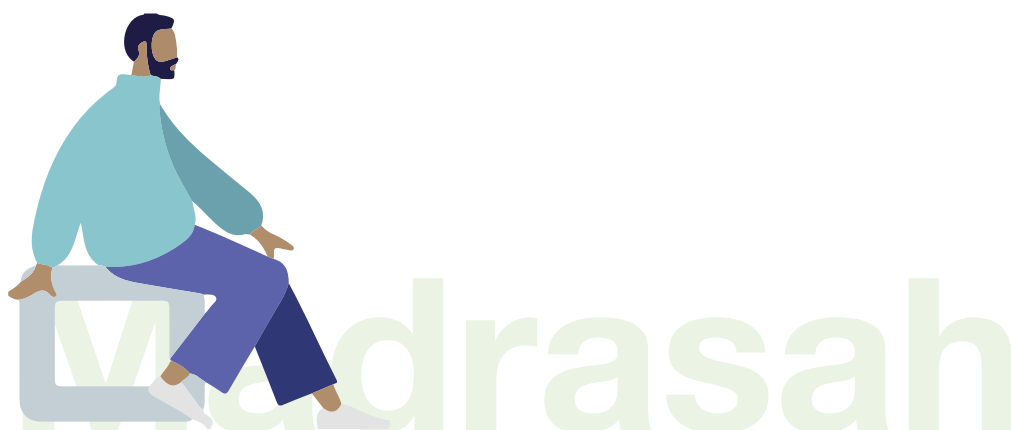
Responsible for planning and implementing the student recruitment strategy by managing outreach programmes and building rapport with prospective agents, partners, students

Develop links with relevant stakeholders and neighbouring schools/institutions (including other mosque madrasahs) within and beyond the Muslim community



Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Networking	Advanced
Behaviour Change Facilitation	Intermediate	Pastoral Care	Intermediate
Classroom Safety & Maintenance	Advanced	Project Management	Intermediate
Coaching and Mentoring	Intermediate	Risk Compliance and Governance	Advanced
Community Outreach & Engagement	Advanced	Service Excellence	Advanced
Curriculum Implementation, Analysis & Assessment	Intermediate	Student Administrative & Programme Management	Advanced
Educational Partnership Management	Advanced	Student Assessment & Engagement	Advanced
Events Planning and Management	Intermediate	Technology-enabled Learning Delivery	Intermediate
Learning & Development Strategy and Programme Management	Advanced	Vendor Management	Intermediate
Lesson Planning, Optimisation & Delivery	Advanced		



Programme Head, Mosque Madrasah



Role

Description

The Programme Head, Mosque Madrasah supervises the overall operations of the part-time Islamic education programmes. He/She fosters a culture of care, trust, mentoring and collaborative professionalism. As a mentor and role model, the Programme Head oversees teachers' developmental progress and ensures continuous improvement. He/She also supports in providing feedback and recommendation areas to improve Islamic education programmes. He/She is also expected to sustain collaborative partnerships within and beyond the Muslim community.

The incumbent should be able to communicate effectively with students both in English and a mother tongue language as well as have a passion for administering an education centre. He/She is required to attain knowledge in Islamic religious sciences through prior formal learning (recognised under the Asatizah Recognition Scheme), possesses at least a Diploma and preferably has a professional teaching certificate (or equivalent) with prior supervisory experiences.

Key

Activities

Manage the implementation and co-ordination of programmes for staff and students including oversight of any risks or issues which arise

Adhere to established Standard Operating Procedures (SOP) and manage the school management system software to assist in the efficient operations of an Islamic education centre

Support the implementation of the recruitment strategy and assist Centre Head in outreach programmes and building rapport with prospective agents, partners, students

Manage the overall operations of part-time Islamic education programmes including planning/execution of vacation classes, special events, graduation and its required personnel, equipment and resources

Contribute to teachers' continuous development and ensure they acquire the relevant attributes, skills and acknowledge through various training programmes/interventions

Support teachers through various means of mentoring relationships to ensure that they are able to deliver learning programmes effectively to suit students' needs

Adhere to mosque madrasah operational guidelines established by Muis/mosques including compliance in hiring practices and student-teacher ratio requirements

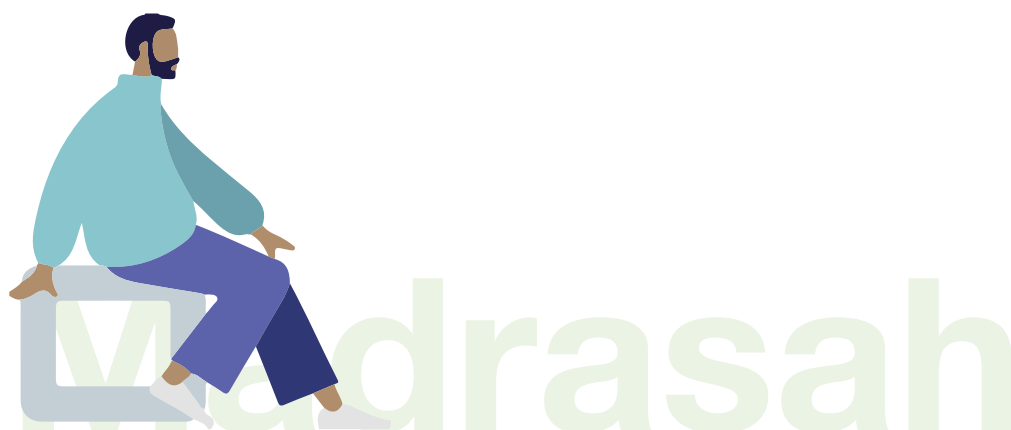
Support community outreach/engagement programmes to establish a centre-family collaboration

Contribute to the evaluation and assessment of Islamic education programmes to ensure improvement areas are addressed



Functional Skills

Andragogy and Pedagogy Curriculum Design	Intermediate	Networking	Intermediate
Behaviour Change Facilitation	Intermediate	Pastoral Care	Intermediate
Classroom Safety & Maintenance	Intermediate	Project Management	Basic
Coaching and Mentoring	Intermediate	Risk Compliance and Governance	Intermediate
Community Outreach & Engagement	Intermediate	Service Excellence	Intermediate
Curriculum Implementation, Analysis & Assessment	Intermediate	Student Administrative & Programme Management	Intermediate
Events Planning and Management	Intermediate	Student Assessment & Engagement	Intermediate
Learning & Development Strategy and Programme Management	Intermediate	Technology-enabled Learning Delivery	Basic
Lesson Planning, Optimisation & Delivery	Intermediate	Vendor Management	Basic



Teacher, Mosque Madrasah



Role Description

The Teacher, Mosque Madrasah effectively creates a secure, nurturing and respectful Islamic learning environment (part-time) for students in accordance to guidelines/curriculums established. He/She is responsible for facilitation of lessons (including relief classes), foster a spirit of enquiry amongst students and conduct in-class assessments. Teachers are also required to forge partnership and rapport with parents as well as actively engage in mosque events/initiatives to support collaborative efforts with the broader Muslim community.

The incumbent should be able to communicate effectively with students both in English and a mother tongue language as well as have a passion for teaching. He/She is required to attain knowledge in Islamic religious sciences through prior formal learning (recognised under the Asatizah Recognition Scheme), a basic education certificate, possesses at least an O-Level certificate and preferably Quran Teachers Recognition Scheme (QTRS) certified.

Key Activities

Support and contribute in mosque events/initiatives to build rapport with the broader Muslim community

Engage students through lively discussions and encourage critical reflection on lessons learnt

Conduct students' learning assessments through formal/informal quizzes, observing changes in behaviour and assess project portfolios/assignments

Facilitate Islamic learning curriculum based on guidelines established by Muis/mosques and apply curriculum delivery through various pedagogy and teaching strategies based on students' learning needs

Embed current issues (both global and local contexts) into the delivery of curriculum to contextualise students' learning

Build rapport with students' parents/families to foster their involvement in students' Islamic education journey

Deliver learning of Islamic values in an interactive manner through organising interactive/innovative classroom activities/projects

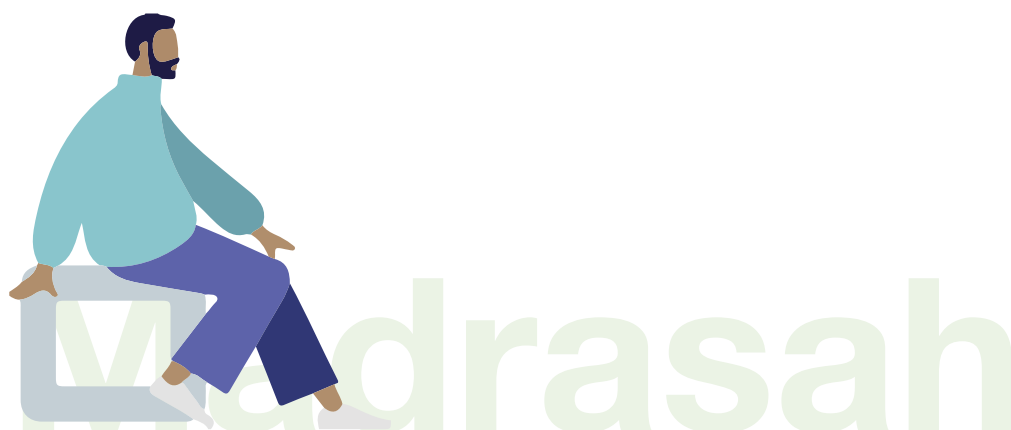
Incorporate technology mediums and presentation tools in the delivery of curriculum to provide innovative learning experiences

Responsible for communicating with parents/families on student's performance, and provide effective feedback and recommendations for learning



Functional Skills

Andragogy and Pedagogy Curriculum Design	Basic	Lesson Planning, Optimisation & Delivery	Intermediate
Behaviour Change Facilitation	Basic	Networking	Basic
Classroom Safety & Maintenance	Intermediate	Pastoral Care	Basic
Coaching and Mentoring	Basic	Risk Compliance and Governance	Basic
Community Outreach & Engagement	Basic	Service Excellence	Basic
Curriculum Implementation, Analysis & Assessment	Basic	Student Administrative & Programme Management	Basic
Events Planning and Management	Basic	Student Assessment & Engagement	Basic
Learning & Development Strategy and Programme Management	Basic	Technology-enabled Learning Delivery	Basic



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Mosque & Community Development



Manage mosques as the centre of religious life for the Muslim Community and provide socio-religious services to meet their needs and work with community partners to strengthen social cohesion.

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Career & Competency Framework | Skills Map

Ustaz Khairil Amri Abdul Hamid

Ustaz Khairil Amri has been actively involved in the mosque sector since his school days. He gained his first experience as a part-time muezzin, thus this sector is not something unfamiliar to him.

Being in the mosque sector for more than a decade holding the position of Executive Imam and Head of Islamic Learning at Al-Iman Mosque, Ustaz Khairil Amri is always looking for opportunities to develop himself and spearhead new initiatives and programmes for the mosque community. In addition to his main role, he is also heading the Marketing Unit of Al-Iman Mosque and being appointed Naib Kadi role by ROMM. Besides his strong Islamic Studies background, Ustaz Khairil Amri also has experience in counselling and psychology. For the past 12 years, he was assigned to various leadership exposures and commitments.

Engaging with different segments of the Jemaah at his course of work from youths, to young families and the elderly, he must wear different hats, uses different approaches and different forms of communications when dealing with these diverse groups of people. “Win their hearts, and you will win everything,” is Ustaz Khairil Amri’s philosophy when it comes to engaging the community.

As a leader, he shares that it is important that he works effectively with his team to meet the vision and mission of the mosque. He admitted that it was initially challenging when he first assumed the leadership position, but he has learnt a lot from his superior and through his experience.

Ustaz Khairil Amri believes that it is important to know and understand the team members capability and then assign the right work to the right person. He consistently develops his team members to their fullest by sending them to courses based on the available competency framework and training roadmap. He gives his team members the exposure to deliver public lectures and at times empowering his team members to make decisions. Stressing on the importance of bonding, teamwork and communication is Ustaz Khairil Amri’s recipe to having a successful team.

His advice to future asatizah and fellow Mosque Religious Officers (MROs) is to be resilient and agile; core skills that go a long way and necessary for any roles. Ustaz Khairil Amri emphasises that it is not enough to only have the passion, but also the patience to go against all odds.

“ Mosque is in his heart and vein ”

Head Islamic Learning, Religious Learning



<p>Role Description</p>	<p>The Head Islamic Learning at the Mosque is expected to ensure Islamic Learning programmes and religious education classes are executed at the highest standard in accordance with the guidelines set by Muis and mosques. The incumbent is responsible for coaching and mentoring Mosque Religious Officers (MROs) and younger asatizah, providing religious insights on multiple areas of Islamic knowledge disciplines, providing religious counselling as well as building strong connections with congregants through community outreach programmes.</p> <p>The incumbent is expected to work during mosque operating hours and might occasionally need to work outside of office hours to support syarahan and seasonal events. The incumbent should be ARS certified and possess excellent communication skills (in Malay, English and Arabic) with a background in Islamic or religious studies with deep expertise in multiple Islamic knowledge disciplines. The incumbent should also have strong interpersonal skills.</p>		
<p>Key Activities</p>	<p>Ensure execution and formulation of Islamic learning programmes (i.e. tazkirah, ceramah, syarahan) and education classes (i.e. ADIL, AQIL) are relevant and contextualised for Singapore Muslim Community and conducted to the highest standard in accordance with the guidelines set by Muis and mosque</p> <p>Build rapport with congregants and forge relationships with internal/external stakeholders (i.e. Mosque Management Board (MMB), mosque employees, volunteers)</p>	<p>Lead and conduct daily prayer (solat), special prayers and tazkirah for congregants at the mosque</p> <p>Formulate effective pastoral care, counselling and religious guidance practices at the mosque to help families, youth and other community members in need</p> <p>Provide insights and deep expertise on multiple Islamic knowledge disciplines to Senior MROs and MROs</p> <p>Serve as an advisory body for the board on Islamic Learning issues as and when required</p>	<p>Engage jemaah on religious matters, oversee the process of addressing queries from congregants/other guests of the mosque and provide religious counselling</p> <p>Spearhead the formulation of strategy for Dakwah and Community Development initiatives and calendar year plans for events and budgeting</p> <p>Mentor and coach MROs and younger asatizah in matters of Islamic knowledge as well as professional career</p>



Functional Skills

Community Outreach & Engagement	Advanced	Networking	Advanced
Content Production	Intermediate	Pastoral Care	Advanced
Dakwah Communication	Advanced	Public Speaking	Advanced
Events Planning and Management	Advanced	Service Excellence	Advanced
Learning & Development Strategy and Programme Management	Advanced	Technology Application	Intermediate



Senior Mosque Religious Officer, Religious Learning



Role Description

The Senior Mosque Religious Officer (SMRO) is expected to supervise the Mosque Religious Officers (MROs) and other religious staff in developing, coordinating and executing religious activities within the mosque. The incumbent is responsible for leading daily prayers (solat) and tazkirah, formulating coherent and relevant Islamic learning programmes and teaching religious education classes in accordance with the guidelines set by Muis and mosques. The incumbent is also expected to provide religious counselling to congregants in need, supervise mosque staff and handle various mosque operations and community outreach programmes.

