



**Majlis Ugama Islam Singapura**  
(Islamic Religious Council of Singapore)

# PCICS Practicum

*Guidelines for  
Workplace Coach*

Updated 27 January 2021

## Guidelines for PCICS Practicum Workplace Coach

### 1. Objectives

Through the practicum experience, students will have the opportunity to acquire and develop on-the-job work-ready skills for future roles in the workforce. An organisation should take into consideration the following objectives of the PCICS Programme:

*By the end of the practicum, students should be able to*

- *Apply the knowledge, skills and attitudes acquired from PCICS into the working environment*
- *Demonstrate relevant 21<sup>st</sup> century competencies in workplace context*
- *Exhibit a reflective and growth mindset*

As reflected in the programme objectives, a student's job scope may be varied and flexible, depending on the nature of the work and demands of the job. However, the work should be meaningful to provide opportunities for the students to apply and demonstrate the competencies they acquired from PCICS. This will allow him/her to achieve the practicum learning outcomes.

These objectives are in line with the Community of Future Asatizah (COFA) vision for the next generation of asatizah. 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.

## **2. Appointment of Workplace Coach/Supervisor**

In line with the SkillsFuture standards, organisations are requested to assign a workplace coach for the student. There are no institutionalised requirements for the workplace coach. However, the workplace coach should:

- Be the person who manages the student's day to day work;
- Have good knowledge of the sector/industry and the career pathways;
- Have good interpersonal skills and able to provide performance and feedback to the students for assessment purposes.

This guidebook will provide the workplace coach with some guidelines on how best to provide a meaningful feedback to the students at the end of the practicum.

We highly encourage the workplace coach to carry out conversations (minimum two) with the student during the course of the practicum (e.g. orientation & mid/end-point). This will help the student: (i) Identify with the company and workplace environment; (ii) Gain a better understanding of technical information and insights of his/her work and career development and progression paths of the organisation, sector, and/or industry; (iii) understand what he/she will be evaluated on, particularly with respect to the specific skills and competencies.

### 3. Practicum Feedback Report

In ensuring that the students achieve the practicum learning objectives, they are required to complete the following individual assignments.

- Develop an e-portfolio, consisting of:
  - Reflection Entries
  - Practicum Experience
- Practicum Feedback Report by Workplace Coach

The different assignments are aimed at enhancing work-ready skills and helps us determine the student's application and demonstration of competencies acquired from PCICS into the working environment.

As a workplace coach, your role is crucial in helping us achieve the practicum objectives. The Practicum Feedback Report will cover the following areas:

General Performance	Task-specific Performance		Overall Performance
Core Skills	Functional Skills	PCICS Learning Outcomes	
Assess student's competence in applying <b>at least 3 core skills</b> to workplace context.	Assess student's competence in applying <b>at least 2 functional skills</b> to workplace context.	Assess student's competence in applying <b>at least 1 knowledge, 1 skill and 1 attitudinal outcome</b> acquired from PCICS to workplace context.	Assess strengths of student and areas for improvement.
The definition of core skills can be found in <a href="#">Annex A</a> . The definition of functional skills (Basic level) can be found in <a href="#">Annex B</a> .		The PCICS Learning Outcomes can be found in <a href="#">Annex C</a> .	—

To support these assessments, we highly encourage the workplace coach to provide comments based on the student's practicum role with clear examples and explanations on how the student demonstrated the specific competencies. This will assist us in determining the level of performance of the student in the particular aspect. You may find the feedback report form [here](#).

### **Career & Competency Framework (CCF)**

The Career and Competency Framework (CCF) is one of the initiatives under Asatizah Workforce Development Plan (AWDP), developed to provide greater clarity on the skills and competencies needed for jobs in the formal religious sector. It outlines the career pathways in the religious sector and the relevant skills and competencies required, to help foster a competent & future-ready workforce. The CCF is aligned with the COFA recommendations to develop a skills framework for future asatizah, under the key thrust of Professionalising the Asatizah Sector. To find out more about the CCF, please click [here](#).

To assist you in providing a meaningful feedback to the students at the end of the practicum, we are providing a summarised description of each job role to be offered as part of the practicum, as extracted from the CCF. These descriptions also indicate the functional skills needed for each specific occupational/job role. The functional skills may be required at Basic, Intermediate or Advanced level, but for the purposes of assessment, the students are to be evaluated at the Basic level only. You may use these job role descriptions as a guide to select the appropriate skills to be assessed for the Practicum Feedback Report.

