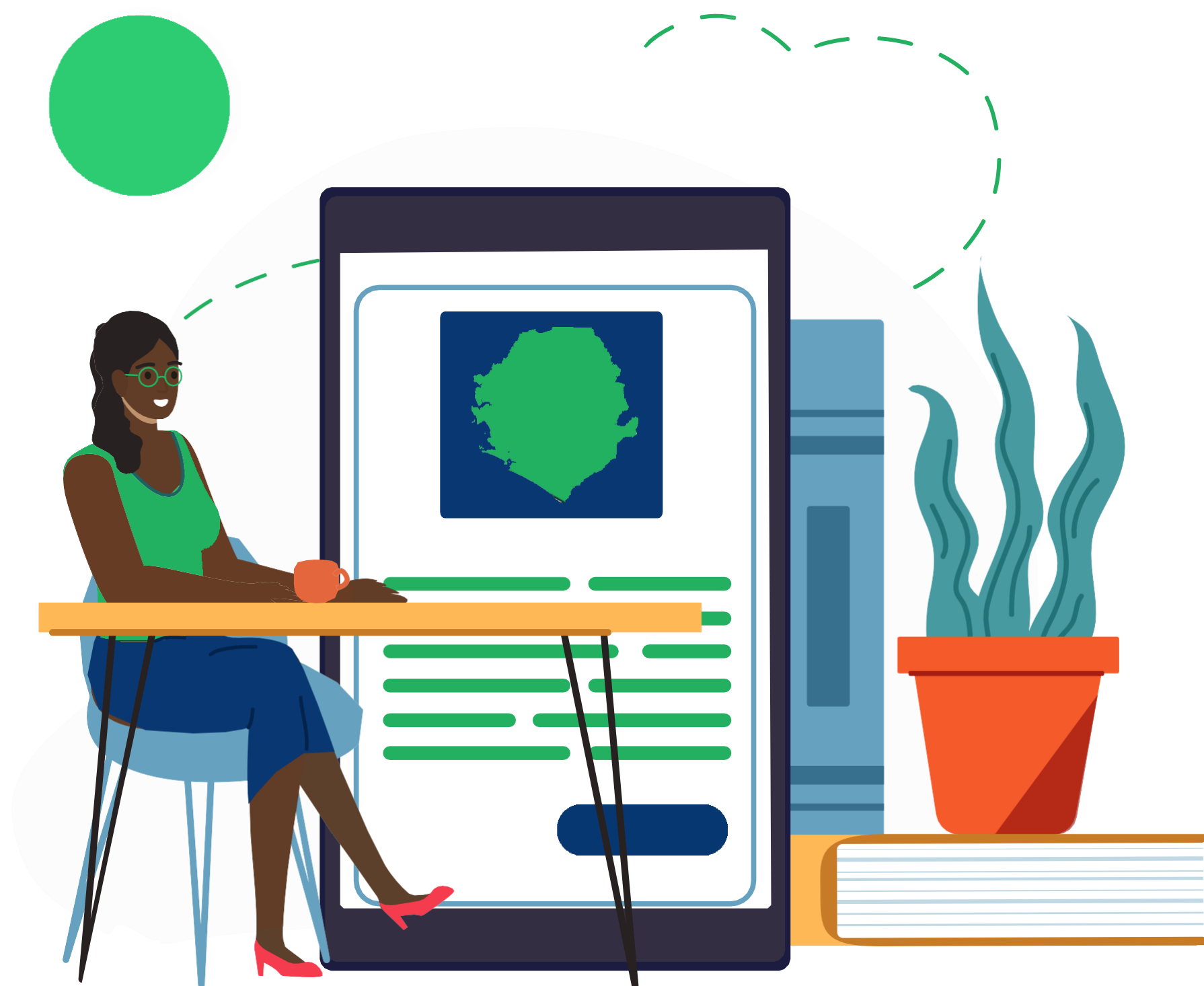




# TEACHER LICENSING EXAM QUESTION BANK SYSTEM MANUAL



This manual provides detail information for TSC Managers and Subject Experts on how to navigate the Licensing Exam Question Bank System including the process of adding, reviewing and approving Licensing Exam questions, creating Licensing Exams, and managing users.