The incumbent is expected to work during mosque operating hours and might occasionally need to work outside of office hours to support syarahan and seasonal events. The incumbent should be ARS certified and possess excellent communication skills (in Malay, English and Arabic) with a background in Islamic or religious studies with deep expertise in at least one Islamic knowledge discipline. The incumbent should also have strong interpersonal skills.

Key Activities

Assist the Head of Islamic Learning at the mosque to operationalise and execute Islamic Learning Programmes at the mosque

Engage jemaah on religious matters, address queries from congregants/other guests of the mosque and provide religious counselling

Handle daily dakwah operations at the mosque

Lead and conduct daily prayer (solat), special prayers and tazkirah for congregants at the mosque

Supervise MROs in providing pastoral care, counselling and religious guidance to families, youth and other community members in need

Conduct and assist in the development of Islamic learning programmes (i.e. tazkirah, ceramah, syarahan) and education classes (i.e. ADIL, AQIL) in accordance with the guidelines set by Muis and mosque

Supervise MROs and other religious staff (i.e. Imam to execute various operations at the mosque)

Build rapport with congregants and forge relationships with internal/external stakeholders (i.e. Mosque Management Board [MMB]), mosque employees, volunteers)

Develop and conduct various community outreach programmes and engage in direct interaction with congregants



Functional Skills

Community Outreach & Engagement	Intermediate	Networking	Intermediate
Content Production	Intermediate	Pastoral Care	Intermediate
Dakwah Communication	Intermediate	Public Speaking	Advanced
Events Planning and Management	Intermediate	Service Excellence	Advanced
Learning & Development Strategy and Programme Management	Intermediate	Technology Application	Intermediate



Mosque Religious Officer, Religious Learning



Role Description

The Mosque Religious Officer (MRO) is expected to develop and coordinate religious activities within the mosque. Key activities include leading daily prayers (solat) and tazkirah, teaching religious education classes in accordance with the guidelines set by Muis and mosques, handling mosque dakwah operations as well as develop and conduct community outreach programmes.

The incumbent is expected to work during mosque operating hours and might occasionally need to work outside of office hours to support syarahan and seasonal events. The incumbent should be ARS certified and possess excellent communication skills (in Malay, English and Arabic) with a background in Islamic or religious studies. The incumbent should also have strong interpersonal skills.

Key Activities

Operationalise and execute Islamic Learning Programmes within the mosque	Lead and conduct daily prayer (solat), special prayers and tazkirah for congregants at the mosque	Engage jemaah on religious matters and address queries from congregants/other guests of the mosque
Build rapport with congregants and forge relationships with internal/external stakeholders (i.e. Mosque Management Board (MMB), mosque employees, volunteers)	Conduct Islamic teachings (i.e. tazkirah, ceramah, syarahan) and other structured programmes and education classes (i.e. ADIL, AQIL) in accordance with the guidelines set by Muis and mosque	Handle daily dakwah operations at the mosque
Develop and conduct community outreach programmes	Prepare the necessary reports as assigned by Head of Islamic Learning and Senior MROs	Provide pastoral care, counselling and religious guidance to families, youth and other community members in need
		Responsible for collection and management of zakat



Functional Skills

Community Outreach & Engagement	Basic	Networking	Basic
Content Production	Basic	Pastoral Care	Intermediate
Dakwah Communication	Basic	Public Speaking	Intermediate
Events Planning and Management	Basic	Service Excellence	Intermediate
Learning & Development Strategy and Programme Management	Basic	Technology Application	Intermediate



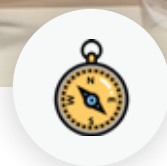
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Muslim Family Development

Provide religious guidance and support to forge strong Muslim families



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Career & Competency Framework | Skills Map

Ustazah Raihanah Halid

Ustazah Raihanah Halid started her education at Madrasah Alsagoff Al-Arabiah, moving on to obtain her diploma of Islamic studies from Kolej Islam Darul Ehsan and Bachelors in Syariah from Al-Azhar University and continuing to obtain her Master's in Islamic Revealed Knowledge from International Islamic University Malaysia.

Ustazah Raihanah started her career at the Office of Mufti, Muis, doing Fatwa research and dissemination and formation of religious policy. With a continual upskilling mindset, Ustazah Raihanah underwent and completed a second Master, viz. Master of Law in International and Comparative Law from National University of Singapore (NUS). With the new skills and knowledge gained, Ustazah Raihanah was seconded to Syariah Court in 2016 as President of Syariah Court, where she presides over and conduct court hearings in accordance with Muslim Law, Administration of Muslim Law Act (AMLA) and the Muslim Law Marriage and Divorce Rules (MMDR).

According to Ustazah Raihanah, the transition from policy formulation to presiding court hearings, was a huge learning curve for her, as she had to learn how to conduct court work effectively and judiciously, to how to deal with involved parties and families. Ustazah Raihanah believes that as an asatizah and educator, continuous learning is important in order to keep up to date with current developments in the social and religious sector. Reaching out to uplift the vulnerable and the disadvantaged is an area that asatizah may be able to contribute through upskilling in such relevant areas, especially with the recent study on the impact of divorce on the future of the children of divorce parents.

To Ustazah Raihanah, asatizah need to be opened to learn any new skills or area of knowledge that can help one perform their work better. Upskilling is not only for promotion but to uplift the Muslim community and the organisation we serve. Upskilling oneself may not be restricted to formal learning such as attending courses but also informal learning such as learning from mentors and attachments.

“ Let us strive to be among those who are the most beneficial to others. ”



Career & Competency Framework | Skills Map

Ustaz Mohd Khair Rahmat

A graduate from Al-Azhar University with a Bachelor in Tafsir (exegesis), Ustaz Mohd Khair Rahmat started his career as a teacher in Madrasah Aljunied Al-Islamiah where he nurtured the minds of young asatizah. Even as he found this role to be fulfilling, he had always aspired to work in a mosque as he values the opportunity to perform congregational prayer daily and conduct various dakwah courses. It also provides him the chance to meet people from different backgrounds in the community. He was with the mosque sector from 1994 to 2015 where he held various roles from a mosque madrasah and kindergarten principal, Imam Executive, Head of family development and also youth unit.

Ustaz Mohd Khair admitted that helming various roles in the mosque would have been challenging, if he had not had the chance to attend various trainings. The training programmes he attended provided him with the skills and knowledge to carry out his roles, and also the confidence to aspire for higher roles and to even pursue higher studies, viz. a master's degree in Islamic Inter-Disciplinary and Diploma in Counselling and Psychology.

With the training and work experiences gained, he was invited to join various committees and programmes in addressing and contributing to the Malay Muslim issues in Singapore. Among many of Ustaz Mohd Khair's active participation, he was involved in a juvenile delinquency programme under the then Ministry of Community

Development, Youth and Sports (MCYS). He was also appointed as a trainer for marriage preparation course and assisted Religious Rehabilitation Group by providing religious counseling to detained members of Jemaah Islamiah.

Ustaz Mohd Khair's current role as a Deputy Registrar at Registry of Muslim Marriages (ROMM) is to ensure that marriage applications are in accordance to both Islamic Law and Administration of Muslim Law Act (AMLA). As a trained and experienced professional in counselling for marriages, he continues to provide advices and guidance to couples preparing for their marriage life. Even at the peak of his career now, Ustaz Mohd Khair believes that through constant upgrading of one's skill, it increases their confidence and make them a more efficient professional. At his current work, where people are becoming more well-equipped with technology and customer service sector becomes more demanding, he is looking at equipping himself with skills to manage the gap between expectations and efficient service delivery while maintaining the elements of human touch.

Ustaz Mohd Khair believes that through constant upskilling, we will be able to face and overcome challenges. A bonus is that it also aligns to the teaching of Islam where it encourages us to constantly gain new knowledge. Overcoming obstacles becomes easier when you understand the meaning behind your work and how you can make a difference to the life of others.

“ The Prophet SAW said “Khairukum anafa’kum” – the best of you are those who gives the most benefit. ”

Senior President, Islamic Judiciary



Role Description

The Senior President, Islamic Judiciary, is the religious head of the Syariah Court of Singapore. He has statutory duties under section 34 of the Administration of the Muslim Law Act (AMLA). He is responsible for the general distribution of business among the Presidents and ad-hoc Presidents. He is also responsible for the issue of the Court's practice directions. The Senior President is a key officer of the institution to ensure that public confidence in the administration of justice is maintained through judicial impartiality and fairness of proceedings. He works closely with the Registrar of the Syariah Court, and the relevant department in Ministry of Culture, Community and Youth (MCCY), to achieve the mission of the Court.

The Senior President is required to possess advanced knowledge of Muslim law, especially the area of marriage, divorce and inheritance, have a good understanding of civil family law and laws of general application in Singapore's legal system. He must also possess strong leadership qualities to lead Syariah Court Presidents and ad-hoc Presidents in advancing Muslim family law practice in Singapore, be able to exercise thought leadership in Muslim family law and provide guidance to ensure the continued integrity and professional competence of Syariah Court and its officers.

Key Activities	Act in accordance with the Administration of Muslim Law Act (AMLA) and the Muslim Marriage and Divorce Rules (MMDR), in all matters pertaining to the Court	Ensure smooth and effective implementation of Muslim family law at the Syariah Court, including hakam (arbitration), intention to rujuk (revocation of divorce) and inheritance matters	Maintain relationship and network with judiciary of other jurisdiction and actively participate in conferences, symposiums and other platforms of an academic, legal or socio-religious locally and globally
	Exercise the statutory functions, powers and duties of a Senior President in accordance with AMLA and MMDR	Work with MUIS and relevant stakeholders to develop the asatizah fraternity with Islamic and civil law training and ensure a high quality judiciary (full-time and ad-hoc Presidents) that has a strong standing in the Muslim community and legal fraternity	Keep abreast of current affairs with matters relating to Muslim law in Singapore and across the region
	Conduct proceedings in a fair, expeditious and judicious manner, and in accordance with the law		Responsible for the editorial and publication of the Singapore Syariah Appeals Reports (SSAR)
	Make sound and practical decisions that promote fairness, transparency, efficacy, and which are translated into clear and workable orders	Contribute to the development of Muslim jurisprudence by participating actively in efforts to review, develop, promote and advance Muslim family law	Select, empanel and assess arbitrators (Hakam) to conduct arbitration with litigants
	Deliver sound oral and written judgements where written judgement (Grounds of Decision) is required, to complete within an appropriate period from the date of filing of the appeal	Coordinate and work closely with relevant agencies such as MUIS and Registry of Muslim Marriages (ROMM) to advise the minister-in-charge of Muslim affairs including regular reviews to meet evolving needs of the community	Contribute to selection of Naib Kadi



Functional Skills

Conflict Management	Advanced	Community Outreach & Engagement	Basic
Dispute Resolution	Advanced	Networking	Basic
Ethical Culture	Advanced	Project Management	Advanced
Legal Drafting and Writing	Advanced	Public Relations Management	Advanced
Regulatory and Legal Advisory	Advanced	Public Speaking	Advanced
Case Management	Advanced		
Stakeholder Engagement and Management	Advanced		



President, Islamic Judiciary



Role Description

The President, Islamic Judiciary, exercises the statutory functions and powers of a President of the Court. As a judge, he must hear and dispose of every proceeding before him in the Court fairly, expeditiously and in accordance with the law, under Muslim law, Administration of the Muslim Law Act (AMLA), and Muslim Marriage and Divorce Rules (MMDR).

The President is required to possess advanced knowledge of Muslim law, especially the area of marriage, divorce and inheritance, and have a good understanding of civil family law and laws of general application in Singapore's legal system. In addition, he should contribute to advancing Muslim family practice through his decisions and Grounds of Decisions. He must be an individual who can confidently convey Syariah Court's services, functions, mission and vision to the asatizah in Singapore.

Key Activities	Act in accordance with the Administration of Muslim Law Act (AMLA) and the Muslim Marriage and Divorce Rules (MMDR), in all matters pertaining to the Court	Deliver sound oral and written judgements where written judgement (Grounds of Decision) is required, to complete within an appropriate period from the date of filing of the appeal	Contribute to the amendments to the AMLA pertaining to Syariah Court matters as well as conducting legal research on Muslim matters
	Exercise the statutory functions, powers and duties of a President in accordance with the AMLA and MMDR	Lead projects, as assigned by Senior President, and assist in the formulation of judicial policies relating to the administration of Muslim family law	Provide strategic inputs on policies concerning Muslim affairs
	Conduct proceedings in a fair, expeditious and judicious manner, and in accordance with the law		Evaluate and approve valid inheritance certificate applications within the specified time, as delegated by Senior President
	Make sound and practical decisions that promote fairness, transparency, efficacy, and which are translated into clear and workable orders	Give guidance to counsellors, mediators and other Court officers on the legal and procedural matters	



Functional Skills

Conflict Management	Advanced	Community Outreach & Engagement	Basic
Dispute Resolution	Advanced	Networking	Basic
Ethical Culture	Advanced	Project Management	Advanced
Legal Drafting and Writing	Advanced	Public Relations Management	Advanced
Regulatory and Legal Advisory	Advanced	Public Speaking	Advanced
Case Management	Advanced		
Stakeholder Engagement and Management	Advanced		



Mediator, Islamic Judiciary



Role Description

The Mediator, Islamic Judiciary, mediates disputing parties to assist them to achieve an amicable, fair and expeditious resolution of the dispute that accords with the parties' intent and is in accordance with the law.

The Mediator must possess a sound knowledge of Muslim law, particularly on marriage and divorce. In addition, he/ she must have a good understanding of civil family law and laws of general application in Singapore's legal system and keep himself informed of updates in the relevant laws and policies. He is expected to be able to articulate legal issues, identify non-legal concerns and emotional responses, explore workable and practical solutions and maintain neutrality and objectivity during the mediation process.

The Mediator is supervised by the Registrar/ Deputy Registrar of the Syariah Court.

Key Activities	Act in accordance with the Administration of Muslim Law Act (AMLA) and the Muslim Marriage and Divorce Rules (MMDR), in all matters pertaining to the Court	Examine documents as needed to get information and facts about the dispute at hand	Perform project and administrative duties, and any other assignments as required (e.g. case report preparation, filing, etc.)
	Facilitate communication between two opposing parties in a dispute to help guide them to a mutually acceptable and workable agreement	Prepare settlement agreement once both parties have reached a mutual agreement. If no agreement is possible between parties, to brief them on the next procedural steps required, including pre-trial process, preparation of affidavits for trial and the arbitration process	Work collaboratively with others and foster effective working relationships with clients, courts, judicial staff, community agencies, and the general public
		Assist in ensuring that quality-service standards are met, including attending to follow-up matters on assigned files	



Functional Skills

Dispute Resolution	Advanced	Cross-Religious Knowledge	Basic
Conflict Management	Intermediate	Case Management	Intermediate
Legal Drafting and Writing	Intermediate		
Ethical Culture	Intermediate		
Community Outreach & Engagement	Basic		



Registrar, Marriage Registry



Role Description

The Registrar, Marriage Registry, is expected to oversee the administration of the registration and solemnisation of Muslim Marriages to ensure effective and efficient working and running of Registry of Muslim Marriages (ROMM) and to support family strengthening programmes relating to Muslim Community towards building stable families.