This document serves only as a guide. As the workplace coach and an industry expert, you are in the best position to determine the exact competencies required for the student's specific occupational job/role.

## **Abstract**

The job roles and categories shown in this document is the abbreviated version for the purposes of PCICS practicum assessment only. For the full documentation, please refer to the CCF document [here](#).

## **CCF Job Roles**

Religious Policy & Development .....	7
Executive, Religious Guidance .....	7
Executive, Content Development .....	8
Executive, Regulation & Enforcement .....	9
Executive, Training & Development.....	10
Education .....	11
Executive, Curriculum Development .....	11
Teacher, Madrasah .....	12
Teacher, Mosque Madrasah .....	13
Mosque & Community Development .....	14
Mosque Religious Officer, Religious Learning.....	14
Annex A: Core Skills & Definitions.....	15
Annex B: Functional Skills & Definitions .....	17
Business Management .....	18
Marketing, Communications & Awareness .....	21
Learning Assessment & Delivery.....	24
Education & Curriculum Development .....	26
Religious Strategy Development.....	28
Research & Data Analytics .....	29
Student Relations & Classroom Management.....	30
Annex C: PCICS Learning Outcomes.....	32

## **Religious Policy & Development**

### Executive, Religious Guidance

<b>Role</b>	The Executive, Religious Guidance is expected to assist in managing all
<b>Description</b>	<p>Islamic fatwa content, policies and religious-thoughts based on the Singapore Muslim Identity (SMI).</p> <p>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.</p> <p>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.</p>

#### **Functional Skills**

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

## Executive, Content Development

<b>Role</b>	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.
<b>Description</b>	He/She should be proficient in English, Malay and preferably Arabic language.

### Functional Skills

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



## Executive, Regulation & Enforcement

<b>Role</b>	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.
<b>Description</b>	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.

### Functional Skills

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

## 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.

### Functional Skills

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

## Education

### 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.

#### Functional Skills

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

## Teacher, Madrasah

<b>Role</b>	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.
<b>Description</b>	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.

### Functional Skills

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

## 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.

### Functional Skills

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

## **Mosque & Community Development**

### Mosque Religious Officer, Religious Learning

<b>Role Description</b>	<p>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.</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. The incumbent should also have strong interpersonal skills.</p>
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#### **Functional Skills**

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

## **Annex A: Core Skills & Definitions**

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.

<b>Core Skill</b>	<b>Definition</b>
<b>Agility</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability and willingness to learn from experience, and apply this learning to perform successfully under new situations</li> <li>• Demonstrate adaptability and flexibility to overcome disruption and change</li> </ul>
<b>Digital Literacy</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Critical &amp; Applied Thinking</b>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to contextualise and apply principals from various disciplines into a religious context and/or vice versa</li> <li>• 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</li> <li>• 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.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Demonstrate effective communication by utilising all forms: verbal, nonverbal and written mediums. Ensure consistency in communication via both traditional and modern platforms of discourse</li> <li>• Demonstrate active listening skills, exercising empathy and openness to different ideas and opinions during interaction with others</li> <li>• Demonstrate efficient management of conflicts and relationships and communicate effectively with others in an approachable and relatable manner, to achieve mutual consensus and outcomes</li> </ul>

<b>Core Skill</b>	<b>Definition</b>
<b>Global Mindset, Diversity &amp; Inclusion</b>	<ul style="list-style-type: none"> <li>• Demonstrate respect for different cultures and awareness of socio-political sensitivities</li> <li>• 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</li> </ul>
<b>Grit &amp; Resilience</b>	<ul style="list-style-type: none"> <li>• Demonstrate qualities of perseverance and determination in the face of adversity to attain long-term goals</li> </ul>
<b>Teamwork &amp; Collaboration</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
<b>Personal Development &amp; Lifelong Learning</b>	<ul style="list-style-type: none"> <li>• Demonstrate reflective assessment of one's skills and abilities to drive personal improvement and attain professional and religious knowledge</li> <li>• Demonstrate willingness to seek out opportunities to enhance one's knowledge and skills for continual learning</li> </ul>
<b>Resource Management</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



## **Annex B: Functional Skills & Definitions**

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 39 Functional Skills under 7 Categories.

