



Overview of the Career & Competency Framework

An initiative under Asatizah Workforce Development Plan (AWDP)



Contents



Page 04 - 05

About the Religious Sector Competency Framework



Page 10

Overview of Religious Sector Career Tracks



Page 06 - 07

Religious Sector Outlook & Key Statistics



Page 11

Overview of Skills & Competencies

- Core Skills
- Leadership Skills
- Functional Skills



Page 08 - 09

Using the Career & Competency Framework



Page 13 - 16

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



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Committee on Future Asatizah's (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.

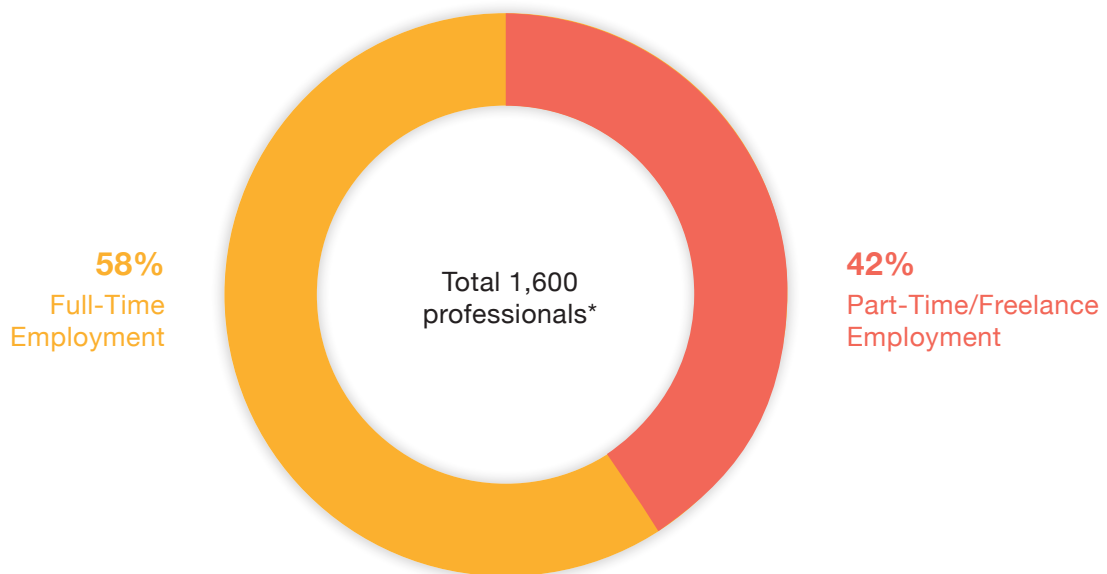
As **role models**, our asatizah are rooted to Islamic traditions, resilient, adaptable, compassionate, driven and committed to the betterment of the Singapore society.

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.

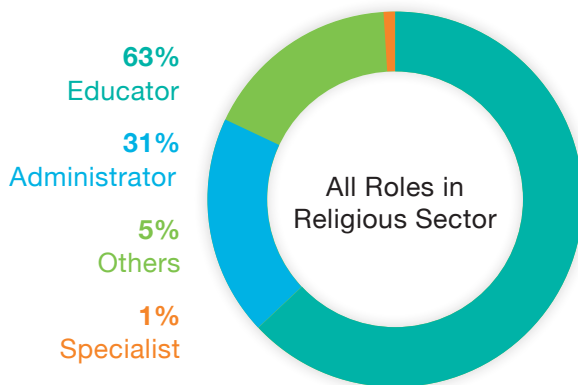
* Refers to asatizah with religious qualifications that qualify them for Tier 1 under the ARS.
Data from the Asatizah Manpower Planning Study 2019.

Religious Sector Outlook & Key Statistics

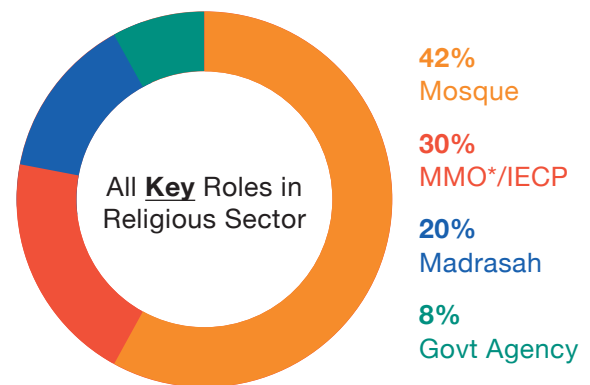


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Job Roles



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 (IECP), 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.