The incumbent is expected to work office hours on weekdays. He should possess good knowledge of Muslim law, Singapore Civil law and be ARS-certified. In addition, he should be able to display comfort in interacting and negotiating with members of the Muslim community in Singapore. He should also possess excellent project and people management skills.

Key Activities	Lead the Registry of Muslim Marriages (ROMM)	Develop and review policies relating to Muslim Marriages to continue to be relevant to the current context of administration of Muslim Law in Singapore	Act as the Custodian of the Register and Certificate of Muslim Marriages/ Revocation of Divorce and Data, and records pertaining to Muslim marriages to ensure that the documents are managed appropriately
	Oversee the selection process for the appointment of Kadi/ Naib Kadi and manage their development to ensure eligible candidates are appointed to be part of the team of qualified solemniser to register Muslim Marriages.	Supervise the administration of the Registry on a day-to day basis	
		Manage complex and independent cases and applications with oversight of protocol	
		Build leadership in the Muslim family development and manage the fraternity of Kadi/ Naib Kadi	



Functional Skills	Coaching and Mentoring	Basic	Religious Strategy Formulation	Basic
	Community Outreach & Engagement	Basic	Risk Compliance and Governance	Intermediate
	Conflict Management	Advanced	Service Excellence	Advanced
	Cross-Religious Knowledge	Basic	Stakeholder Engagement and Management	Advanced
	Pastoral Care	Intermediate	Technology Application	Basic
	Public Speaking	Advanced		



Deputy Registrar, Marriage Registry



Role Description The Deputy Registrar, Marriage Registry, is expected to be responsible for administering the statute under the Administration of Muslim Law Act (AMLA), Part VI, Marriage and Divorce.

The incumbent is expected to work office hours on weekdays. He should possess good knowledge of Muslim law and be ARS-certified. In addition, he should be a committed team player and an individual that displays comfort in interacting and negotiating with members of the Muslim community in Singapore. He should also possess excellent project and people management skills.

Key Activities	Assist in the review of existing policies in practice and development of new policies to ensure that it continues to be relevant to the administration of Muslim marriages and divorce matters	Provide advice and/ or counselling to couples on issues relating to their marriage and family	Provide advice in relation to the appointments and re-appointments of Naib Kadi and Kadi
	Administer solemnisation of marriage in accordance to the statutory requirements and the Islamic Law	Assist the public who need advice on matters pertaining to Muslim marriages	Provide appropriate training and guidance for new Naib Kadi and Kadi
	Conduct inquiry to disputes and make a decision where involved parties can appeal	Administer revocation of divorces on cases referred to by the Syariah Court, Singapore	Investigate, resolve and recommend solutions to complex or unusual phenomenon relating to Muslim marriages



Functional Skills

Coaching and Mentoring	Basic	Religious Strategy Formulation	Basic
Community Outreach & Engagement	Basic	Service Excellence	Intermediate
Conflict Management	Intermediate	Stakeholder Engagement and Management	Intermediate
Cross-Religious Knowledge	Basic	Technology Application	Basic
Pastoral Care	Intermediate		
Public Speaking	Intermediate		



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Overview of Skills & Competencies

Different types of skills and competencies enable asatizah to excel in their job roles.



There are 3 types of skills in the CCF:



Core Skills

A Core Skill comprises employability/transferable skills and competencies. These are non-technical skills that contribute to the overall development of career trajectories across various industries.

There are 10 Core Skills. (Page 96 - 97)

- Agility
- Communication
- Critical & Applied Thinking
- Digital Literacy
- Global Mindset, Diversity & Inclusion
- Grit & Resilience
- Personal Development & Lifelong Learning
- Religious Virtue
- Resource Management
- Teamwork & Collaboration



Leadership Skills

A Leadership Skill comprises traits and skills required by managerial positions and higher which are imperative in the building, motivation and cohesion amongst teams of employees.

There are 6 Leadership Skills. (Page 98 - 99)

- Business Financial Management
- Human Capital Management
- Purpose-driven Leadership
- Religious Leadership
- Strategy Formulation & Execution
- Strategic Partnership & Collaboration



Functional Skills

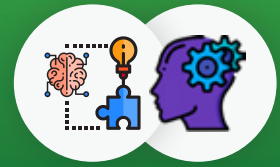
A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories. (Page 100 - 147)

- Business Management
- Education and Curriculum Development
- Learning Assessment and Delivery
- Legal
- Marketing, Communications and Awareness
- Religious Strategy Development
- Research and Data Analytics
- Student Relations and Classroom Management

Core Skills

A Core Skill comprises employability/transferable skills and competencies. These are non-technical skills that contribute to the overall development of career trajectories across various industries. There are 10 Core Skills.



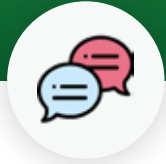
Agility

- Demonstrate the ability and willingness to learn from experience, and apply this learning to perform successfully under new situations
- Demonstrate adaptability and flexibility to overcome disruption and change



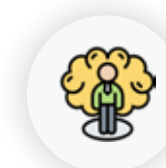
Digital Literacy

- Demonstrate the ability to use ICT tools to organise, share and communicate information effectively; ability to perform basic functions pertaining to computer operating systems, file management and searching for online information



Communication

- Demonstrate effective communication by utilising all forms of verbal, nonverbal and written mediums. Ensure consistency in communication via both traditional and modern platforms of discourse
- Demonstrate active listening skills, exercising empathy and openness to different ideas and opinions during interaction with others
- Demonstrate efficient management of conflicts and relationships by effectively communicating with others in an approachable and relatable manner to achieve mutual consensus and outcomes



Global Mindset, Diversity & Inclusion

- Demonstrate respect for different cultures and awareness of socio-political sensitivities
- Demonstrate willingness to understand and embrace diversity, being aware of cognitive biases and avoiding prejudice in order to foster religious harmony and build an inclusive society

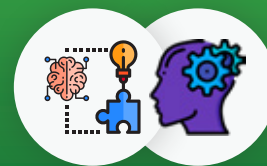


Critical & Applied Thinking

- Demonstrate the ability to contextualise and apply principles from various disciplines into a religious context and/or vice versa
- Demonstrate application of reasoning and foresight to evaluate statements and assess the strengths and weaknesses of different options of solution, conclusion and approach. Process information accurately to identify relationships and detect patterns and trends to gain insights for decision-making
- Demonstrate the ability to understand complexity of cause-and-effect relationships of systems and processes across the organisation, as well as evaluate systems based on value-creation and contribution to specific issues

Core Skills

A Core Skill comprises employability/transferable skills and competencies. These are non-technical skills that contribute to the overall development of career trajectories across various industries. There are 10 Core Skills.



Grit & Resilience

- Demonstrate qualities of perseverance and determination in the face of adversity to attain long-term goals



Resource Management

- Demonstrate the ability to plan, allocate and deploy resources to tasks, which typically require manpower, machines, money and materials in an efficient and effective manner



Personal Development & Lifelong Learning

- Demonstrate reflective assessment of one's skills and abilities to drive personal improvement and to attain professional and religious knowledge
- Demonstrate willingness to seek out opportunities to enhance one's knowledge and skills for continual learning



Teamwork & Collaboration

- Demonstrate cooperative work behaviour with others both within and outside of the religious sector, virtually and physically, to build consensus and to take collective action to achieve common objectives
- Demonstrate situational awareness and Emotional Intelligence by being aware of emotional states in both self and others when working in teams
- Demonstrate the ability to maintain relationships with stakeholders by actively considering their needs, keeping them up to date with organisational interests and strategies, securing buy-ins and aligning objectives between stakeholders and the organisation



Religious Virtue

- Demonstrate ethical behaviour upholding spiritual and religious virtues
- Guide others by exemplifying integrity, trust, honesty and nobility in one's actions

Leadership Skills

A Leadership Skill comprises traits and skills required by managerial positions and higher which are imperative in building motivation and cohesion amongst teams of employees.

There are 6 Leadership Skills.



Business Financial Management

- Demonstrate the ability to sustain smooth running of the organisation's budgeting and financial operations in compliance with religious policy and guidelines established by relevant stakeholders, including collection of fees, processing of payments, budget forecasting, allocation, compliance with regulations, grant and event management



Human Capital Management

- Demonstrate the ability to provide direction to team members by setting clear, measurable goals to enable team to accomplish their objectives; drive results by instilling accountability in members for achieving organisational objectives, and duly rewarding them as they meet established outcomes
- Demonstrate the ability to build motivation by delegating autonomy and allowing team members to make decisions based on their capabilities, development needs and interests
- Demonstrate the ability to provide clear and frequent performance feedback, and help to develop team members and subordinates to unleash their full potential



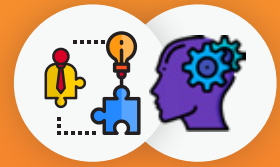
Purpose-driven Leadership

- Demonstrate qualities of a purpose-driven leader by creating and communicating a compelling vision, mission and values with the ability to cascade it to clearly defined as well as measurable short/long-term goals
- Demonstrate decision-making skills, and the ability to discern courses of action given various alternatives, using a reasoned process and taking calculated risks to achieve intended objectives
- Demonstrate effective handling of challenges, disappointments and stressors, exuding optimistic demeanor to promote a positive spirit amongst the team and organisation. Continuously aim to improve identified strengths and areas of development by seeking constructive feedback and practising self-reflection

Leadership Skills

A Leadership Skill comprises traits and skills required by managerial positions and higher which are imperative in building motivation and cohesion amongst teams of employees.

There are 6 Leadership Skills.



Religious Leadership

- Demonstrate the ability to guide and lead the Muslim community in spiritual, religious and ethical matters; he/she is dutiful, faithful in all actions and exemplary to others
- Demonstrate a balanced view of Islamic values and disciplines that address the mind, body, emotions and soul; develops a mindset that emphasise freedom of choice and teaches the congregants/Muslim community to think critically in order to enlighten their minds, grow their capacities and build a harmonious society



Strategy Formulation & Execution

- Demonstrate the ability to create and translate organisational strategies into action plans and work priorities
- Demonstrate the ability to execute strategy through openness to new ideas and innovative solutions, and application of continuous improvement practices to optimise operating costs, increase task efficiency and improve effectiveness in processes
- Demonstrate the implementation of organisational performance systems and review effectiveness regularly to ensure organisational objectives, goals and key performance indicators are met
- Demonstrate the understanding of concepts across multiple disciplines, with the capacity to synthesise the knowledge and insights to guide decisions and foster cooperation



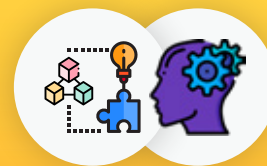
Strategic Partnership & Collaboration

- Demonstrate the value of a collaborative culture through information sharing, and building strategic partnerships with internal and external stakeholders
- Demonstrate continuous efforts to identify, build and sustain strategic networks with internal and external stakeholders in order to address current and future needs of the Muslim community
- Demonstrate the ability to communicate effectively with key stakeholders by actively considering their needs, keeping them up to date with organisational interests and strategies, securing buy-ins and aligning objectives between stakeholders and the organisation

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Business Management

- Change Management
Page 102
- Conflict Management
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- International Relations Management
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- Knowledge Management
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- Networking
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- Project Management
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- Public Speaking
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- Risk Compliance and Governance
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- Service Excellence
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- Stakeholder Engagement & Management
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- Technology Application
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- Vendor Management
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Education and Curriculum Development

- Andragogy and Pedagogy Curriculum Design
Page 114
- Curriculum Implementation, Analysis & Assessment
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- Curriculum Research & Development
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- Education & Career Guidance
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- Educational Partnership Management
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Learning Assessment and Delivery

- Behaviour Change Facilitation
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- Coaching and Mentoring
Page 120
- Learning & Development Strategy and Programme Management
Page 121
- Pastoral Care
Page 122



Legal

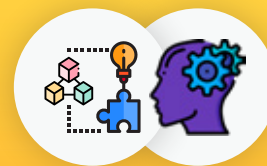
- Case Management
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- Dispute Resolution
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- Ethical Culture
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- Legal Drafting & Writing
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- Regulatory & Legal Advisory
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Skills &

Functional Skills

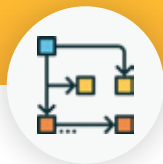
A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Marketing, Communications and Awareness

- Brand Management
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- Communications Channel Management
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- Community Outreach & Engagement
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- Conferences and Exhibitions Content and Experience Development & Design
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- Content Production
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- Dakwah Communication
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- Digital Marketing
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- Events Planning and Management
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- Marketing Plan Management
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- Public Relations Management
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Religious Strategy Development

- Education Policy Formulation
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- Religious Strategy Formulation
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Research and Data Analytics

- Cross-Religious Knowledge
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- Research Design, Data Analysis and Results Communication
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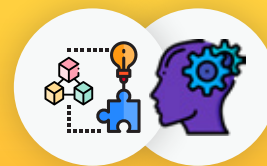
Student Relations and Classroom Management

- Classroom Safety & Maintenance
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- Learning Needs Analysis
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- Lesson Planning, Optimisation & Delivery
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- Student Administrative & Programme Management
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- Student Assessment & Engagement
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- Technology-enabled Learning Delivery
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Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Business Management

Functional Skill:

Change Management

Manage organisational change management systems to drive organisational success and outcomes by preparing, equipping and supporting adoption of change in the Religious Sector.

Proficiency Level:

Basic

- Apply and document change control procedures in regular work processes based on endorsed changes
- Identify impact of change on employees and stakeholders
- Develop communication materials to prepare affected employees and stakeholders for change
- Document change impact on workplace performance and processes against key performance benchmarks and/or success indicators
- Deliver communications to engage and seek buy-ins of employees affected by change

Intermediate

- Drive execution of change control procedures based on implementation plans for endorsed change requests
- Develop organisation readiness plans, considering the resources, elements, capabilities and activities required for effective transitions
- Determine readiness level of the religious community for upcoming changes and identify readiness gaps for the organisation
- Deliver training to equip affected employees with skills to manage change
- Maintain oversight of change performance against set goals and benchmarks during post-implementation phase

Advanced

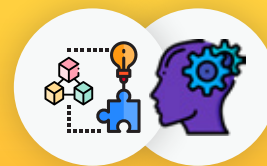
- Establish the organisation's change management strategies and policies with reference to appropriate frameworks, industry best practices and business requirements
- Determine key performance benchmarks and change success indicators
- Design strategic implementation plans, covering all business activities, key personnel and resources required to prepare the organisation for change
- Ensure the required internal and external resources are in place, and of sufficient quantity to facilitate the changes effectively
- Direct internal resources to facilitate movement towards the desired end state of the change

Skills &

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Business Management

Functional Skill:

Conflict Management

Build consensus and utilise knowledge of conflict management techniques to diffuse tensions and achieve resolutions effectively and maintain the best interests of the parties involved.