The definition & description is based on the Basic level of proficiency as defined in the CCF, since students are only to be assessed at this level. You may refer to the CCF for the description of Intermediate and Advanced levels of proficiency.

<u><b>Business Management</b></u> 1. Change Management 2. International Relations Management 3. Knowledge Management 4. Networking 5. Project Management 6. Public Speaking 7. Risk Compliance and Governance 8. Service Excellence 9. Technology Application 10. Vendor Management	<u><b>Marketing, Communications &amp; Awareness</b></u> 11. Brand Management 12. Communications Channel Management 13. Community Outreach & Engagement 14. Conferences and Exhibitions Content and Experience Development & Design 15. Content Production 16. Dakwah Communication 17. Digital Marketing 18. Events Planning and Management 19. Marketing Plan Management 20. Public Relations Management
<u><b>Learning Assessment &amp; Delivery</b></u> 21. Behaviour Change Facilitation 22. Coaching and Mentoring 23. Learning & Development Strategy and Programme Management 24. Pastoral Care	<u><b>Education &amp; Curriculum Development</b></u> 25. Andragogy and Pedagogy Curriculum Design 26. Curriculum Implementation, Analysis & Assessment 27. Curriculum Research & Development 28. Education & Career Guidance 29. Educational Partnership Management
<u><b>Religious Strategy Development</b></u> 30. Education Policy Formulation 31. Religious Strategy Formulation	<u><b>Research &amp; Data Analytics</b></u> 32. Cross-Religious Knowledge 33. Research Design, Data Analysis and Results Communication
<u><b>Student Relations &amp; Classroom Management</b></u> 34. Classroom Safety & Maintenance 35. Learning Needs Analysis 36. Lesson Planning, Optimisation & Delivery 37. Student Administrative & Programme Management 38. Student Assessment & Engagement 39. Technology-enabled Learning Delivery	

## Business Management

Functional Skill	Definition (Basic level)
Change Management	<ul style="list-style-type: none"> <li>• Apply and document change control procedures in regular work processes based on endorsed changes</li> <li>• Identify impact of change on employees and stakeholders</li> <li>• Develop communication materials to prepare affected employees and stakeholders for change</li> <li>• Document change impact on workplace performance and processes against key performance benchmarks and/or success indicators</li> <li>• Deliver communications to engage and seek buy-ins of employees affected by change</li> </ul>
International Relations Management	<ul style="list-style-type: none"> <li>• Assist in maintaining working level communications with relevant international partners, stakeholders and institutions</li> <li>• Conduct research on emerging issues in the international political economy</li> <li>• Identify opportunities to incorporate international best practices locally and communicate these findings to relevant stakeholders</li> <li>• Provide operational and administrative support required in maintaining international relations</li> <li>• Maintain an updated database of local representatives studying or working abroad</li> </ul>
Knowledge Management	<ul style="list-style-type: none"> <li>• Collect, analyse and prepare knowledge items for contribution to the knowledge management systems</li> <li>• Review and improve work practices because of learning from use of the system</li> <li>• Identify information requirements from stakeholders and system</li> </ul>
Networking	<ul style="list-style-type: none"> <li>• Identify types of stakeholder groups to determine relevant parties to engage with</li> <li>• Assess the relationships between organisation and different stakeholder groups to support and enhance communication efforts</li> <li>• Assess stakeholders' relationships with each other to determine alignment of goals</li> <li>• Maintain stakeholder relationships to support organisational strategies and objectives</li> </ul>

Functional Skill	Definition (Basic level)
Project Management	<ul style="list-style-type: none"> <li>• Facilitate execution of project modules</li> <li>• Implement project plans based on the understanding of project objectives and scope</li> <li>• Identify risks to the success of projects or modules and manage the risks</li> <li>• Collaborate and communicate effectively with relevant internal and external stakeholders related to the projects</li> <li>• Deploy resources to different parts of the projects for efficient and effective completion</li> <li>• Monitor costs, timescales and resources used and take basic corrective actions in case of misalignment</li> </ul>
Public Speaking	<ul style="list-style-type: none"> <li>• Deliver presentations on familiar topics in group and one-on-one settings</li> <li>• Engage the audience and tailor the presentation to the target audience's needs</li> <li>• Effectively influence audience opinions or behaviours in relatively favourable situations through own words and actions</li> <li>• Understand purpose of communication</li> <li>• Structure presentations in a clear and concise manner</li> </ul>
Risk Compliance and Governance	<ul style="list-style-type: none"> <li>• 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 noncompliance</li> <li>• Evaluate and report data on compliance according to information format requirements</li> <li>• Formulate recommendations and obtain sign-offs for addressing areas of non-compliance with legal and other requirements</li> </ul>