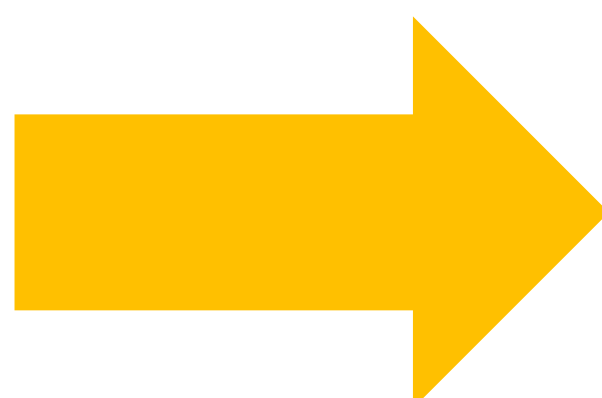
# CONTENTS

Acronyms and Glossary	Page 3
Roles and Responsibilities	Page 3
System Login	Page 4
Navigating the Question Bank System	Page 5
Adding Questions	Page 6
Mass Question Upload	Page 10
Reviewing / Updating Questions	Page 14
Approving Questions	Page 16
Exams Manager	Page 17
Exams Session Manager	Page 19
User Management	Page 20
How do I use this going forward	Page 22
Appendix: Curriculum Codes	Page 23

Instruction text boxes are provided throughout this user guide including arrows and ovals to guide user in navigating the system. These are not part of the live Licensing Exam Question Bank System.

Example of such instruction box and arrow is shown below:

**Example  
Instruction box**



# ACRONYMS AND GLOSSARY

**.png** - a 'Portable Network Graphics' file. Images can be saved in this format. See 'Mass Question Upload' section for more details.

**.tsv** - a 'Tab Separated Values' file. Google sheets can easily be saved in this format. See 'Mass Question Upload' section for more details.

**Article** - This is a separate part of the question. E.g. A reading comprehension passage or a maths graph may be added as an article, and then one or more different questions may refer to that article.

**Complexity** - To support compiling the exam with a good spread of question difficulty, each question must have a numerical complexity rating from 1 (easy) to 5 (hard).

**Curriculum Code** - To support compiling the exam with a good spread of question topics, each question must have a curriculum code, according to the TSC's Teacher Licensing Exam Syllabus. See Appendix: Curriculum Codes for details.

**Exam Session** - This refers to a group of Exam Sets, being used in a round of exams.

**Exam Set** - This refers to an individual exam, typically consisting of 100 questions. This is made in the Exams Manager.

**Fundamental** - If a question is to be included in every exam, this can be marked as 'Fundamental'. Only use sparingly.

**GT** - Graduate Teacher. Teachers with a graduate degree in Education or higher take this level of Licensing Exam

**HTCP** - Higher Teaching Certificate Primary. Teachers with a HTCP take this level of Licensing Exam.

**HTCS** - Higher Teaching Certificate Secondary. Teachers with a HTCS take this level of Licensing Exam.

**ICT** - Information Communication Technology, a subject in the Licensing Exam.

**LaTeX** - a tool for writing mathematical or complex formatting

**TC** - Teaching Certificate. Teachers with a TC take this level of Licensing Exam.

**ZIP** - a type of file which can group multiple files together. See 'Mass Question Upload' section for more details.

## ROLES AND RESPONSIBILITIES

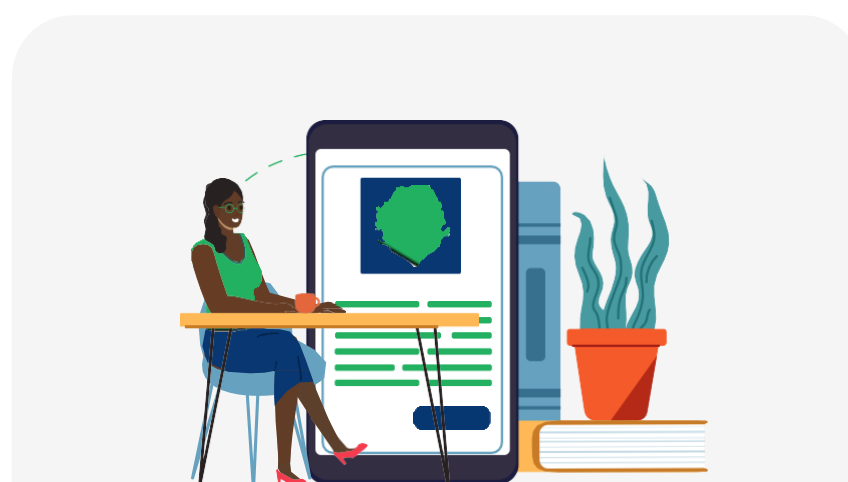
There are three levels of roles within the Question Bank System:

- **Subject Experts** are responsible for adding new questions within their assigned subject.
- **Cluster Managers** are the lead subject experts. They can add new questions, and can also review, edit and approve questions added by Subject Experts within their assigned subject.
- **TSC Managers** are able to add, review, edit and approve questions across any subject. They are also responsible for creating and managing Licensing Exams and related Exam Sessions. They are also responsible for managing users in the system (e.g. adding new users, or changing their roles).



### SUBJECT EXPERTS

Create new Licensing Exam questions in the Question Bank System within their assigned subject expertise.



### CLUSTER MANAGERS

Can view and edit Licensing Exam questions in the assigned subject domain of the Question Bank System.

Responsible for reviewing / approving newly added questions to the system by Subject Experts.



### TSC MANAGER

Has additional permissions and responsibilities for managing the Question Bank System.

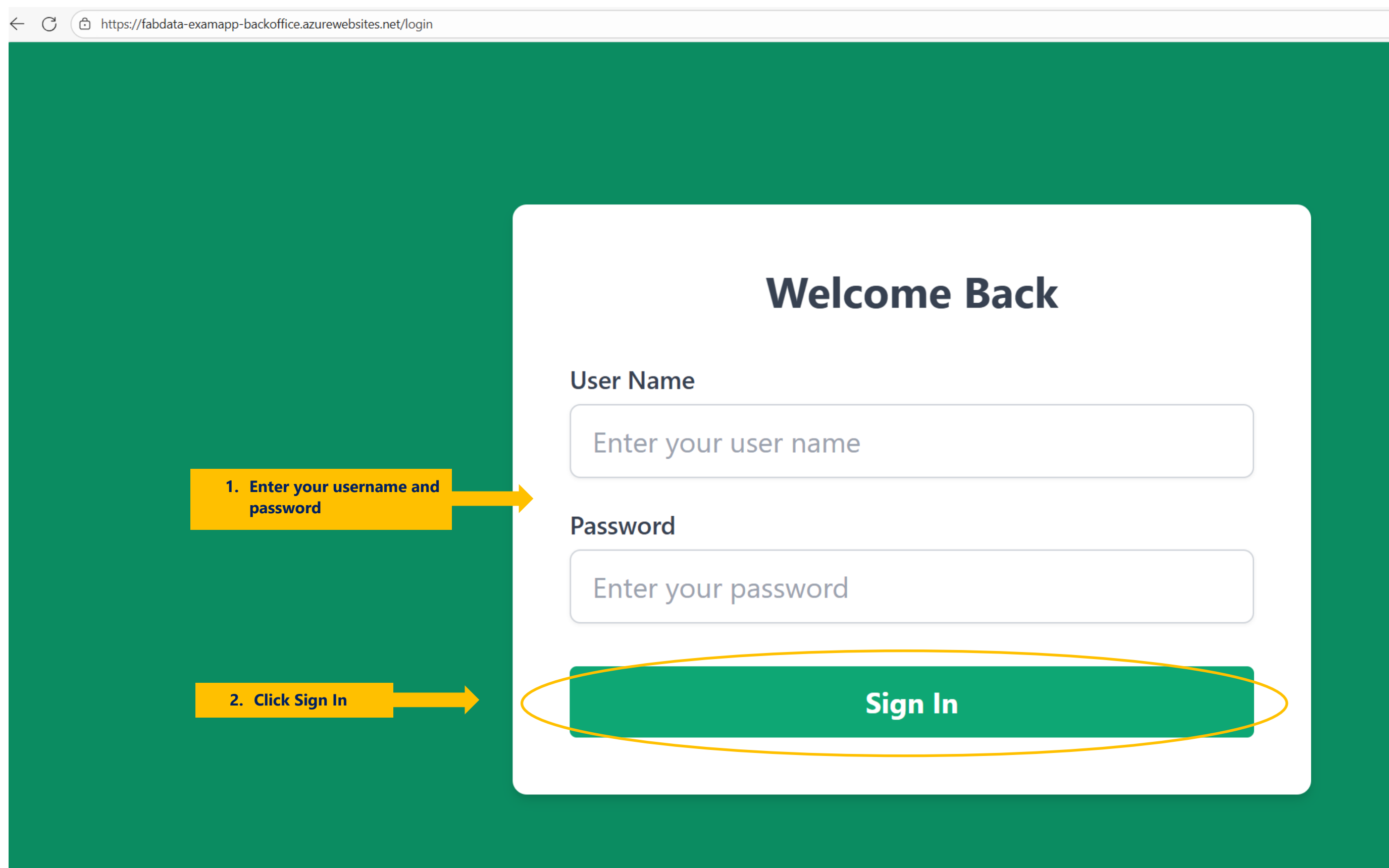
Responsible for creating & managing Licensing Exams / Exam Sessions, and managing the system users.