Proficiency Level:

Basic

- Identify signs, stages and causes of conflicts with individuals or groups of people
- Define the conflicts and highlight points of differences and/or contention objectively, taking into consideration social and cultural differences of parties involved
- Identify potential areas of conflict and methods to overcome the issues at hand
- Respect individual viewpoints in managing conflicts within the parties involved
- Identify key issues within a conflict situation

Intermediate

- Identify and resolve conflicts and minimise impact on other parties
- Review the effectiveness of the conflict management strategies
- Deal with conflicts sensitively, courteously and discreetly through use of conflict management techniques
- Recognise early indicators of conflicts
- Take responsibility for conflict outcomes

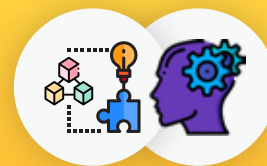
Advanced

- Identify and assess potential conflict situations in accordance with organisational policies and procedures
- Select and evaluate conflict management approaches in accordance with organisational policies and procedures
- Implement conflict management approaches to reach mutually agreed outcomes
- Evaluate outcomes to determine learning points for future conflict situations
- Evaluate potential trade-offs to minimise conflicts across parties

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Business Management

Functional Skill:

International Relations Management

Manage and maintain diplomacy in the organisation's transnational relations, including organisational ties with students, educational institutions, embassies, government agencies, international partners, and stakeholders linked to the Religious Sector.

Proficiency Level:

Basic

- Assist in maintaining working level communications with relevant international partners, stakeholders and institutions
- Conduct research on emerging issues in the international political economy
- Identify opportunities to incorporate international best practices locally and communicate these findings to relevant stakeholders
- Provide operational and administrative support required in maintaining international relations
- Maintain an updated database of local representatives studying or working abroad

Intermediate

- Maintain working level communications with relevant international partners, stakeholders and institutions
- Conduct research on foreign policy to be familiar with international standards and regulations
- Develop draft statements to be released during transnational discourse
- Ensure that transnational communication and agreements are aligned to organisational strategy and regulatory guidelines

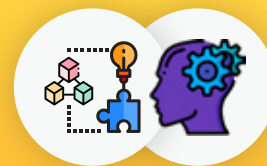
Advanced

- Formulate the discourse agenda for interaction with relevant international stakeholders and partners
- Vet and approve statements and agreements to be released during transnational discourse
- Ensure the alignment of local organisational procedures with global governance standards
- Represent Muis as an ambassador to uphold organisational reputation and maintain diplomatic ties with partnered institutions globally
- Identify opportunities to advance and/or fulfil the religious sector's needs through potential strategic partnerships globally

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Business Management

Functional Skill:

Knowledge Management

Develop and deploy systematic management of information within databases, documents, policies and procedures, as well as promote knowledge as a strategic organisational asset and key enabler of organisational learning.

Proficiency Level:

Basic

- Collect, analyse and prepare knowledge items for contribution to the knowledge management systems
- Review and improve work practices because of learning from use of the system
- Identify information requirements from stakeholders and system users in accordance with organisational procedures

Intermediate

- Manage and store information within databases, documents, policies and procedures amongst teams in a systematic manner to capture knowledge items in support of organisational learning
- Identify and evaluate system requirements with system users to support implementation of knowledge management systems
- Develop implementation plans for knowledge management
- Evaluate end to end implementation of knowledge and information management strategies to monitor performance of system
- Manage knowledge management systems

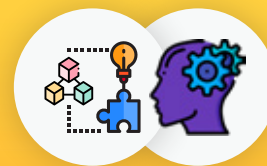
Advanced

- Devise and formulate knowledge management frameworks and processes that encourage sharing of information and encapsulates a portal of easily accessible information
- Champion a culture of information sharing
- Influence the organisation to establish a sustainable knowledge management framework in support of sustaining the development and maintenance of business information
- Direct and develop knowledge management strategies and policies in accordance with organisational guidelines
- Evaluate procedures to evaluate and refine knowledge management systems

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Business Management

Functional Skill:

Networking

Identify and establish industry stakeholder relationships at all levels of business operations to further the organisation's strategies and objectives.

Proficiency Level:

Basic

- Identify types of stakeholder groups to determine relevant parties to engage with
- Assess the relationships between organisation and different stakeholder groups to support and enhance communication efforts
- Assess stakeholders' relationships with each other to determine alignment of goals
- Maintain stakeholder relationships to support organisational strategies and objectives

Intermediate

- Assess organisation's stakeholder relationships to understand rationale and focus of activities to enhance these relationships
- Identify strategic business partners who contribute to organisational strategies and objectives
- Evaluate strategic partners' contributions to achieving organisational strategies and objectives
- Evaluate effectiveness of programmes and activities in accordance with key performance indicators
- Develop action plans to enhance relationships with strategic organisational partners
- Take necessary follow-up actions to maintain stakeholder relationships

Advanced

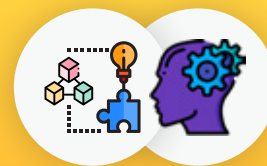
- Evaluate interests and needs of various stakeholder groups to understand their existing and potential relationships with the organisation
- Evaluate the impact of the organisational environment on the organisation's relationships with stakeholder groups
- Guide strategic interactions with stakeholder groups to support organisational strategies and objectives
- Foster relationships with stakeholder groups to support the development of organisational reputation
- Review quality of professional relationships with strategic organisational partners to identify areas for improvement

Skills &

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Business Management

Functional Skill:

Project Management

Execute projects by managing stakeholder engagement, resources, budgets and resolving problems.

Proficiency Level:

Basic

- Facilitate execution of project modules
- Implement project plans based on the understanding of project objectives and scope
- Identify risks to the success of projects or modules and manage the risks
- Collaborate and communicate effectively with relevant internal and external stakeholders related to the projects
- Deploy resources to different parts of the projects for efficient and effective completion
- Monitor costs, timescales and resources used and take basic corrective actions in case of misalignment

Intermediate

- Scope and drive completion of medium scale projects
- Scope and plan projects in accordance with organisation requirements
- Identify project implications, manage and coordinate project interdependencies with other projects or modules
- Develop stakeholder engagement plans to secure buy-in and support of critical stakeholders
- Plan project budgets, strategically control and allocate resources across multiple projects and modules
- Review the progress and performance of individual projects, and recommend actions for improvement

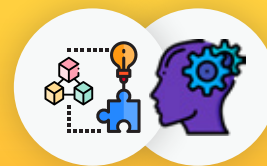
Advanced

- Manage large projects or multiple projects concurrently through the phases of definition, scoping, delivery and successful completion
- Direct an organisation-wide project risk management plan and strategy
- Lead a robust stakeholder engagement strategy and effort to secure the commitment of the critical senior stakeholders to the project's success
- Determine project budgets, considering their relative priority, urgency, importance and contribution to the organisation strategy
- Review performance on projects against their objectives and wider business objectives, and provide redirection where necessary

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Business Management

Functional Skill:

Public Speaking

Present, convey and exchange thoughts, ideas and information with confidence and a focus on articulating in a clear, succinct manner, with purpose and effectiveness.

Proficiency Level:

Basic

- Deliver presentations on familiar topics in group and one-on-one settings
- Engage the audience and tailor the presentation to the target audience's needs
- Effectively influence audience opinions or behaviours in relatively favourable situations through own words and actions
- Understand purpose of communication
- Structure presentations in a clear and concise manner

Intermediate

- Deliver presentations to broader audiences in a compelling manner
- Tailor the communication style, content and level of detail to meet the audience's needs
- Effectively influence the opinions and behaviours of others at different levels and seniority in moderately challenging situations
- Usage of both verbal and nonverbal communication techniques

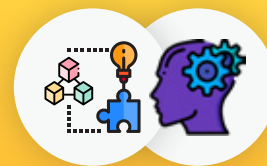
Advanced

- Deliver presentations of complex or cross-cutting issues clearly and in a highly compelling manner, regardless of the size and experience of target audience
- Ensure the communication is presented such that key stakeholder needs are met
- Effectively influence opinions and behaviours of stakeholders in highly unfavourable or challenging situations

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Business Management

Functional Skill:

Risk Compliance and Governance

Enforce corporate governance and risk compliance within the organisation through the establishment of policies, compliance programmes and management systems.

Proficiency Level:

Basic

- Interpret relevant legislation and regulations, including Syariah Law, legal documents, standards and codes of practice relevant to the business unit to identify possible areas of non-compliance
- Evaluate and report data on compliance according to information format requirements
- Formulate recommendations and obtain sign-offs for addressing areas of non-compliance with legal and other requirements

Intermediate

- Identify legislative and regulatory requirements, including Syariah Law, relevant to the organisation's risk and corporate governance
- Propose and evaluate appropriate compliance programmes and management systems in consultation with management
- Identify non-compliances based on relevant legislative and regulatory requirements
- Determine appropriate responses to address non-compliances within scope of relevant legislative and regulatory requirements

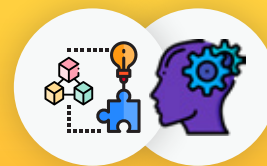
Advanced

- Establish roles, accountabilities and responsibilities of company directors, functions and various committees in complying with legislative and regulatory corporate governance policies, including Syariah Law
- Provide guidance in operationalising the organisation's corporate governance policies
- Provide feedback to management on overall compliance with corporate governance policies
- Evaluate operational plans to monitor and internalise corporate governance in the organisation

Functional Skills

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Category:

Business Management

Functional Skill:

Service Excellence

Create a positive user experience and address service challenges to deliver service excellence.

Proficiency Level:

Basic

- Create a positive user/target audience experience by equipping oneself with the mindset to go the extra mile
- Effectively handle service opportunities and service challenges
- Develop relationships that build loyalty
- Recognise different needs of stakeholders and their expectations
- Establish rapport with stakeholders to build confidence
- Project an appropriate image and persona
- Demonstrate qualities and characteristics of a service professional
- Evaluate feedback on areas of improvements to enhance experience

Intermediate

- Deliver service excellence in line with the organisation's stakeholder focused strategies
- Use service design tools to translate the organisation's vision, mission and values into the desired user/target audience experience
- Analyse the team's performance to identify areas of improvement
- Align performance standards of the team to organisation's vision, mission and values
- Analyse performance of team to identify follow up actions for improvement

Advanced

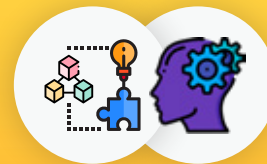
- Transform organisation's mindset and philosophies towards service excellence
- Formulate strategies to create user/target audience focused mindset and culture
- Synergise all aspects of stakeholder management to support organisation's mission, vision and values
- Transform data management to predict stakeholder needs and provide service beyond expectations

Skills &

Functional Skills

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Category:

Business Management

Functional Skill:

Stakeholder Engagement and Management

Plan and implement strategies to engage and manage constructive and positive relationships with stakeholders.

Proficiency Level:

Basic

- Apply interpersonal skills to ensure effective stakeholder engagement
- Consider interests of stakeholders during communication
- Nurture positive internal and external relations with stakeholders
- Contribute to day-to-day working relationships building with stakeholders
- Document stakeholder communication needs

Intermediate

- Determine specific interests, expectations and influence of stakeholders
- Facilitate networking opportunities to build relationships
- Engage relevant stakeholders to understand their project expectations and requirements
- Administer communication plans to engage stakeholders to build and foster positive relationships
- Implement metrics to track stakeholder engagement

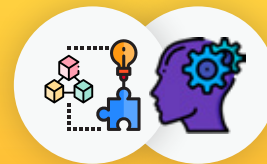
Advanced

- Formulate a proactive process that allows for cultural sensitivity in stakeholder engagement
- Develop communication strategies to build and maintain successful relationships with key strategic stakeholders
- Establish key stakeholder relationship management audit processes and criteria
- Implement metrics to track client satisfaction and engagement
- Engage relevant stakeholders when making decisions to preserve a balance of organisational and political interests
- Build relationships across sectors in view of global and local trends

Functional Skills

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Category:

Business Management

Functional Skill:

Technology Application

Integrate technologies into operations of the organisation to optimise efficiency and effectiveness of processes.

Proficiency Level:

Basic

- Adopt new technologies to enhance organisational operations or processes
- Conduct feasibility trials of new technologies for integration into work processes
- Support technology implementation plans
- Provide basic troubleshooting support and address user feedback

Intermediate

- Implement technology plans and assess effectiveness of new technologies on work operations or processes
- Assess performance of department to identify areas of technology adoption for improvement
- Generate ideas for the development of technology-enabled solutions to solve business problems
- Evaluate the effectiveness of new technologies to solve business problems
- Implement technology integration plans to meet organisational requirements

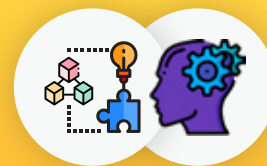
Advanced

- Develop overall technology plans for department by analysing the practicality, feasibility and risks of new technologies
- Direct and design the approach for adoption of new technologies within the organisation
- Determine cost, impact and risks associated with new technology
- Develop technology implementation approaches and schedules
- Develop optimisation plans to improve the application of technologies in organisational operations

Functional Skills

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Category:

Business Management

Functional Skill:

Vendor Management

Manage vendor relationships by ensuring performance as per contracts and operations within standards established by the organisation such as adherence to safety, security and compliance standards.

Proficiency Level:

Basic

- Compare the costs and quality from different vendors and suppliers on products and services provided
- Maintain working-level communications and feedback to vendor and/or service providers
- Monitor activities and performance of vendors against contract terms and identify performance problems or contractual issues
- Resolve minor contractual or performance issues at operational level, and escalate contractual issues that cannot be resolved
- Source for alternative vendors as a contingent

Intermediate

- Evaluate vendors for compliance with Health, Safety and Environment and Current Good Manufacturing Practices requirements
- Sustain smooth interactions and relationships with vendors and/or service providers
- Determine and set clear parameters and expectations of vendors' roles and responsibilities
- Analyse vendor service delivery and performance levels in line with key performance indicators, and provide performance feedback
- Resolve complaints and quality or service issues with vendors
- Manage vendors' performance against standards and benchmarks

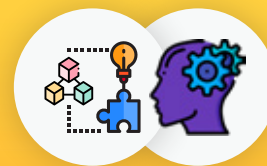
Advanced

- Develop strategic vendor management plans
- Devise risk mitigation strategies to pre-empt and address potential risks associated with the vendor relationship
- Establish key roles, duties and performance expectations of vendors
- Develop KPIs based on organisation's strategies and expectations, to measure service delivery and performance of vendors
- Evaluate overall performance of vendors to review and endorse decisions on future contract renewals, changes or termination
- Develop provisions for dispute resolutions

Functional Skills

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Category:

Education and Curriculum Development

Functional Skill:

Andragogy and Pedagogy Curriculum Design

Effective design and delivery of Islamic adult and child learning programmes to streamline learning processes that ensure learners meet their needs and achieve their goals. Focus on collection of learning materials along with development and implementation of adult and child learning programmes.

Proficiency Level:

Basic

- Consolidate and analyse outcomes of adult and child learner profile and learning needs analyses
- Conduct research and generate options for designing both adult and child learning programmes via various learning theories and models
- Develop course materials in alignment with curriculum specification and courseware development plans
- Develop instruction materials to outline implementation of course materials to ensure effective delivery of adult and child learning
- Identify opportunities for learning technology integration

Intermediate

- Define intended learning outcomes for adult and child learning courses with relevant stakeholders
- Create courseware development plan in line with curriculum specifications
- Determine appropriate packaging and sequencing of learning units and activities to ensure effective adult and child learning delivery
- Identify appropriate adult and child learning theories, models and approaches to facilitate courseware development
- Review the adult and child learning programmes to ensure continuous improvement

Advanced

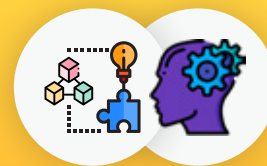
- Establish objectives and the parameters of curriculum design for adult and child learners with relevant stakeholders
- Design the adult and child learning curriculum structure to meet desired learning outcomes
- Define the curriculum design specifications
- Establish courseware development strategies that would facilitate effective adult and child learning delivery
- Oversee the development of courseware development plans and processes
- Define criteria and processes to facilitate the selection of appropriate adult and child learning theories, models, approaches and technologies

Skills &

Functional Skills

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Category:

Education and Curriculum Development

Functional Skill:

Curriculum Implementation, Analysis & Assessment

Implement, analyse and assess Islamic learning programmes to ensure continuous enhancement and improvement for learners.