Functional Skill	Definition (Basic level)
Service Excellence	<ul style="list-style-type: none"> <li>• Create a positive user/target audience experience by equipping oneself with the mindset to go the extra mile</li> <li>• Effectively handle service opportunities and service challenges</li> <li>• Develop relationships that build loyalty</li> <li>• Recognise different needs of stakeholders and their expectations</li> <li>• Establish rapport with stakeholders to build confidence</li> <li>• Project an appropriate image and persona</li> <li>• Demonstrate qualities and characteristics of a service professional</li> <li>• Evaluate feedback on areas of improvements to enhance experience</li> </ul>
Technology Application	<ul style="list-style-type: none"> <li>• Adopt new technologies to enhance organisational operations or processes</li> <li>• Conduct feasibility trials of new technologies for integration into work processes</li> <li>• Support technology implementation plans</li> <li>• Provide basic troubleshooting support and address user feedback</li> </ul>
Vendor Management	<ul style="list-style-type: none"> <li>• Compare the costs and quality from different vendors and suppliers on products and services provided</li> <li>• Maintain working-level communications and feedback to vendor and/or service providers</li> <li>• Monitor activities and performance of vendors against contract terms and identify performance problems or contractual issues</li> <li>• Resolve minor contractual or performance issues at operational level, and escalate contractual issues that cannot be resolved</li> <li>• Source for alternative vendors as a contingent</li> </ul>

## Marketing, Communications & Awareness

Functional Skill	Definition (Basic level)
Brand Management	<ul style="list-style-type: none"> <li>• Assist in implementing branding plans and campaigns towards achieving desired brand awareness</li> <li>• Document customer reception to brand and outcome of branding campaigns</li> <li>• Monitor the success of the brand against established Key Performance Indicators (KPIs)</li> <li>• Assess organisational reputation on social media and other platforms</li> <li>• Provide suggestions to improve effectiveness of branding campaigns</li> </ul>
Communications Channel Management	<ul style="list-style-type: none"> <li>• Maintain communication channels</li> <li>• Implement communication channel plans</li> <li>• Track and interpret data to measure and evaluate communication channel effectiveness</li> <li>• Conduct analysis on effectiveness of communication channels</li> </ul>
Community Outreach & Engagement	<ul style="list-style-type: none"> <li>• Implement the organisation's community outreach plans to engage and offer adequate help and support to members</li> <li>• Deploy support resources to help community members in resolving their problems and difficulties</li> <li>• Engage community members to promote utilisation of services</li> <li>• Identify and adapt applications of latest technology to community outreach plans</li> <li>• Network with other community organisations to maximise opportunities for community members to access programmes</li> </ul>
Conferences and Exhibitions Content and Experience Development & Design	<ul style="list-style-type: none"> <li>• Analyse demands, needs and environmental factors of the target market of participants to enhance conference and exhibition experience</li> <li>• Analyse past conferences and exhibitions to determine desired event programme components</li> <li>• Conduct research on potential ideas and opportunities for the conference and exhibition that are aligned to the organisation's brand and marketing strategy</li> <li>• Collate feedback to identify improvements to content, programmes and formats</li> </ul>