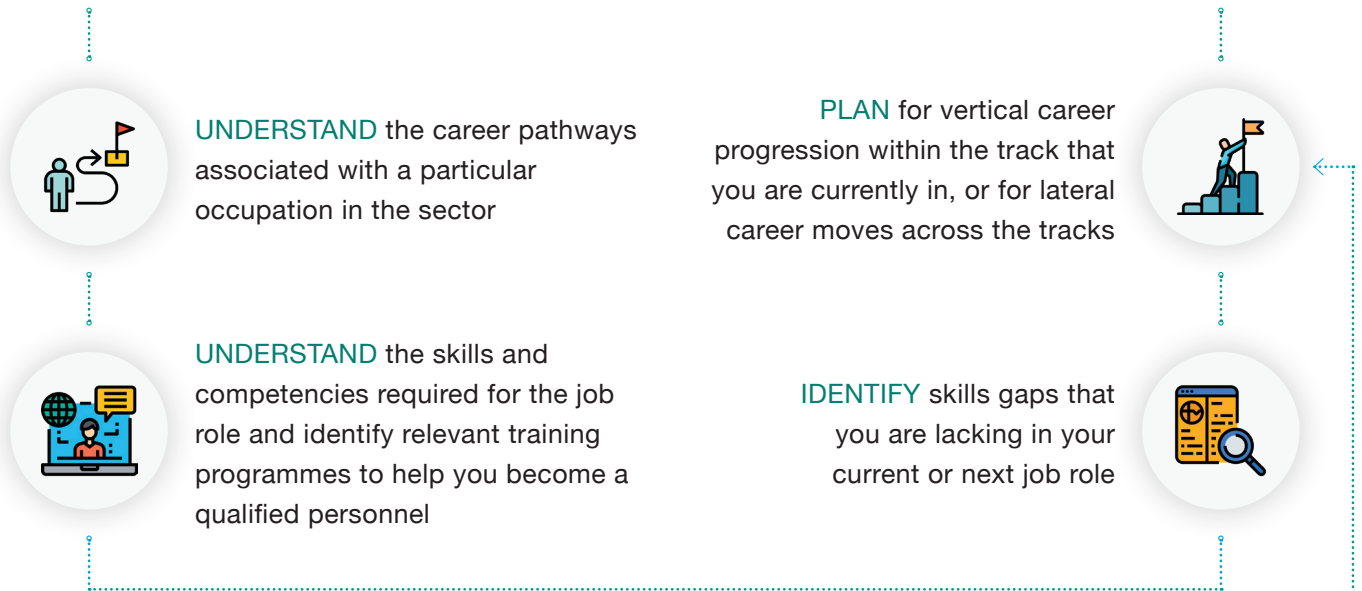
How can asatizah use the CCF?

New Entrants

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

Experienced Professionals

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



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 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.

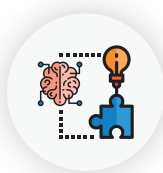
For details of the full Career Map refer to page 14.

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.

- 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.

- 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 39 Functional Skills under 7 Categories.

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

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...

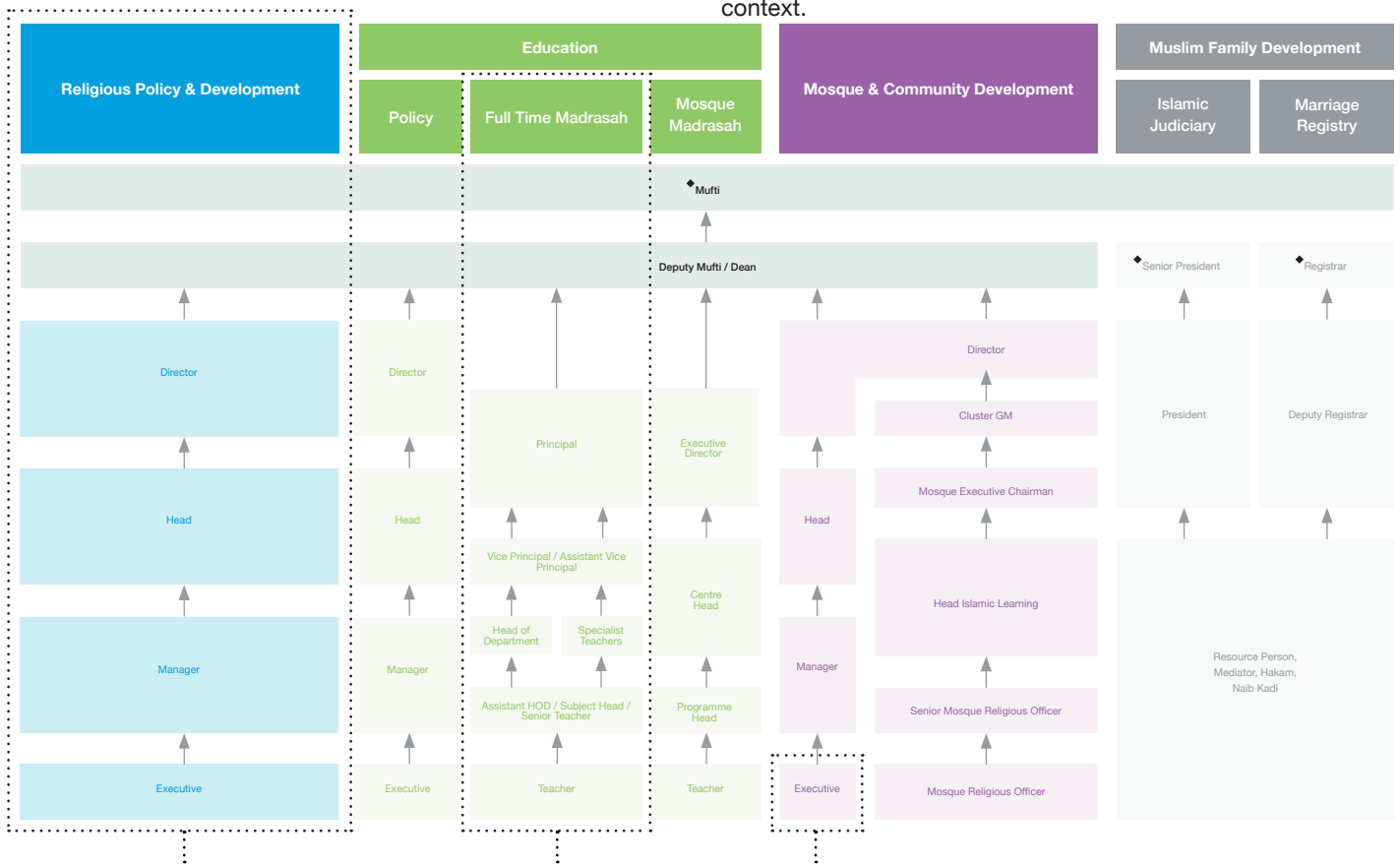
A representation of pertinent job roles within the sector.