Proficiency Level:

Basic

- Analyse effectiveness of Islamic learning programmes, curriculum and course materials
- Implement review and revamp processes to recommend potential improvement areas for courseware materials
- Conduct trials to assess learning solution prototypes
- Present outcomes of learning solution trials to demonstrate benefits

Intermediate

- Implement design thinking processes and instructional design theories to develop learning solutions prototypes for Islamic learning
- Develop implementation plans to facilitate effective integration of learning solutions
- Conduct feasibility analyses to identify potential improvement areas and highlight potential implementation issues
- Incorporate feedback and outcomes of learning solution trials to enhance curriculum design

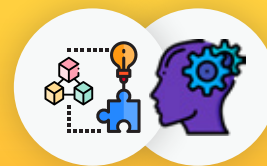
Advanced

- Establish design thinking frameworks to facilitate development of Islamic learning solutions
- Define processes for implementing curriculum and courseware review as well as revamp processes, where applicable
- Define processes for evaluating Islamic curriculum and learning programmes
- Define criteria and processes to facilitate the selection of appropriate learning theories, models, approaches and technologies
- Determine implications of emerging trends and evaluating impact on curriculum development and design
- Evaluate potential to integrate learning solutions into overall process improvement strategies

Functional Skills

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Category:

Education and Curriculum Development

Functional Skill:

Curriculum Research & Development

Evaluate existing research literature in education and curriculum design to understand the existing body of knowledge, identify gaps/issues, keep updated on contemporary issues and translate them into research questions for further investigations and subsequently to test hypotheses with relevant stakeholders.

Proficiency Level:

Basic

- Collaborate within working teams to collect relevant data in facilitating research efforts
- Develop research questions based on the research aims, current and contemporary issues or areas of interest within the education sector to support policy making
- Propose analytical methods to be used for data analyses based on research findings
- Conduct research and maintain awareness on common contemporary issues concerning the Islamic religious community

Intermediate

- Identify potential collaborators for investigating educational research questions and topics
- Evaluate approaches, and potential tools/instruments for suitability of use in measuring variables
- Draft research funding proposals that articulate the research questions/topics, methodology, expected findings and benefits
- Develop preventive measures to mitigate potential concerns related to the educational research design
- Monitor the progress of the development of research proposals
- Develop research hypothesis that maintains awareness on common contemporary issues concerning the Islamic religious community

Advanced

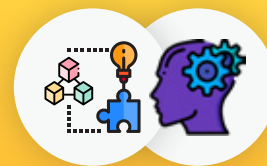
- Create collaborations to investigate educational research questions and topics at a national or regional level
- Supervise conceptualisation and development of multiple lines of curriculum research
- Lead the development of research questions, topics and hypotheses based on current or contemporary issues or areas of interest to inform policy making
- Evaluate proposed research designs to determine appropriateness for investigating the desired research questions
- Lead in the development of research funding proposals and establish budget and resource requirements

Skills &

Functional Skills

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Category:

Education and Curriculum Development

Functional Skill:

Education & Career Guidance

Equip students with the necessary knowledge, skills and values to make informed decisions at each key education stage for successful transition from school to further education or work, and hence to manage their career pathways and lifelong learning throughout their lives.

Proficiency Level:

Basic

- Enable students and their parents to explore viable education and career options through the provision of accurate and comprehensive information
- Collaborate with partners to keep track of developments in the Islamic education sector as well as key industries providing employment opportunities for students
- Support in conducting workshops and other activities to help students explore their strengths and goals

Intermediate

- Guide students and their parents in planning and deciding on student's education and career pathways
- Build strong local and international partnerships with education providers and industry partners
- Equip students with skills and means to positively engage their parents and other career influencers
- Conduct workshops and other activities to help students explore their strengths and goals

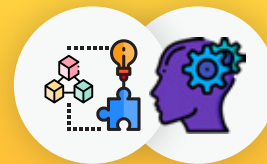
Advanced

- Build strong relationships with students and their parents and act as a trusted advisor for student's education and career pathways
- Evaluate the effectiveness of local and international partnerships with education providers and industry partners
- Nurture student's self-awareness, self-directedness and life skills for continuous learning and training
- Inculcate an appreciation for the value of all occupations and how they contribute to the well-functioning of society
- Design workshops and other activities to help students explore their strengths and goals

Functional Skills

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Category:

Education and Curriculum Development

Functional Skill:

Educational Partnership Management

Build and maintain educational partnerships with both internal and external parties within the Muslim community to enhance students' learning through effective communication, negotiation and alignment of differing needs.

Proficiency Level:

Basic

- Demonstrate basic knowledge of the broader community and its network to support expansion of educational partnerships
- Analyse resources needed for the educational partnership arrangement, and determine what resources each party will be contributing to the partnership
- Use appropriate communication and interpersonal skills to develop and maintain a professional relationship with identified partners

Intermediate

- Demonstrate adequate knowledge of the community and its network to support expansion of educational partnerships
- Set up review criteria and assess the educational partnership arrangement in consultation with relevant stakeholders
- Utilise evaluation and review processes to make suggestions for improving existing and future educational partnership arrangements
- Analyse and interpret information presented to identify relevance of partnership agreements in accordance to established guidelines

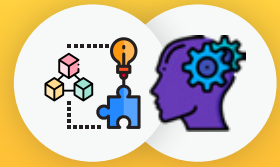
Advanced

- Identify and set objectives for the educational partnership in line with established strategic direction
- Co-create initiatives and platforms to engage with the wider community to continuously expand educational partnerships
- Leads communication effectively and provide/elicit information to confirm understanding, explore partner requirements as well as maintain relationships
- Oversee coordination with relevant government authorities and agencies in community outreach and volunteering efforts

Functional Skills

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Category:

Learning Assessment and Delivery

Functional Skill:

Behaviour Change Facilitation

Drive mindset shifts and behavioural changes to sustain learning initiatives and interventions.

Proficiency Level:

Basic

- Communicate rationale for behaviour change to promote desired mindset shift
- Assist in implementing facilitation process plans towards achieving desired objectives
- Identify benchmarks and success metrics to monitor progress of behaviour change
- Implement strategies and techniques to drive behaviour change and reduce resistance to change
- Quantify extent of behaviour change in accordance with established success metrics

Intermediate

- Establish desired behaviour change outcomes
- Collaborate with stakeholders to determine mindsets conducive for creating and sustaining desired change
- Develop strong and trusted relationships to enable oneself to act as a catalyst for change
- Develop facilitation process plans to guide achievement of desired objectives
- Evaluate effectiveness of facilitation for continuing professional development

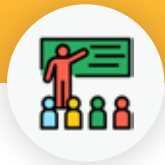
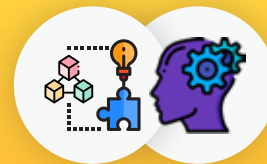
Advanced

- Design behaviour change and mindset shift strategies in alignment with desired learning outcomes
- Integrate theories of behaviour change and mindset shift into facilitation approach design
- Develop communication strategies to manage behaviour change and mindset shift
- Define benchmarks and success metrics used to quantify level of mindset shifts and behaviour change
- Evaluate outcomes of behaviour change and mindset shift initiatives
- Recommend opportunities for improvements to behaviour change and mindset shift strategies

Functional Skills

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Category:

Learning Assessment and Delivery

Functional Skill:

Coaching and Mentoring

Develop and implement coaching and mentoring approaches to address the needs of the organisation and/or religious community.

Proficiency Level:

Basic

- Document developmental gaps and opportunity areas based on individual inputs
- Implement coaching and mentoring models and methods to facilitate individual development
- Deploy tools to track individual development
- Maintain documentation of coaching and mentoring provided to individuals

Intermediate

- Develop individual development plans in accordance with established principles
- Define specific development areas
- Outline methods and tools to be deployed in tracking individual development
- Provide actionable feedback to individuals in relation to achievement of development areas
- Ensure that coaching and mentoring approaches are aligned to legal and ethical standards

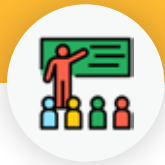
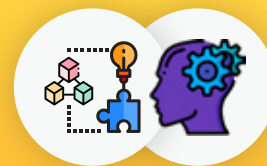
Advanced

- Define objectives for providing coaching and mentoring based on desired outcomes
- Devise coaching and mentoring guidelines aligned to desired outcomes
- Determine coaching and mentoring models and strategies to be deployed
- Determine measures to assess coaching and mentoring effectiveness
- Analyse feedback provided to learners to identify trends and improvement areas
- Evaluate key success indicators to determine effectiveness of coaching and mentoring approaches and processes
- Recommend improvements to enhance coaching and mentoring approaches

Functional Skills

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Category:

Learning Assessment and Delivery

Functional Skill:

Learning & Development Strategy and Programme Management

Establish and implement learning and development programmes and channels, and continuously develop learning curriculums to facilitate student growth and capability building.

Proficiency Level:

Basic

- Implement and execute learning and development programmes to ensure a smooth learning and development experience for students
- Develop learning calendar based on learning and development programmes developed
- Secure venues and resources required
- Manage vendors providing training services
- Develop and administer learning effectiveness feedback forms from students
- Analyse learning effectiveness feedback to identify gaps to suggest areas for improvement
- Identify grant schemes available for learning programmes

Intermediate

- Develop learning and development programmes and channels to build capabilities
- Design learning and development roadmaps and student learning plans to address learning needs
- Select appropriate channels of delivery to meet identified learning and development objectives
- Formulate learning and development programmes in accordance with legislative requirements
- Develop content for learning programmes in consultation with religious learning programme managers
- Evaluate effectiveness of various learning and development programmes and channels
- Refine learning and development programmes for continuous improvement
- Analyse learning and development budget utilisation

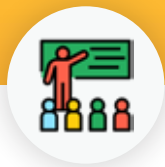
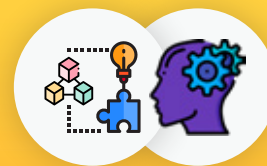
Advanced

- Establish learning and development programmes and channels in alignment with organisation's objectives
- Establish learning objectives for learning and development programmes
- Identify emerging trends and technologies in learning and development channels
- Develop financial budgets for learning and development programmes
- Secure buy-in from key stakeholders on investments in learning and development programmes
- Adapt learning and development frameworks to incorporate emerging trends in training programme development
- Establish the criteria and measures to evaluate the effectiveness of learning and development programmes and channels

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Category:

Learning Assessment and Delivery

Functional Skill:

Pastoral Care

Provide welfare support, religious guidance and counsel to members of the Muslim community.

Proficiency Level:

Basic

- Promote accessibility to community members to utilise pastoral services
- Identify community members who require pastoral care/ intervention and additional support
- Maintain relationships concerned with the wellbeing of community members
- Organise and communicate feedback from community members on effectiveness of intervention plans

Intermediate

- Identify common issues faced by members of the religious community
- Deliver intervention plans to community members based on established counselling processes and guidelines
- Continuously develop intervention programmes based on feedback to address common issues faced by individuals of the community
- Measure effectiveness of intervention plans according to key performance indicators and feedback

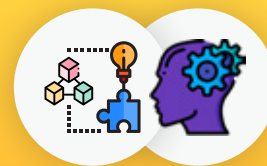
Advanced

- Guide the development of Islamic religious content that strengthens social cohesion and builds up resilience towards radicalisation and exclusivism within the Muslim community
- Establish counselling processes and programmes aligned with religious best practices and values
- Manage compliance of institution's operations according to guidelines and Standard Operating Procedures (SOP) established by Muis and institutions
- Identify areas of improving effectiveness of intervention curriculums
- Develop and maintain links with relevant stakeholders and neighbouring schools/ institutions within and beyond the Muslim community

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Legal

Functional Skill:

Case Management

Use different models and approaches for developing case plans to support client's needs in accordance to legal and statutory requirements.

Proficiency Level:

Basic

- Assess client's level of needs and risks
- Maintain case documentations and case recordings
- Identify various legal provisions and resources
- Gather information and conduct preliminary assessments for cases

Intermediate

- Apply risk assessment frameworks to suit unique requirements
- Identify team's roles and responsibilities in case management processes
- Adapt relevant tools and approaches for positive outcomes
- Develop professional and engaged relationships with key stakeholders
- Review case documentations and case recordings

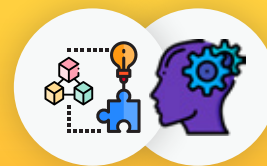
Advanced

- Adapt risk assessment frameworks to suit unique requirements of cases
- Drive efforts to improve case management practices and processes
- Connect clients to a network of services and resources in the community

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Legal

Functional Skill:

Dispute Resolution

Manage family disputes by implementing appropriate resolution approaches to find solutions to disagreements.

Proficiency Level:

Basic

- Prepare cases to gather support for positions
- Participate in dispute resolution processes to achieve desired dispute resolution outcomes
- Obtain concurrence from involved parties to reach dispute resolution
- Manage self to maintain composure, self-confidence and resilience when dealing with challenges in the dispute resolution process
- Manage dispute resolution to mitigate conflict situations and reach agreeable and positive outcomes

Intermediate

- Develop and review mediation guidelines, in consultation with stakeholders, to manage mediation process
- Prepare for mediations in accordance with mediation guidelines
- Set objective to guide mediation processes
- Use a range of communication techniques to mediate disputes successfully
- Identify opportunities to strive for negotiation outcomes, to add value to the organisation and achieve win-win outcomes for involved parties
- Research on history of disputes and dispute resolutions within the community to apply to current and future situations

Advanced

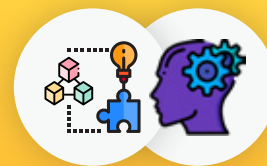
- Evaluate mediation outcomes to determine achievements against objectives and identify potential areas for improvement for future mediation
- Evaluate the effectiveness of mediation guidelines, in consultation with stakeholders, to manage mediation process
- Provide guidance to junior mediators throughout the mediation process
- Review any relevant legislative requirements and guidelines regarding Islamic and Civil law
- Lead dispute mediation to achieve mediation objectives and outcomes for the organisation

Skills &

Functional Skills

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Category:

Legal

Functional Skill:

Ethical Culture

Foster strong ethical standards in accordance with the ethical principles, religious teachings and legal code of conduct.