Functional Skill	Definition (Basic level)
Content Production	<ul style="list-style-type: none"> <li>• Draft content using established writing, illustration and communication principles appropriate to target audience</li> <li>• Conduct research to draft appropriate and accurate content</li> <li>• Tailor content delivery and presentation to suit target audience</li> <li>• Understand and adhere to copyright laws, regulations, publishing, intellectual property and clearance procedures</li> </ul>
Dakwah Communication	<ul style="list-style-type: none"> <li>• Engage the Muslim community to understand the fundamentals of Islam in small groups</li> <li>• Share Islamic teachings on topics relevant to the audience</li> <li>• Engage the audience to build understanding on key areas of concerns regarding Islam</li> <li>• Address questions from the audience in a knowledgeable, confident, polite and sincere manner</li> </ul>
Digital Marketing	<ul style="list-style-type: none"> <li>• Execute digital marketing campaigns across different marketing channels to promote online presence</li> <li>• Analyse traffic flow rates of digital marketing channels for trends</li> <li>• Utilise digital tools to optimise online presence such as Search Engine Optimisation (SEO), payper-click accounts and mobile friendly digital assets</li> </ul>
Events Planning and Management	<ul style="list-style-type: none"> <li>• Implement and monitor event planning activities according to agreed timelines and budgetary requirements</li> <li>• Collate information and prepare reports to evaluate events for operational service efficiency, quality and achievement of objectives</li> <li>• Execute event plans according to agreed timelines and budgetary requirements</li> <li>• Monitor event activities according to agreed timelines as well as budgetary requirements</li> <li>• Supervise the coordination of event logistics and setup such as event schedules and venues</li> </ul>

Functional Skill	Definition (Basic level)
Marketing Plan Management	<ul style="list-style-type: none"> <li>• Execute marketing plans and campaigns in accordance with creative briefs</li> <li>• Analyse proposed marketing plans and campaigns</li> <li>• Understand different target audience and profiles</li> <li>• Gather information on available media platforms and coordinate with suitable media platforms</li> </ul>
Public Relations Management	<ul style="list-style-type: none"> <li>• Maintain media relations</li> <li>• Organise press events</li> <li>• Implement public relations processes to mitigate reputational risks of organisation</li> <li>• Draft press releases</li> </ul>

## Learning Assessment & Delivery

Functional Skill	Definition (Basic level)
Behaviour Change Facilitation	<ul style="list-style-type: none"> <li>• Communicate rationale for behaviour change to promote desired mindset shift</li> <li>• Assist in implementing facilitation process plans towards achieving desired objectives</li> <li>• Identify benchmarks and success metrics to monitor progress of behaviour change</li> <li>• Implement strategies and techniques to drive behaviour change and reduce resistance to change</li> <li>• Quantify extent of behaviour change in accordance with established success metrics</li> </ul>
Coaching and Mentoring	<ul style="list-style-type: none"> <li>• Document developmental gaps and opportunity areas based on individual inputs</li> <li>• Implement coaching and mentoring models and methods to facilitate individual development</li> <li>• Deploy tools to track individual development</li> <li>• Maintain documentation of coaching and mentoring provided to individuals</li> </ul>
Learning & Development Strategy and Programme Management	<ul style="list-style-type: none"> <li>• Implement and execute learning and development programmes to ensure a smooth learning and development experience for students</li> <li>• Develop learning calendar based on learning and development programmes developed</li> <li>• Secure venues and resources required</li> <li>• Manage vendors providing training services</li> <li>• Develop and administer learning effectiveness feedback forms from students</li> <li>• Analyse learning effectiveness feedback to identify gaps to suggest areas for improvement</li> <li>• Identify grant schemes available for learning programmes</li> </ul>



Functional Skill	Definition (Basic level)
Pastoral Care	<ul style="list-style-type: none"> <li>• Promote accessibility to community members to utilise pastoral services</li> <li>• Identify community members who require pastoral care/ intervention and additional support</li> <li>• Maintain relationships concerned with the wellbeing of community members</li> <li>• Organise and communicate feedback from community members on effectiveness of intervention plans</li> </ul>

## Education & Curriculum Development

Functional Skill	Definition (Basic level)
Andragogy and Pedagogy Curriculum Design	<ul style="list-style-type: none"> <li>• Consolidate and analyse outcomes of adult and child learner profile and learning needs analyses</li> <li>• Conduct research and generate options for designing both adult and child learning programmes</li> <li>• via various learning theories and models</li> <li>• Develop course materials in alignment with curriculum specification and courseware development plans</li> <li>• Develop instruction materials to outline implementation of course materials to ensure effective delivery of adult and child learning</li> <li>• Identify opportunities for learning technology integration</li> </ul>
Curriculum Implementation, Analysis & Assessment	<ul style="list-style-type: none"> <li>• Analyse effectiveness of Islamic learning programmes, curriculum and course materials</li> <li>• Implement review and revamp processes to recommend potential improvement areas for courseware materials</li> <li>• Conduct trials to assess learning solution prototypes</li> <li>• Present outcomes of learning solution trials to demonstrate benefits</li> </ul>
Curriculum Research & Development	<ul style="list-style-type: none"> <li>• Collaborate within working teams to collect relevant data in facilitating research efforts</li> <li>• Develop research questions based on the research aims, current and contemporary issues or areas of interest within the education sector to support policy making</li> <li>• Propose analytical methods to be used for data analyses based on research findings</li> <li>• Conduct research and maintain</li> <li>• awareness on common contemporary issues concerning the Islamic religious community</li> </ul>