# SYSTEM LOGIN

To log in to the system, navigate to the following website, enter your username and password, and click *Sign In*.

<https://fabdata-examapp-backoffice.azurewebsites.net>

If a user forgets their password, the TSC Manager role can reset passwords (see User Management section).



# NAVIGATING THE QUESTION BANK SYSTEM

The screenshot shows the 'Welcome, tomas' header. On the left, a sidebar menu contains 'Questions', 'TC', 'HTCP', 'HTCS', 'GRAD', 'Exams Manager', and 'Exams Session Manager'. Callout I points to 'Questions', II to 'Exams Manager', and III to 'Exams Session Manager'. The main content area features a 'Filter by Subject' dropdown, 'Questions' and 'Articles' tabs, 'Only Enabled' and 'All' filters, and 'Approved'/'Not Approved' buttons. A search bar is labeled 'Search by question text..'. Below is a table with columns: 'Approved', 'Enable', 'Subject', 'Question', 'Curriculum', 'Saved By', 'Saved At', and 'Actions'. A single row is visible with the following data: 'Approved' (checkbox), 'Enable' (checked checkbox), 'Subject' (EDUCATION), 'Question' (Example of creating a new question), 'Curriculum' (TC-Edu-Th01), 'Saved By' (tomas\_testwriter), 'Saved At' (20 of Oct 2025), and 'Actions' (refresh icon). Callout IV points to the user profile icon in the top right corner.

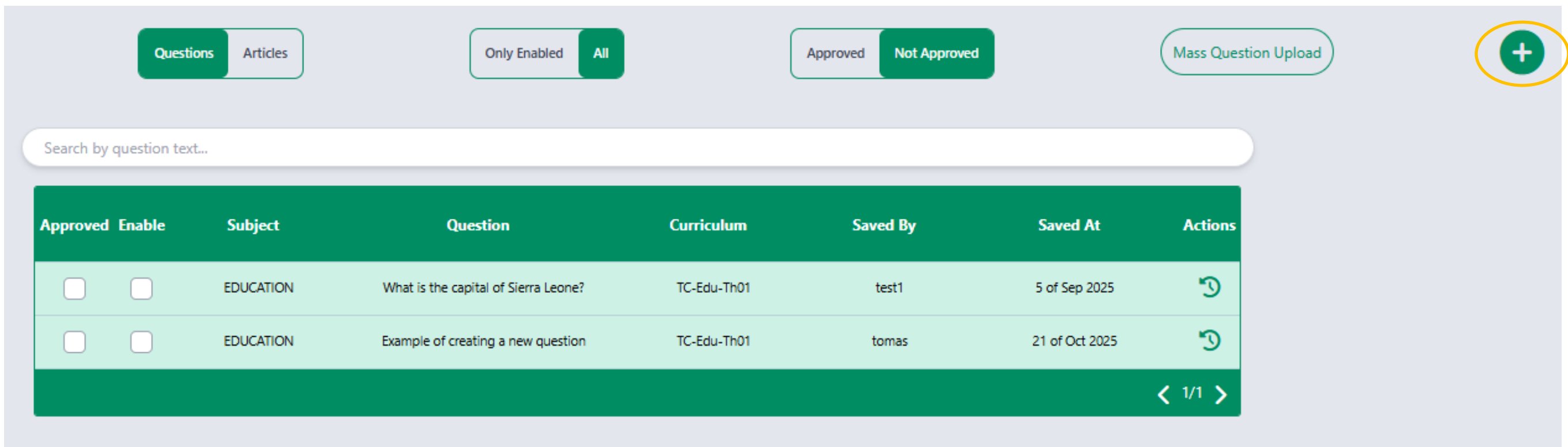
## The Question Bank System allows users to perform the following tasks:

- I. Questions:** View, edit, approve, and track updates made to questions in the Question Bank System  
**Applicable for:** all users
- II. Exams Manager:** Create / edit Licensing Exams from the pool of available questions in the system  
**Applicable for:** TSC Manager only
- III. Exams Session Manager:** Create, compile, and review the final Exam Sessions in production from the pool of available Exams created in the system  
**Applicable for:** TSC Manager only
- IV. User Menu:** Manage system users including adding / updating existing users' assigned subjects, roles, and updating password  
**Applicable for:** TSC Manager only  
and Logout from the system (all users)

**More details on navigating each section of the system are provided in the subsequent pages.**

# ADDING QUESTIONS (INDIVIDUALLY)

To add a new question, click on the plus sign as shown below and follow the process described in the previous section above.



Fill all minimum required information.

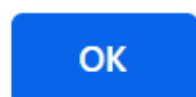
Once done, **click 'Save'** to add the question the Question Bank System.

Any required information missed will trigger an error message during saving (see example below).

- Please input fundamental
- Please input complexity between 1 and 5
- Please input curriculumCode
- Please input a correct answer
- Every question needs at least two choices to choose an answer
- Please select a Subject
- Please write a question



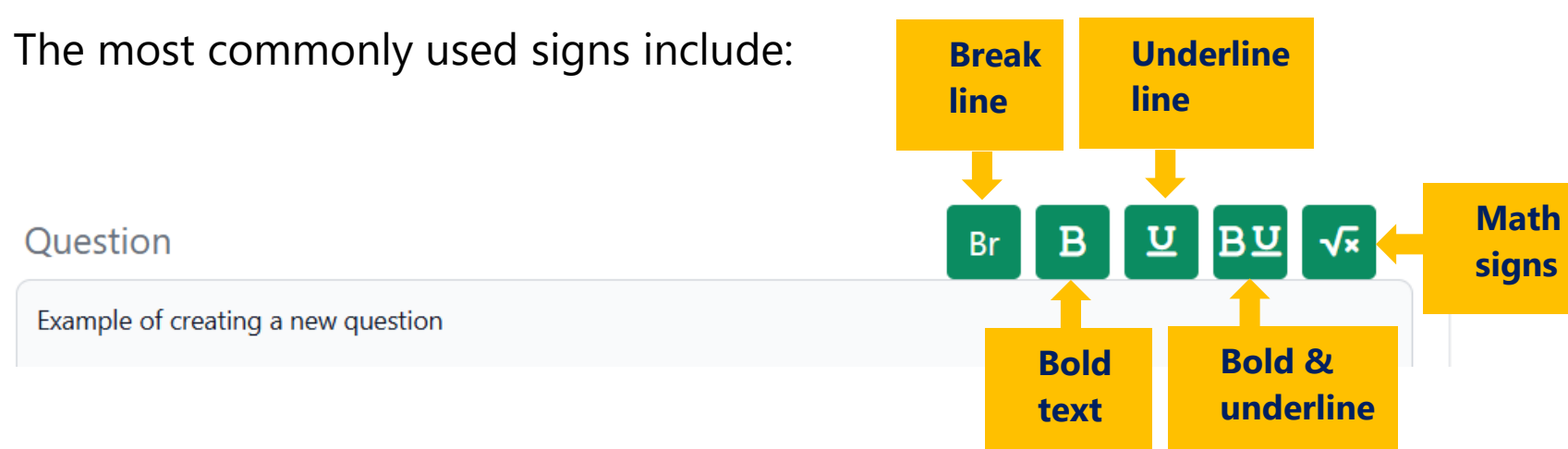
Click 'Ok', fill in the required fields specified in the error message, and click 'Save' again.