Proficiency Level:

Basic

- Uphold ethical standards during performance of individual duties and responsibilities
- Demonstrate an understanding of ethical principles, religious teachings and legal code of conduct
- Identify threats to compliance with the principles of the relevant code of professional conduct and ethics
- Resolve ethical dilemmas through understanding of ethical principles when engaging internal and external stakeholders
- Demonstrate sound judgement in applying and upholding the high ethical standards expected of Syariah law professionals when conducting duties for Syariah Court (SYC) and Registry of Muslim Marriages (ROMM)

Intermediate

- Uphold ethical standards of the team and ensure compliance with the relevant ethics pronouncements or code of professional conduct and ethics during performance of individual duties and responsibilities
- Monitor transactions in compliance with the relevant ethics pronouncements or code of professional conduct and ethics
- Apply safeguards to eliminate the identified threats or to reduce them to an acceptable level
- Establish protocols to resolve ethical dilemmas through understanding of ethical principles when engaging internal and external stakeholders

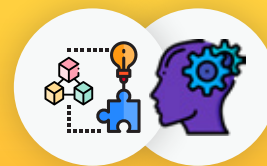
Advanced

- Foster ethical culture of the organisation and advocate compliance with ethical standards
- Evaluate effectiveness of safeguards applied to uphold ethical standards
- Uphold compliance to principles of the relevant code of professional conduct and ethics
- Establish standards for ethical values, attitudes and behaviours
- Develop plans to negate occurrence of ethical breaches
- Review and propose revisions to protocols required to resolve ethical dilemmas through understanding of ethical principles when engaging internal and external stakeholders

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Legal

Functional Skill:

Legal Drafting and Writing

Produce legal documents through the identification, application and presentation of relevant facts and laws to communicate specific messages in an organised and logical format.

Proficiency Level:

Basic

- Identify intended audience and goals for documents being produced
- Research and gather information to support document drafting as per brief
- Analyse facts, laws and information gathered according to established practices
- Establish structures and logical presentations of information without precedent
- Prepare and send drafts of legal reports and documents for review
- Incorporate feedback and necessary changes into prepared documents

Intermediate

- Define objectives of legal document in accordance with larger context and strategy
- Identify relevant precedents to act as guide where necessary
- Outline and structure legal documents in consultation with relevant stakeholders
- Describe and explain various elements, concepts and consequences in easily understood language
- Proofread and review content of legal documents to minimise errors
- Submit legal documents to relevant stakeholders

Advanced

- Document legal drafting and writing approaches suited for organisation's use
- Review legal documents produced to determine accuracy and suitability
- Identify discrepancies between legal report and document content against legal requirements and/or changes in law and precedents
- Ensure all legal documents produced adhere to legal requirements and/or changes in laws and precedents

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Legal

Functional Skill:

Regulatory and Legal Advisory

Provide advice to Muslim couples, families, and other stakeholders on legal and regulatory matters related to marriage, divorce, betrothal, nullity of marriage, the disposition of division of property on divorce and the payment of mas kahwin (dower), maintenance and consolatory gifts to support better decision making.

Proficiency Level:

Basic

- Conduct research, gather data and identify relevant laws, regulations and practices which are relevant to identified scenarios
- Assess impact of laws and regulations to current and emerging scenarios
- Draft advice and guidance for Muslim couples, families, and other stakeholders based on research and identified laws or regulations

Intermediate

- Identify and interpret legal and regulatory knowledge and best practices to provide advice to stakeholders on compliance and legal matters
- Develop constructive recommendations or advice based on the application of laws and regulations to Muslim couples, families, and other stakeholders
- Provide guidance to stakeholders on the interpretation and implications of relevant laws and regulations
- Analyse implications of emerging or new laws and regulations
- Give strategic advice on compliance and legal matters

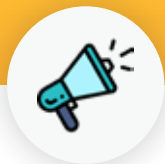
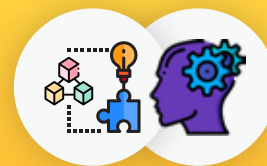
Advanced

- Engage with regulators, external parties, and other key stakeholders to discuss implications of emerging laws and regulations on the community
- Develop and define advisory strategies on how to navigate and address adverse impact of regulations and legislation on the community
- Synthesise various sources of information on legal or regulatory matters to stay at the forefront of emerging developments
- Use professional judgement to determine appropriate course of action for complex cases regarding Muslim couples and families

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Marketing, Communications and Awareness

Functional Skill:

Brand Management

Conceptualise brand strategies and develop branding guidelines to define branding features, uphold and maintain brand values and image, as well as assess current brand guidelines and provide inputs to enhance messaging.

Proficiency Level:

Basic

- Assist in implementing branding plans and campaigns towards achieving desired brand awareness
- Document customer reception to brand and outcome of branding campaigns
- Monitor the success of the brand against established Key Performance Indicators (KPIs)
- Assess organisational reputation on social media and other platforms
- Provide suggestions to improve effectiveness of branding campaigns

Intermediate

- Manage and develop branding features and guidelines to create impactful point of differentiation of brand
- Manage brand consistency to ensure alignment to brand positioning strategies and take corrective action when necessary
- Activate key levers for growing brand awareness
- Develop branding implementation plans
- Create brand guidelines and brand messages that resonate with intended target audience
- Develop effective brand management strategies
- Establish performance metrics to measure effectiveness of branding campaigns

Advanced

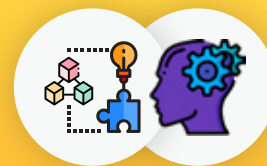
- Lead brand management strategies aligned with organisational strategies
- Establish brand positioning
- Conceptualise initiatives to create brand positioning
- Evaluate brand management strategies to determine feasibility of implementation and impact on organisation
- Define and determine brand guidelines and brand profiles
- Identify target markets and define the market profiles
- Evaluate brand performance against established Key Performance Indicators (KPIs)

Skills &

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Marketing, Communications and Awareness

Functional Skill:

Communications Channel Management

Devise frameworks for selection of communication and distribution channels, and evaluate the effectiveness of such channels.

Proficiency Level:

Basic

- Maintain communication channels
- Implement communication channel plans
- Track and interpret data to measure and evaluate communication channel effectiveness
- Conduct analysis on effectiveness of communication channels

Intermediate

- Develop communications channel management plans in line with brand, marketing strategies and overall religious direction
- Identify, select and manage communications channel structures
- Evaluate effectiveness of distribution channels
- Communicate to stakeholders on effectiveness of communication channels

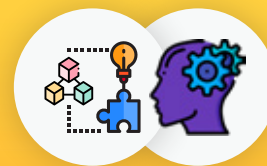
Advanced

- Devise framework and articulate guiding principles for selection of communications channels in alignment with organisational and religious strategy
- Identify target audience and target profiles
- Devise communications channel framework and principles in line with brand, marketing strategies and overall religious direction
- Analyse data pertaining to the level of spending on communication channels
- Define metrics for success and measure effectiveness

Functional Skills

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Category:

Marketing, Communications and Awareness

Functional Skill:

Community Outreach & Engagement

Interact and engage with community members in diverse settings through appropriate platforms and activities.

Proficiency Level:

Basic

- Implement the organisation's community outreach plans to engage and offer adequate help and support to members
- Deploy support resources to help community members in resolving their problems and difficulties
- Engage community members to promote utilisation of services
- Identify and adapt applications of latest technology to community outreach plans
- Network with other community organisations to maximise opportunities for community members to access programmes

Intermediate

- Develop organisation's community outreach plans to enable more members to benefit from the organisation's programmes and services
- Identify local and international issues, developments and practices impacting community outreach service delivery
- Develop plans for review and evaluation of existing outreach plans
- Obtain resources to deliver services and programmes in community outreach plans
- Facilitate collaboration opportunities with other organisations to help community

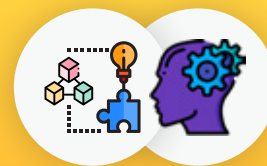
Advanced

- Lead the development of organisation's community outreach plans to enable more members to benefit from the organisation's programmes and services
- Drive development of outreach policies for the organisation
- Guide community partners in shaping policies that promote the well-being of youths
- Drive collaboration efforts with other organisations to develop outreach programmes
- Promote the cause served by the organisation through community partnerships

Functional Skills

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Category:

Marketing, Communications and Awareness

Functional Skill:

Conferences and Exhibitions Content and Experience Development & Design

Manage the content and experience for Conferences and Exhibitions events, including programme and itinerary development, identification of key speakers/ partners and liaising with exhibitors regarding content curation, exhibition specifications and exhibition layouts.

Proficiency Level:

Basic

- Analyse demands, needs and environmental factors of the target market of participants to enhance conference and exhibition experience
- Analyse past conferences and exhibitions to determine desired event programme components
- Conduct research on potential ideas and opportunities for the conference and exhibition that are aligned to the organisation's brand and marketing strategy
- Collate feedback to identify improvements to content, programmes and formats

Intermediate

- Develop conference and exhibition content, programme and format that will enhance participant experience
- Ensure conference and exhibition are planned within budget, venue and staging constraints
- Define purpose, scope and objective of conference and exhibition
- Integrate a consistent theme into all aspects of conference and exhibition contents and programmes
- Facilitate alignment of conference and exhibition to stakeholder objectives
- Analyse internal and external factors for impact on design of conference and exhibition

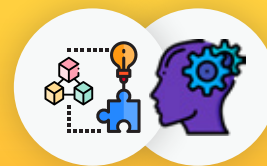
Advanced

- Drive integration of programme components for creation of cohesive conference and exhibitions in line with event objectives
- Lead development of strategy to deliver conference and exhibition to enhance participant experience
- Formulate methods to improve content, programmes and formats in line with needs of market segments
- Lead enhancement of participants' and/or attendees' experience at exhibitions and conferences

Functional Skills

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Category:

Marketing, Communications and Awareness

Functional Skill:

Content Production

Develop, curate/create and proofread content to bring to life key messages using appropriate content ideas and writing styles.

Proficiency Level:

Basic

- Draft content using established writing, illustration and communication principles appropriate to target audience
- Conduct research to draft appropriate and accurate content
- Tailor content delivery and presentation to suit target audience
- Understand and adhere to copyright laws, regulations, publishing, intellectual property and clearance procedures

Intermediate

- Edit content with reference to audience needs
- Evaluate effectiveness of messages
- Review and provide inputs for improvements
- Guide and evaluate research for appropriate content development
- Guide delivery of content and presentation to suit target audience

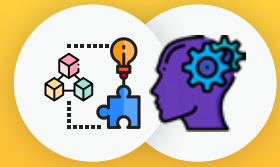
Advanced

- Develop guidelines for content development and copyright clearances
- Manage styles or themes appropriate to the publications or types of communication materials
- Provide and steer direction of research for appropriate content development

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Marketing, Communications and Awareness

Functional Skill:

Dakwah Communication

Effectively communicate the message of Islam to the wider community.

Proficiency Level:

Basic

- Engage the Muslim community to understand the fundamentals of Islam in small groups
- Share Islamic teachings on topics relevant to the audience
- Engage the audience to build understanding on key areas of concerns regarding Islam
- Address questions from the audience in a knowledgeable, confident, polite and sincere manner

Intermediate

- Engage the Muslim community to understand the fundamentals of Islam over multiple platforms such as larger group discussions, online (emails, live video sessions, social media, etc.)
- Demonstrate the value of Islamic teachings by contextualising their relevance and real-life examples/applications to the audience
- Assist audience to implement and integrate Islamic teachings in their life
- Engage the audience to build understanding on key areas of concerns regarding Islam
- Address questions from the audience in a knowledgeable, confident, polite and sincere manner

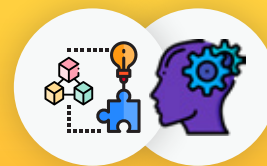
Advanced

- Engage in religious dialogues with religious scholars to share, understand and learn from each other
- Build social harmony and cohesion by articulating common values among religions
- Engage the Muslim community to understand the fundamentals of Islam over multiple platforms such as seminars, larger group dialogues, online (emails, live video sessions, social media, etc.)
- Demonstrate the value of Islamic teachings by contextualising their relevance and real-life examples/applications to the audience
- Assist audience to implement and integrate Islamic teachings in their life
- Engage the audience to build understanding on key areas of concerns regarding Islam
- Address questions from the audience in a knowledgeable, confident, polite and sincere manner

Functional Skills

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Category:

Marketing, Communications and Awareness

Functional Skill:

Digital Marketing

Develop, execute and evaluate digital marketing strategies and campaigns to promote online presence and deliver value propositions using various digital marketing channels and platforms.

Proficiency Level:

Basic

- Execute digital marketing campaigns across different marketing channels to promote online presence
- Analyse traffic flow rates of digital marketing channels for trends
- Utilise digital tools to optimise online presence such as Search Engine Optimisation (SEO), pay-per-click accounts and mobile friendly digital assets

Intermediate

- Evaluate performance of digital marketing channels
- Develop processes to create, integrate and improve digital marketing campaigns
- Evaluate Return on Investment (ROI) and review performance of digital marketing channels
- Adapt technological advances in digital marketing to marketing campaigns

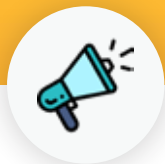
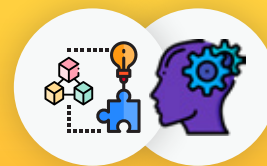
Advanced

- Define and integrate digital marketing strategies into overall plan to improve omnichannel presence
- Define goals and objectives of digital marketing strategies
- Lead evaluation of digital marketing performance and investments
- Formulate Key Performance Indicators (KPIs) for digital marketing channels

Functional Skills

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Category:

Marketing, Communications and Awareness

Functional Skill:

Events Planning and Management

Develop, manage and execute event plans according to agreed timelines and budgetary requirements.

Proficiency Level:

Basic

- Implement and monitor event planning activities according to agreed timelines and budgetary requirements
- Collate information and prepare reports to evaluate events for operational service efficiency, quality and achievement of objectives
- Execute event plans according to agreed timelines and budgetary requirements
- Monitor event activities according to agreed timelines as well as budgetary requirements
- Supervise the coordination of event logistics and setup such as event schedules and venues

Intermediate

- Manage implementation of integrated plans for multiple events to ensure cohesive planning
- Develop event plans for relationship building, religious celebrations, fund-raising, media and other public relations objectives
- Manage events according to agreed timelines as well as budgetary requirements
- Manage the coordination of event logistics and setup such as event schedules and venue layout and dressing
- Establish performance metrics to evaluate the effectiveness of events planning and management
- Assess and respond to the need for adjustments to event plans

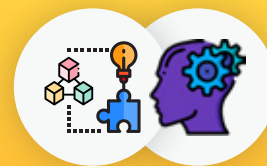
Advanced

- Formulate event management strategies to meet organisation requirements while elevating cost efficiency.
- Drive successful implementation of multiple event plans
- Formulate strategies to ensure market competitiveness which includes acquiring new event logistics management systems, recruiting and training employees to ensure that they possess future skills required
- Formulate risk management strategies with respect to event management
- Evaluate key performance metrics to analyse outcome of event management
- Drive logistics network optimisation to ensure timely supply of facilities, equipment and materials for events

Functional Skills

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Category:

Marketing, Communications and Awareness

Functional Skill:

Marketing Plan Management

Formulate, develop and implement marketing plans and evaluate tools and vehicles appropriate to reflect effective execution of strategies.