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:

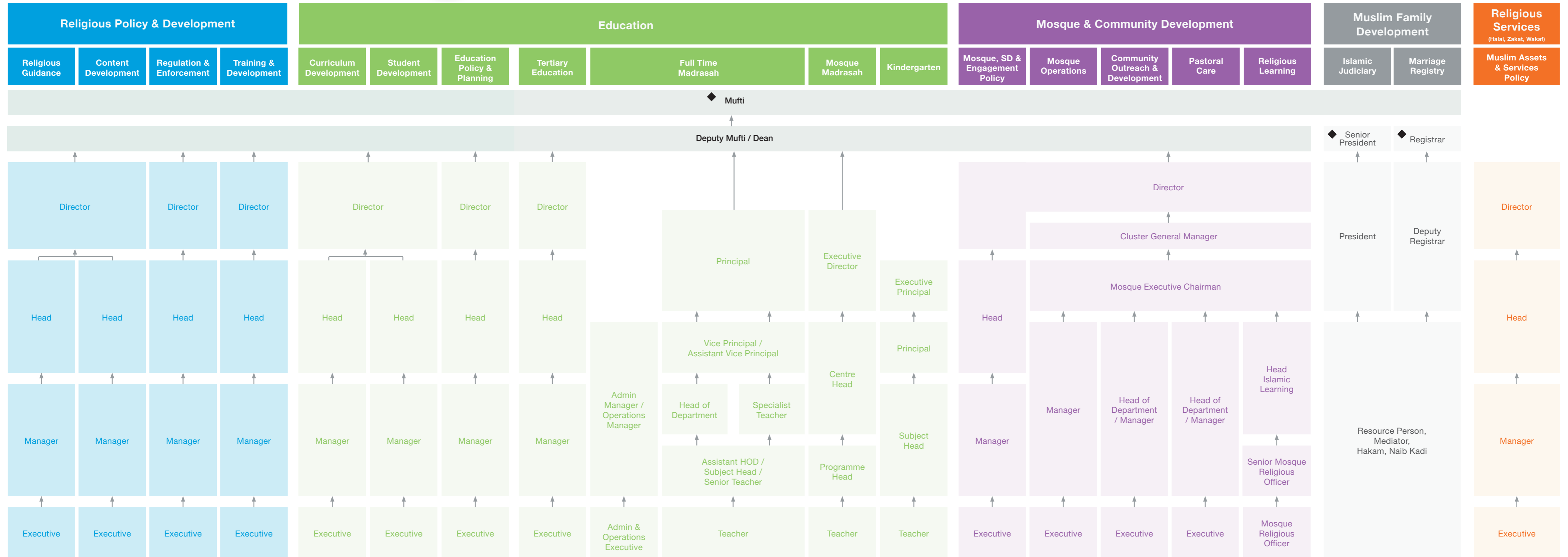
- ◆ Appointed Positions-These positions are by appointment, as specified in Administration of Muslim Law Act (AMLA).

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.

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