## Use of formatting and special characters

The system supports the use of HTML language for formatting, as well as for the specification of Math equations. They can be used for both the question body as well as question answers.

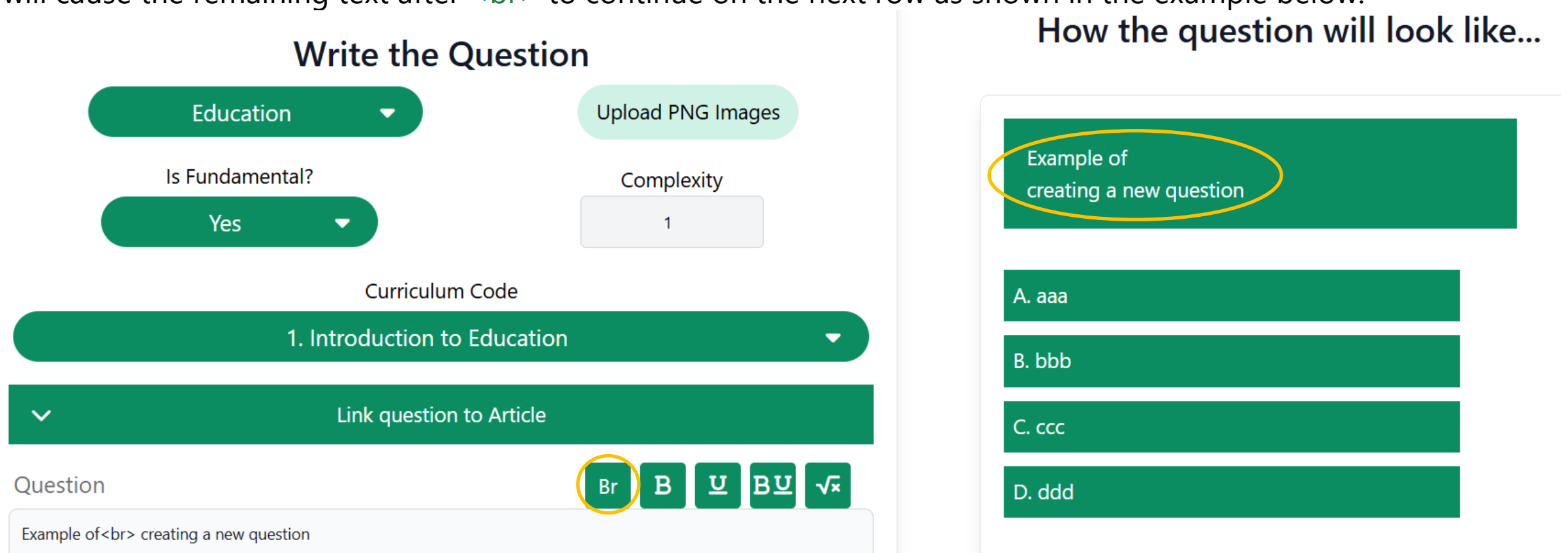
The most commonly used signs include:



### 1. Break line

Clicking the **Br** button will insert `<br>` in the location the user clicked within the text (in this example, after the word 'of'.

This will cause the remaining text after `<br>` to continue on the next row as shown in the example below:



## 2. Bold text

Clicking the **B** button will insert `<b>` at the start, and `</b>` at the end of the selected text. In the below example, the user desires to bold the word 'new' and so first double clicks on that word, and then clicks **B**.



This results in 'new' to become bold as shown below.  
Note: multiple words may be selected at the same time.