Proficiency Level:

Basic

- Execute marketing plans and campaigns in accordance with creative briefs
- Analyse proposed marketing plans and campaigns
- Understand different target audience and profiles
- Gather information on available media platforms and coordinate with suitable media platforms

Intermediate

- Develop marketing plans and campaigns to fulfil marketing objectives
- Conduct review of plans and campaigns and areas for improvement
- Tailor marketing plans and strategies for different target audience and profiles
- Enhance awareness and visibility from marketing plans and campaigns
- Monitor available media platforms and propose suitable media platforms to meet marketing objectives

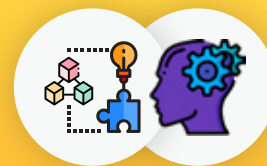
Advanced

- Formulate an integrated marketing strategy
- Develop the overall objectives, goals, desired performance and scope of marketing plans
- Drive marketing campaign development and implementation, and review the effectiveness of plans to achieve organisation objectives
- Manage development of media plan frameworks, content and integration of media platforms to achieve business strategies

Functional Skills

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Category:

Marketing, Communications and Awareness

Functional Skill:

Public Relations Management

Manage organisation's strategic direction in the management of the organisation's reputation. It also includes setting the communications agenda, identifying opportunities and threats, prioritising the issues relating to these, building upon ethics and governance, incorporating these into the organisation's policies and communicating strategies to all stakeholders.

Proficiency Level:

Basic

- Maintain media relations
- Organise press events
- Implement public relations processes to mitigate reputational risks of organisation
- Draft press releases

Intermediate

- Develop media relations locally
- Facilitate press events
- Develop public relations management and communications plans that will build on the vision and forge the Singapore Muslim Identity
- Develop public relations processes to mitigate reputational risk of organisation and union relations risks
- Review press release statements

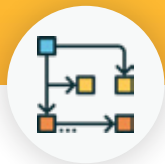
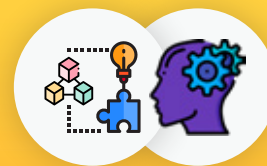
Advanced

- Drive key media relations locally and transnationally
- Devise long-term direction for press releases to set the Islamic agenda, shape religious life and forge the Singapore Muslim Identity
- Formulate public relations strategies to elevate positive reputation of the organisation and Singapore Muslim Identity, building upon corporate ethics and governance
- Lead public relations processes that avoid creating reputational risk for the organisation
- Drive relationships with union leaders in industry

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Religious Strategy Development

Functional Skill:

Education Policy Formulation

Develop Islamic educational policies including learning strategy and philosophy to drive effective learning strategies.

Proficiency Level:

Basic

- Understand fundamentals of national imperatives (i.e. history, constraints, economy, society) and its impact on Islamic educational policies and programmes
- Identify core values, learning and assessment principles underpinning Islamic education programmes
- Identify educational best practices and techniques across the value chain of learning activities
- Review internal learning offerings and delivery capabilities to identify improvement areas
- Evaluate feasibility of emerging learning technology application

Intermediate

- Evaluate Islamic educational policies and programmes as well as highlight trade-offs and impact to the broader ecosystem
- Synthesise best practices and trend analyses with learning strategy formulation
- Guide market trends analyses to assess opportunity and gap areas
- Propose learning strategy adjustments
- Determine approaches on learning technology adoption that would help to drive learning strategies

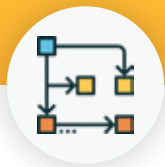
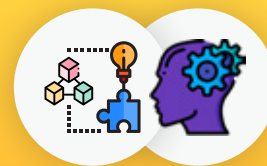
Advanced

- Anticipate and set new direction for Islamic educational policies and programmes to keep pace with changing environment, including possible discontinuities
- Integrate best learning practices with learning strategy formulation
- Devise and reformulate learning strategies based on microeconomic and macroeconomic factors
- Establish criteria to measure effectiveness of learning strategies
- Determine approaches on learning technology adoption that help to drive learning strategies

Functional Skills

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Category:

Religious Strategy Development

Functional Skill:

Religious Strategy Formulation

Formulate, develop and implement religious policies and strategies based on socio-religious trends and align them to national priorities and social needs of the Muslim community.

Proficiency Level:

Basic

- Support the development of religious policy proposals for the religious sector
- Identify trends in the external and internal environment that may impact society and religious sector
- Conduct need assessments for various stakeholders at the community level
- Support the implementation of religious policies
- Collect data and information required to monitor the effectiveness of religious policies
- Liaise with stakeholders for religious policy implementation

Intermediate

- Develop religious policy proposals and review religious policy proposals developed by staff
- Define the scope of the policy development and identify policy approaches to achieve required outcomes
- Articulate impact of current religious policies on emerging socio-religious trends
- Collect and analyse feedback during policy consultations with stakeholders
- Implement and supervise staff in implementing religious policies set out by the department
- Analyse feedback provided by external stakeholders to formulate interventions and responses

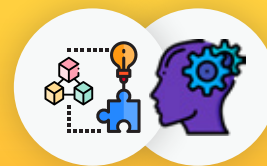
Advanced

- Drive collection and analysis of data, and environmental scanning to inform policy development
- Lead the evaluation of information to identify breaches and inconsistencies in policies
- Set policy direction and agendas
- Lead effort to build consensus on policy issues amongst stakeholders
- Lead religious policy operationalisation to ensure alignment with the overarching religious policy intent
- Lead stakeholder engagements with those involved in religious policy implementation
- Ensure religious policies are feasible, funded, and risk mitigated to ensure delivery of required outcomes

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Research and Data Analytics

Functional Skill:

Cross-Religious Knowledge

Develop and maintain the Muslim community's collective knowledge base and foster healthy interfaith relationships by being cognisant of the practices, customs and policies of other religions in Singapore.

Proficiency Level:

Basic

- Support the conduct of scholarly research and draft research reports, commentaries and analytical pieces for publishing on emerging religious topics relevant to Muslims in Singapore living in a multi-religious and secular environment
- Assist in the development of courses and programmes for asatizah and all relevant stakeholders in the socio-religious sector
- Categorise and document the collective knowledge and experiences of the Singapore Muslim community into systematic repositories
- Be familiar and exercise respect towards the beliefs, customs and practices of other religions in Singapore

Intermediate

- Develop content for a variety of courses and programmes for asatizah as well as all other stakeholders in socio-religious sector
- Ensure a repository of the Muslim community's collective knowledge base
- Disseminate latest research findings to the wider community beyond the religious sector
- Keep up to date with commentaries, research and articles published by other religious scholarly institutions
- Demonstrate multi-religious harmony and support for other local religions by attending interfaith conferences and seminars

Advanced

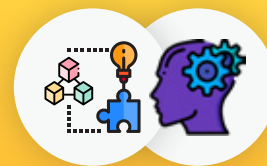
- Engage and network with public officers, academia, inter-faith leaders and other stakeholders locally and internationally to nurture good relationship, strategic collaboration and progressive socio-religious discourse
- Develop a credible up-to-date knowledge database on Islamic studies and other religious institutions
- Ensure the quality of research and commentaries on emerging religious topics are relevant to Muslims living in a multi-religious and secular environment
- Develop interfaith roundtable discussions, seminars and conferences to foster socio-religious harmony
- Develop relations and provide counsel to other religious leaders when needed

Skills &

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Research and Data Analytics

Functional Skill:

Research Design, Data Analysis and Results Communication

Design, conduct and analyse qualitative and quantitative research on Islamic literature, market conditions and function as a think tank on contemporary issues. Disseminate summarised findings via established communication channels according to Islamic scholarly community standards.

Proficiency Level:

Basic

- Support the development of qualitative and quantitative research studies
- Conduct systematic literature reviews based on the work of reputable religious scholars
- Collect qualitative and quantitative research data and manage research databases, including extracting required data and managing data storage
- Summarise and visualise key findings and market research information
- Draft research papers and presentations to communicate research findings to target audiences
- Conduct research and maintain awareness on common contemporary issues concerning the Islamic religious community
- Respond to and document the frequent socio-religious enquiries expressed by the Muslim community

Intermediate

- Develop research study objectives, research plans and methodologies to analyse trends to forecast religious sector and market needs
- Analyse qualitative and quantitative research data, interpret results generated and link them to the research questions or related findings in Islamic literature and other relevant fields to derive new insights
- Communicate research findings effectively to the target audiences using communication methods in accordance to established standards in the (Islamic) scholarly community
- Be equipped with information required to address the identified socio-religious enquiries of the Muslim community

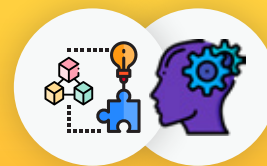
Advanced

- Lead the development of research questions and hypotheses based on current issues, identified gaps or issues in the current research literature or areas of interest to the religious sector or nation to inform policy making
- Articulate implications of results generated from qualitative and quantitative research in relation to areas of interest to the religious sector, policy makers, and other stakeholders
- Present research reports to target stakeholders for advocacy
- Lead the research on contemporary issues on social and religious policy
- Provide clarity to the community on enquiries regarding the issuance of fatwas based on existing research and established religious understanding

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Student Relations and Classroom Management

Functional Skill:

Classroom Safety & Maintenance

Identification of hazards and maintenance of risk control measures in the classroom, performing of checks and reporting of outcomes to the relevant channels and authorities.

Proficiency Level:

Basic

- Identify the safety hazards in classroom environments
- Implement health and safety matters
- Report and respond to any safety and welfare issues concerning people and classroom premises
- Conduct safety assessments on classroom premises in accordance with Standard Operating Procedures (SOP)

Intermediate

- Measure, monitor and report the performance of the overall health and safety of the people and premises
- Inspect safety assessment reports and take corrective action for premises which do not meet safety requirements
- Promote the work safety and health culture to the overall organisation

Advanced

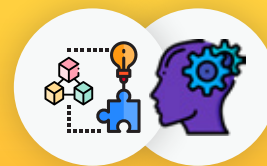
- Administer the relevant policies in terms of hygiene and safety for the classroom premises
- Coordinate the implementation of emergency preparedness and response plans
- Establish Standard Operating Procedures (SOP) for assessing safety levels in classroom premises
- Drive work safety and health culture to the overall organisation

Skills &

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Student Relations and Classroom Management

Functional Skill:

Learning Needs Analysis

Assess gaps and improvement areas in educational programmes to improve learners' knowledge and classroom delivery as well as to identify learning needs that should be embedded within curriculums.

Proficiency Level:

Basic

- Consolidate primary and secondary research data to conduct learning needs analyses
- Translate the gaps in current educational programmes into learning needs
- Identify gaps and propose learning outcomes that can be trained and embedded within curriculums
- Consult key stakeholders on the desired learning outcomes taking into consideration both internal and external perspectives

Intermediate

- Select appropriate research methods for data collection and analysis of learning needs
- Prioritise learning needs according to criticality of the subject matter to deliver successful educational programmes
- Diagnose learners' readiness for different learning and development interventions
- Advise key stakeholders on various options and learning methodologies to be incorporated within the curriculum to ensure desired learning outcomes are achieved

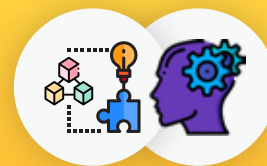
Advanced

- Identify the appropriate types of learning and development interventions
- Evaluate the impact of educational programmes from investing in the proposed learning needs
- Conduct cost-benefit analyses of the Return on Investment (ROI) of learning and development interventions
- Secure buy-in from key stakeholders on the learning and development priorities

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Student Relations and Classroom Management

Functional Skill:

Lesson Planning, Optimisation & Delivery

Assess student demographics and learning styles to formulate lesson plans, delivery approaches as well as to facilitate effective delivery, knowledge transfer and application.

Proficiency Level:

Basic

- Assess student demographic and develop appropriate lesson plans and delivery methods to implement best practices to drive learner engagement
- Understand the various learning trends and its impact to classroom delivery
- Prepare conducive learning environment in accordance with relevant safety and established requirements
- Adapt lesson plans to align with students' needs, profiles and active learning qualities
- Identify appropriate learning modes, instructional methods, and technology tools
- Conduct contextualised learning experience activities to help students achieve learning outcomes
- Deploy facilitation, questioning and communication techniques to engage students

Intermediate

- Select appropriate methods to collect and analyse data for student profile analyses to establish informed guidelines in developing lesson plans
- Develop processes to identify trends and linkages when analysing student profile data and impact on learning design and delivery
- Define characteristics of conducive learning environments
- Manage challenges and classroom dynamics to help students achieve learning outcomes
- Provide feedback and support to fellow peers pertaining to development of lesson plans, preparation and implementation of best practices
- Adjust lesson plans in response to learners' progress and evolving needs

Advanced

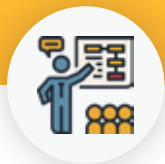
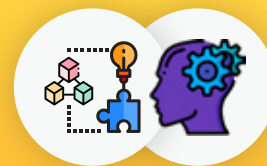
- Evaluate processes of conducting student profile analyses to identify improvements in developing lesson plans and best practices to drive learner engagement
- Develop strategies to be used to create bespoke learning environments
- Develop processes and criteria for lesson plan adaptation
- Develop continual process improvement strategies to guide delivery of contextualised learning experience and activities
- Determine implications of emerging trends and developments in facilitation and student engagement techniques
- Develop processes to support student development aligned to learner's needs and desired outcomes
- Evaluate opportunities to integrate strategies aimed at promoting learning retention and application

Skills &

Functional Skills

A Functional Skill comprises occupation/job-specific knowledge, skills and abilities that a person needs to have to perform the various tasks required in his/her job role.

There are 46 Functional Skills under 8 Categories.



Category:

Student Relations and Classroom Management

Functional Skill:

Student Administrative & Programme Management

Manage the implementation of Islamic educational programmes to facilitate successful operationalisation and execution as well as to provide a seamless experience for students, parents and all other parties involved.

Proficiency Level:

Basic

- Disseminate information about programmes according to established guidelines
- Respond to routine enquiries from students, parents and other stakeholders related to various Islamic educational programmes
- Coordinate the arrangement of venues, logistics and resources required to execute operationalisation of programmes
- Track registrations and attendance
- Collect tuition fees and all other educational-related payments (i.e. uniforms, books, field trips etc.)
- Consolidate information required for funding applications (where applicable)

Intermediate

- Develop Standard Operating Procedures (SOPs) to establish guidelines in operationalising Islamic educational programmes
- Develop learning calendar for Islamic educational programmes under purview based on manpower and resource considerations
- Manage and oversee utilisation of venues, logistics and resources required to operationalise educational programmes
- Manage vendors providing services
- Identify funding opportunities available for the operationalisation of Islamic educational programmes
- Review and propose improvement areas regarding administrative processes to enhance learning experiences

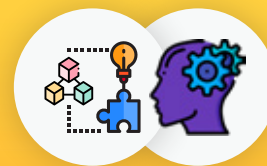
Advanced

- Oversee alignment and consistency of operational process in the running of Islamic educational programmes
- Formulate operational processes and programmes in accordance with legislative requirements and established Standard Operating Procedures (SOPs)
- Evaluate effectiveness of student administration and programme management to ensure seamless delivery experience for students, parents and all other parties involved
- Refine processes for programme management to ensure continuous improvement
- Evaluate viability of integrating emerging learning technologies and platforms to effectively execute programme

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Student Relations and Classroom Management

Functional Skill:

Student Assessment & Engagement

Design and implement assessment methods and tools to evaluate students' progress as well as ability to provide effective feedback.