Functional Skill	Definition (Basic level)
Education & Career Guidance	<ul style="list-style-type: none"> <li>• Enable students and their parents to explore viable education and career options through the provision of accurate and comprehensive information.</li> <li>• Collaborate with partners to keep track of developments in the Islamic education sector as well as key industries providing employment opportunities for students.</li> <li>• Support in conducting workshops and other activities to help students explore their strengths and goals.</li> </ul>
Educational Partnership Management	<ul style="list-style-type: none"> <li>• Demonstrate basic knowledge of the broader community and its network to support expansion of educational partnerships</li> <li>• Analyse resources needed for the educational partnership arrangement, and determine what resources each party will be contributing to the partnership</li> <li>• Use appropriate communication and interpersonal skills to develop and maintain a professional relationship with identified partners</li> </ul>

## Religious Strategy Development

Functional Skill	Definition (Basic level)
Education Policy Formulation	<ul style="list-style-type: none"> <li>• Understand fundamentals</li> <li>• of national imperatives (i.e. history, constraints, economy, society) and its impact on Islamic educational policies and programmes</li> <li>• Identify core values, learning and assessment principles underpinning Islamic education programmes</li> <li>• Identify educational best practices and techniques across the value chain of learning activities</li> <li>• Review internal learning offerings and delivery capabilities to identify improvement areas</li> </ul>
Religious Strategy Formulation	<ul style="list-style-type: none"> <li>• Support the development of religious policy proposals for the religious sector</li> <li>• Identify trends in the external and internal environment that may impact society and religious sector</li> <li>• Conduct need assessments for various stakeholders at the community level</li> <li>• Support the implementation of religious policies</li> <li>• Collect data and information required to monitor the effectiveness of religious policies</li> <li>• Liaise with stakeholders for religious policy implementation</li> </ul>

## Research & Data Analytics

Functional Skill	Definition (Basic level)
Cross-Religious Knowledge	<ul style="list-style-type: none"> <li>• 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</li> <li>• Assist in the development of courses and programmes for asatizah and all relevant stakeholders in the socioreligious sector</li> <li>• Categorise and document the collective knowledge and experiences of the Singapore Muslim community into systematic repositories</li> <li>• Be familiar and exercise respect towards the beliefs, customs and practices of other religions in Singapore</li> </ul>
Research Design, Data Analysis and Results Communication	<ul style="list-style-type: none"> <li>• Support the development of qualitative and quantitative research studies</li> <li>• Conduct systematic literature reviews based on the work of reputable religious scholars</li> <li>• Collect qualitative and quantitative research data and manage research databases, including extracting required data and managing data storage</li> <li>• Summarise and visualise key findings and market research information</li> <li>• Draft research papers and presentations to communicate research findings to target audiences</li> <li>• Conduct research and maintain awareness on common contemporary issues concerning the Islamic religious community</li> <li>• Respond to and document the frequent socio-religious enquiries expressed by the Muslim community</li> </ul>