### Write the Question

Education  Upload PNG Images

Is Fundamental? Complexity

Yes  1

Curriculum Code

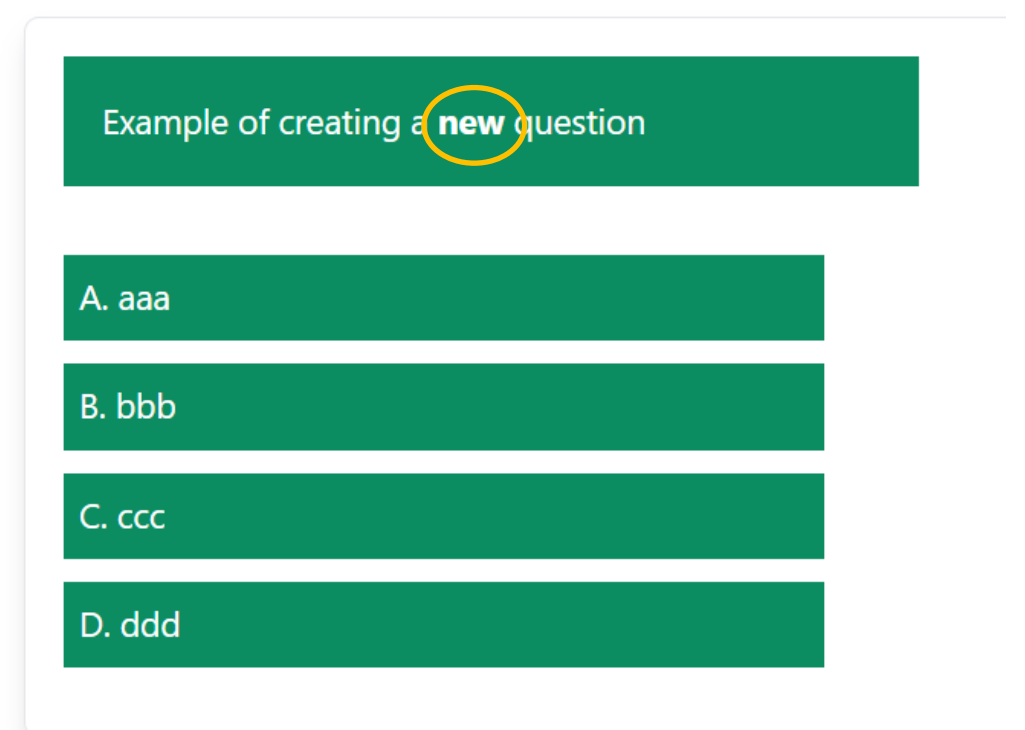
1. Introduction to Education

Link question to Article

Question **Br B U BU √x**

Example of creating a **new** question

### How the question will look like...



## 3. Underline text

Clicking the **U** button will insert `<u>` at the start, and `</u>` at the end of the selected text. In the below example, the user desires to underline the word 'question' and so first double clicks on that word, and then clicks **U**.

This results in 'question' to become underlined as shown below.  
Note: multiple words may be selected at the same time.