Proficiency Level:

Basic

- Interpret assessment plans to define assessment requirements, methods and tools with relevant stakeholders
- Prepare students for assessments
- Conduct assessments in accordance with established plans
- Deploy appropriate assessment tools and methods
- Record assessment decisions in accordance with evidence-based principles of assessment
- Provide clear and constructive feedback to students regarding the assessment results
- Review the effectiveness of assessment methods and tools to measure students' progress

Intermediate

- Define the framework for assessment implementation with relevant stakeholders
- Assess relevance and applicability of emerging assessment practices
- Determine the criteria for selecting appropriate assessment tools
- Identify appropriate assessment tools for different assessment methods
- Develop relevant assessment tools in accordance with selected assessment methods
- Analyse the effectiveness of assessment methods and tools to measure students' progress

Advanced

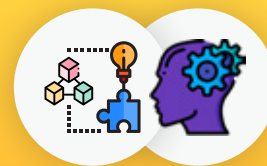
- Establish the purpose of assessment design processes in measuring learning effectiveness
- Oversee assessment design processes
- Set guiding principles to evaluate emerging assessment practices
- Determine implication of trends and developments in assessment practices
- Lead alignment of assessment practices with relevant best practices
- Manage quality assurance issues in assessment design and implementation processes
- Evaluate effectiveness of assessment methods and tools to measure students' progress

Skills &

Functional Skills

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There are 46 Functional Skills under 8 Categories.



Category:

Student Relations and Classroom Management

Functional Skill:

Technology-enabled Learning Delivery

Implement and integrate learning technology to facilitate effective learning experiences for students.

Proficiency Level:

Basic

- Source learning technologies in line with established guidelines, policies and plans
- Assess the implications of technology-enabled learning delivery approaches
- Execute techniques to drive student and learner collaboration and engagement based on established guidelines
- Resolve disruptions and challenges during execution of technology-enabled learning delivery
- Implement techniques to monitor learner progress and provide feedback

Intermediate

- Assess impact of technology-enabled learning delivery approaches on various student and learner profiles and their learning need analysis outcomes
- Determine implications, trends and emerging developments in technology-enabled learning delivery approaches
- Devise processes for integrating learning technologies with delivery approaches
- Devise processes for managing disruptions and challenges during technology-enabled learning delivery implementation

Advanced

- Establish objectives of technology-enabled learning delivery approaches
- Formulate techniques to apply learning technology to drive student and learner engagement
- Evaluate implications of evolving student and learner demographics
- Define the principles for developing technology-enabled learning delivery plans
- Evaluate the implications of technology-enabled learning delivery approaches
- Define processes for monitoring learner progress and providing feedback

Career Map for the Religious Sector



The Career Map reflects available career opportunities for individuals in the religious sector in today's organisational context, with an approximate 3 year timeframe.

Guide to reading the Career Map:

The Career Map is...

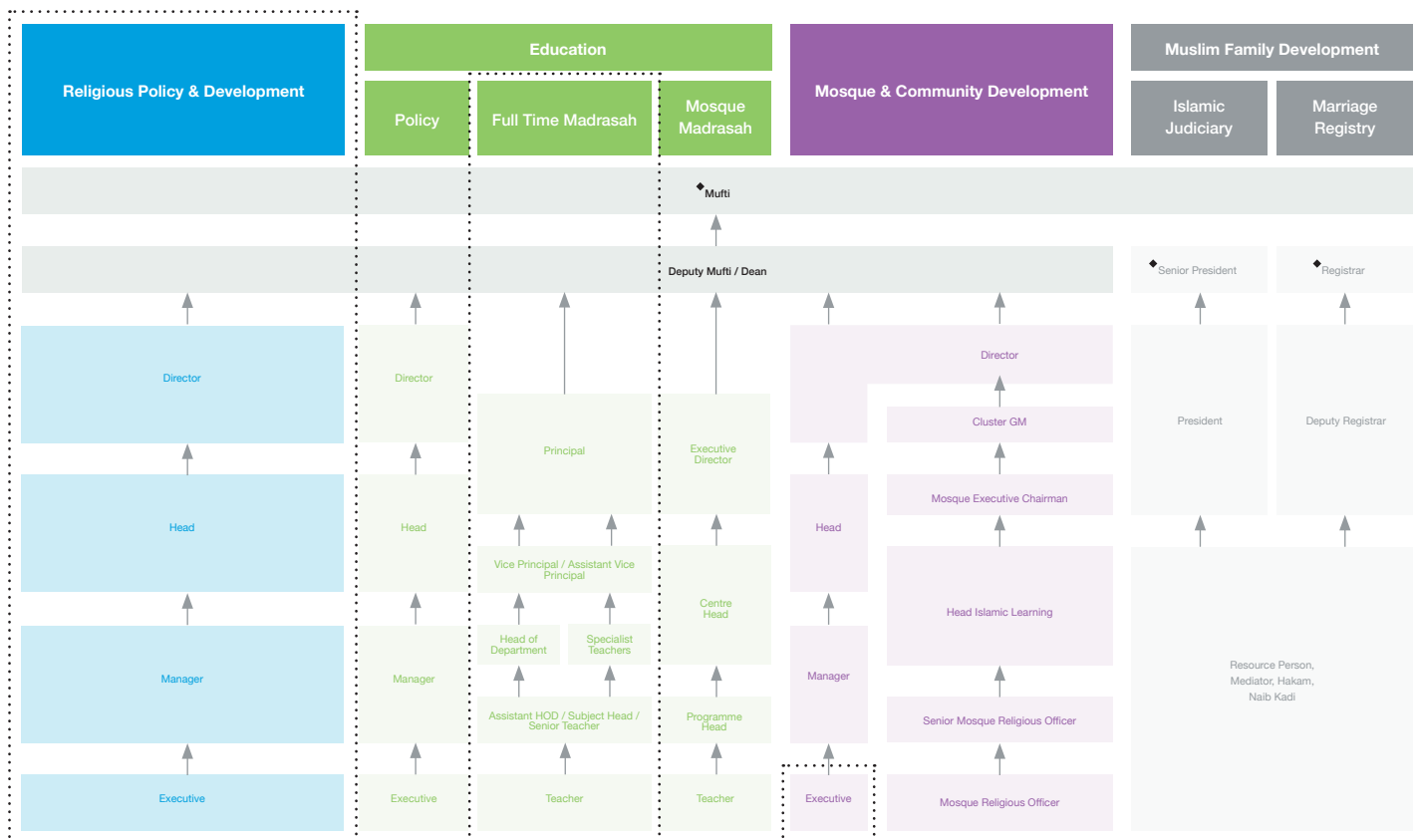
A representation of pertinent job roles within the sector.

A representation from an optical perspective of the career progression pathways for each job role.

The Career Map is not...

A representation of organisational structure or reporting lines.

Specific to individual organisations, but for both varying institutes/organisations to customise according to their own context.



A Track represents a collection of job roles which have similar objectives and skills requirements. Some Tracks can have sub-tracks. Each Track and its sub-tracks have a distinct colour to differentiate them from other Tracks.

A sub-track represents a collection of job roles within a singular Track which have vertical progression pathways represented by upward arrows.

A Job Role refers to a distinct portfolio of tasks and required skills and competencies in order to perform those tasks.

Details of each Job Role can be found in its Skills Map which contain the job description, key activities and functional skills required.

Legend:

- ♦ Appointed Positions-These positions are by appointment, as specified in Administration of Muslim Law Act (AMLA).

Note:

- The Career Map serves as a reference to reflect the available job roles and possible career pathways in the Religious Sector, which may vary depending on current structure, operating environment, and skills requirement among other dynamic factors. The vertical and lateral career progression pathways would depend on individual performance, capability, experience, aspiration, as well as the needs of the organisations in the sector.
- Director role also includes Assistant & Deputy Director.

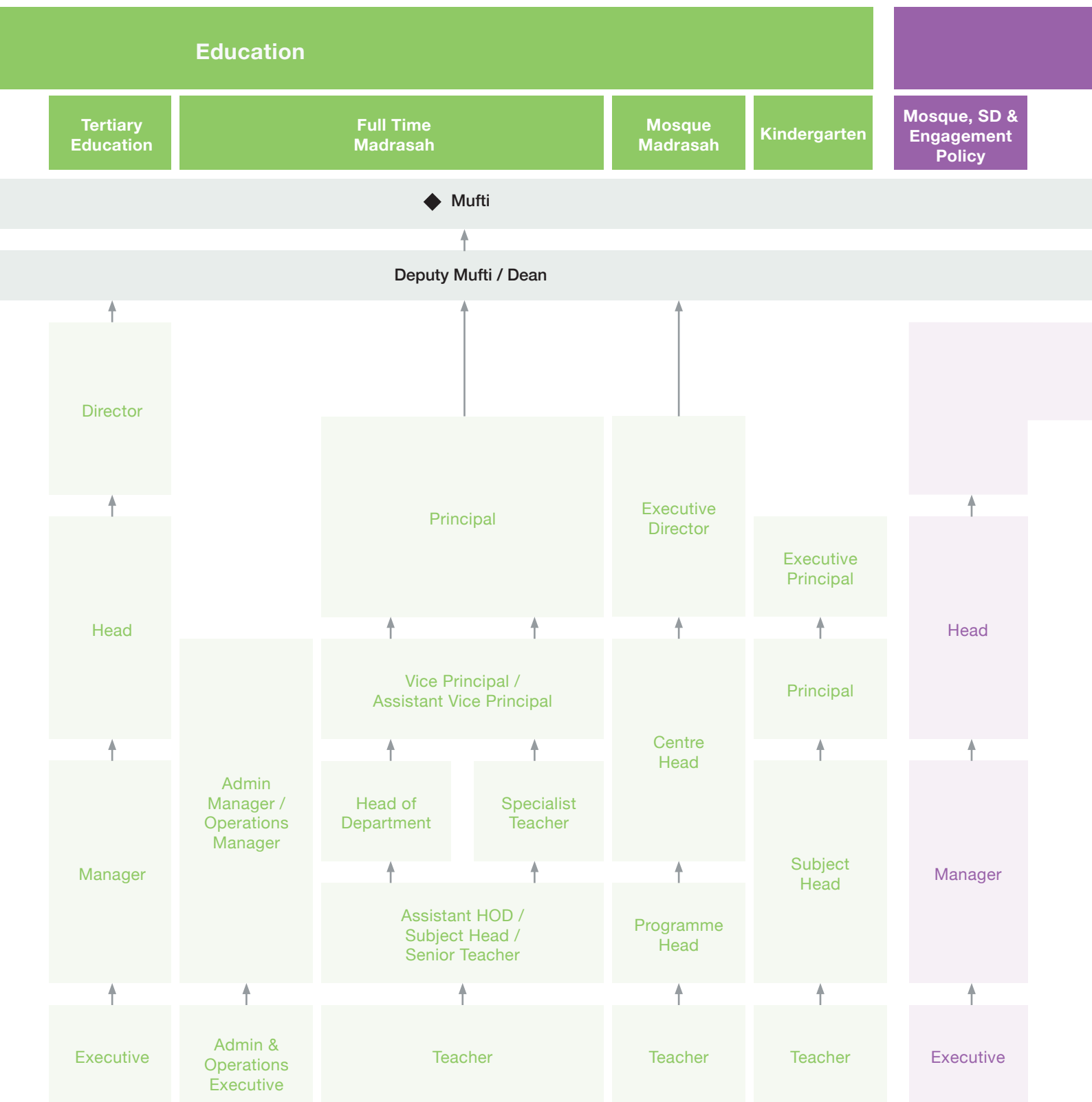
Career Map for Religious Sector

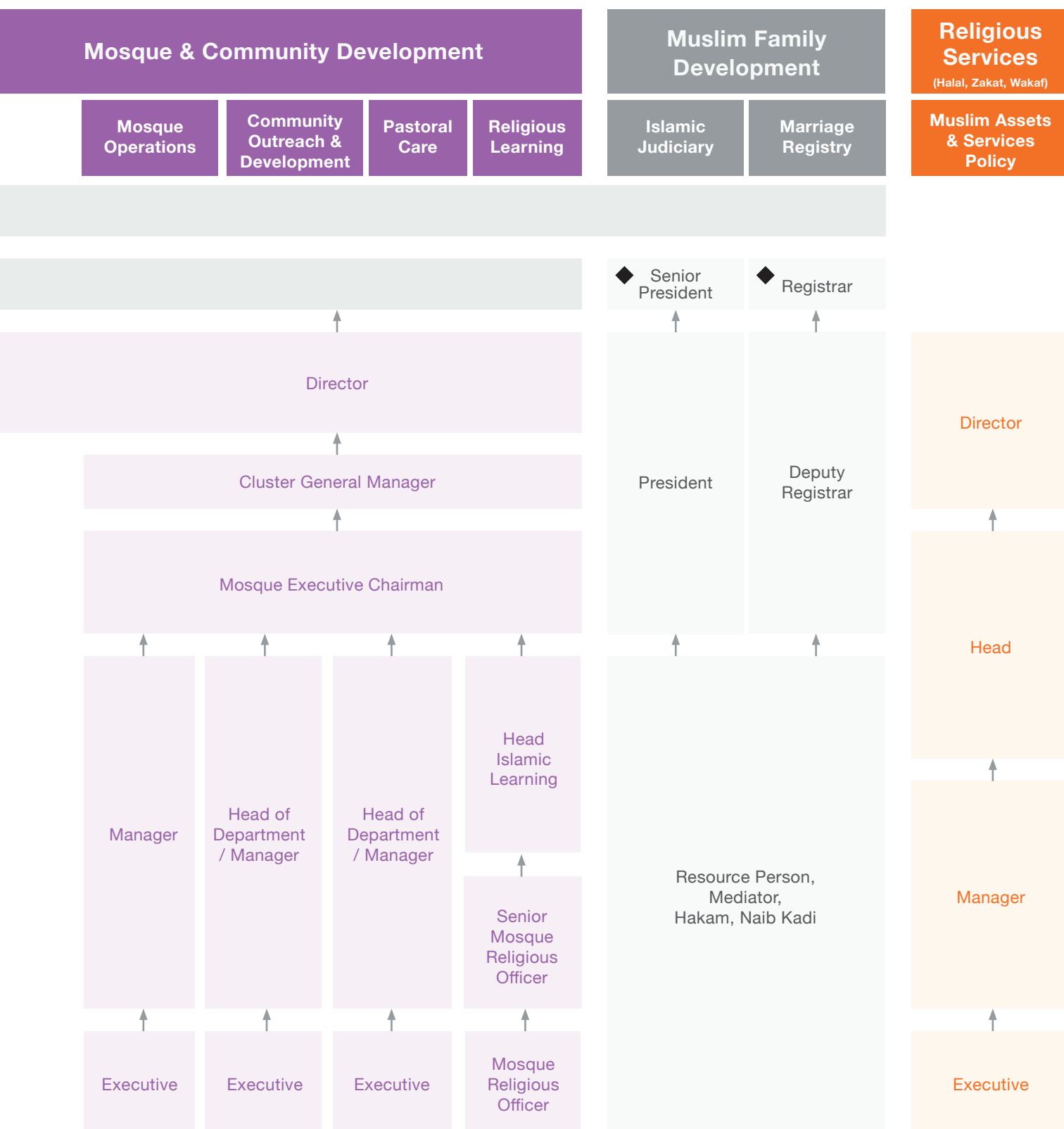
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- Director role also includes Assistant & Deputy Director.
- Mosque, Social Development (SD) & Engagement Policy.

An initiative under Asatizah Workforce Development Plan (AWDP)



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