## Student Relations & Classroom Management

Functional Skill	Definition (Basic level)
Classroom Safety & Maintenance	<ul style="list-style-type: none"> <li>Identify the safety hazards in classroom environments</li> <li>Implement health and safety matters</li> <li>Report and respond to any safety and welfare issues concerning people and classroom premises</li> <li>Conduct safety assessments on classroom premises in accordance with Standard Operating Procedures (SOP)</li> </ul>
Learning Needs Analysis	<ul style="list-style-type: none"> <li>Consolidate primary and secondary research data to conduct learning needs analyses</li> <li>Translate the gaps in current educational programmes into learning needs</li> <li>Identify gaps and propose learning outcomes that can be trained and embedded within curriculums</li> <li>Consult key stakeholders on the desired learning outcomes taking into consideration both internal and external perspectives</li> </ul>
Lesson Planning, Optimisation & Delivery	<ul style="list-style-type: none"> <li>Assess student demographic and develop appropriate lesson plans and delivery methods to implement best practices to drive learner engagement</li> <li>Understand the various learning trends and its impact to classroom delivery</li> <li>Prepare conducive learning environment in accordance with relevant safety and established requirements</li> <li>Adapt lesson plans to align with students' needs, profiles and active learning qualities</li> <li>Identify appropriate learning modes, instructional methods, and technology tools</li> <li>Conduct contextualised learning experience activities to help students achieve learning outcomes</li> <li>Deploy facilitation, questioning and communication techniques to engage students</li> </ul>

Functional Skill	Definition (Basic level)
Student Administrative & Programme Management	<ul style="list-style-type: none"> <li>Disseminate information about programmes according to established guidelines</li> <li>Respond to routine enquiries from students, parents and other stakeholders related to various Islamic educational programmes</li> <li>Coordinate the arrangement of venues, logistics and resources required to execute operationalisation of programmes</li> <li>Track registrations and attendance</li> <li>Collect tuition fees and all other educational-related payments (i.e. uniforms, books, field trips etc.)</li> <li>Consolidate information required for funding applications (where applicable)</li> </ul>
Student Assessment & Engagement	<ul style="list-style-type: none"> <li>Interpret assessment plans to define assessment requirements, methods and tools with relevant stakeholders</li> <li>Prepare students for assessments</li> <li>Conduct assessments in accordance with established plans</li> <li>Deploy appropriate assessment tools and methods</li> <li>Record assessment decisions in accordance with evidencebased principles of assessment</li> <li>Provide clear and constructive feedback to students regarding the assessment results</li> <li>Review the effectiveness of assessment methods and tools to measure students' progress</li> </ul>
Technology-enabled Learning Delivery	<ul style="list-style-type: none"> <li>Source learning technologies in line with established guidelines, policies and plans</li> <li>Assess the implications of technology-enabled learning delivery approaches</li> <li>Execute techniques to drive student and learner collaboration and engagement based on established guidelines</li> <li>Resolve disruptions and challenges during execution of technology-enabled learning delivery</li> <li>Implement techniques to monitor learner progress and provide feedback</li> </ul>

### **Annex C: PCICS Learning Outcomes**

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Demonstrate critical thinking about religion, religious traditions and texts, and contemporary social developments both in Singapore and globally</li> <li>• Engage with a broader range of literature on religion especially from the perspective of the humanities and social sciences (e.g. Historical, sociological and anthropological)</li> <li>• Understand contemporary social developments both in Singapore and globally which impact the local Muslim community</li> <li>• Synthesise applied Islamic sciences with other academic disciplines in addressing contemporary issues suited to the local Singapore society</li> </ul>	<ul style="list-style-type: none"> <li>• Discharge advice and guidance to the community that is suited to contemporary social, political and economic developments</li> <li>• Demonstrate relevant communication skills and the use of appropriate platforms when providing religious guidance or engaging on matters related to religion</li> <li>• Apply the tools of humanities and social sciences to apply Islamic knowledge in their working environment(s)</li> <li>• Demonstrate ability to employ research skills</li> <li>• Demonstrate 21st century competencies, including digital literacy and effective communication skills</li> <li>• Develop an appreciation for social work and provide religious perspectives in social work where relevant and necessary</li> <li>• Demonstrate relevant work-related and generic skills and competencies suited for the future religious sector workforce, including core and adjacent sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a deep appreciation of the importance of a diverse and multi-religious society and manage sensitivities in an informed manner</li> <li>• Exhibit open-mindedness, respect and inclusiveness in engaging with other religious orientations and other religious faiths</li> <li>• Develop interest to support the community in their socio-religious needs (e.g. religious guidance and teaching, institutional leadership and policy, pastoral care and counselling)</li> <li>• Exhibits a growth mindset, with a passion for lifelong learning and sustainable self-development</li> <li>• Demonstrate confidence in carrying out role as religious leader for the local Muslim community and Singapore society at large</li> </ul>



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