### Write the Question

Education  Upload PNG Images

Is Fundamental? Complexity

Yes  1

Curriculum Code

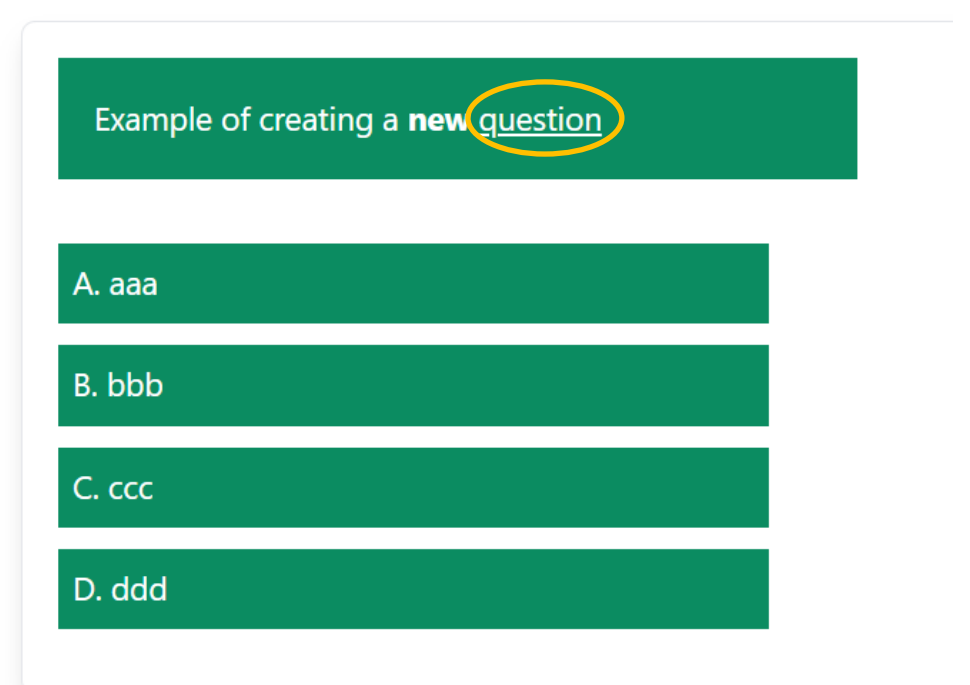
1. Introduction to Education

Link question to Article

Question **Br B U BU √x**

Example of creating a **new** question

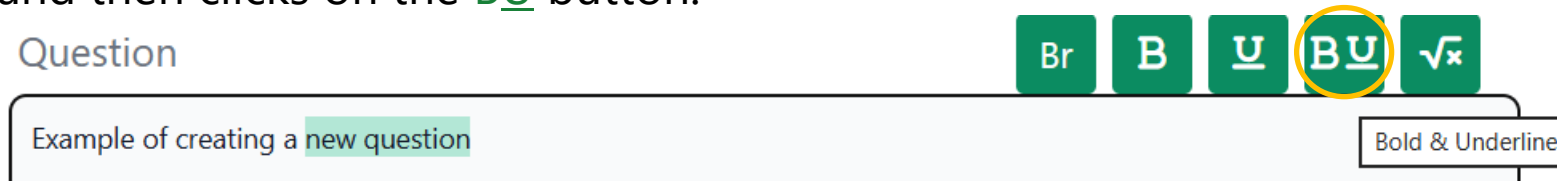
### How the question will look like...



## 4. Bold & underline text

The user may wish to bold and underline words at the same time.

The same process follows, where the user selects the desired words first: 'new question' in the example below, and then clicks on the **BU** button.



This results in 'new question' to become bold and underlined as shown below.  
Note: multiple words may be selected at the same time.

### Write the Question

Education ▼

Is Fundamental?

Yes ▼

Curriculum Code

1. Introduction to Education ▼

▼ Link question to Article

Upload PNG Images

Complexity

1

Question Br B U BU √x

Example of creating a <b><u>new question</u></b>

### How the question will look like...

Example of creating a new question

A. aaa

B. bbb

C. ccc

D. ddd

## 5. Math signs

Math signs may be used to particularly support creation of Math exam questions. This is done using LaTeX. To make things more user-friendly, the most commonly used Math signs are readily available in the system. Users may access them by clicking on √x

This opens a text box where user can click on:

- Division
- Natural logarithm
- Logarithm
- Squaring a number
- Square root
- Subscript

÷
Ln
Log
X<sup>1</sup>
√x
X<sub>1</sub>

Clear

Save
Cancel

Clicking on any of the Math signs will insert them in the text box. The user can then replace the alphabetic letters with desired numbers.

For example, clicking on the division sign will result in inserting  $\frac{a}{b}$ .

÷
Ln
Log
X<sup>1</sup>
√x
X<sub>1</sub>

$\frac{a}{b}$

Clear

$\frac{a}{b}$

$\frac{a}{b}$

The user can replace 'a' and 'b' for desired numbers.

For example, if the aim is to obtain 1/2; then 'a' would be replaced with 1 and 'b' with 2.

÷
Ln
Log
X<sup>1</sup>
√x
X<sub>1</sub>

$\frac{1}{2}$

Clear

Save
Cancel

Once satisfied, proceed by clicking **'Save'**.

This will insert the created division in the Question / Answer box selected, including `<equation>` which specifies the start, and `</equation>` which specifies the end of the LaTeX language required for Math equations.

The 'Write the Question' interface includes the following elements:

- Education: Education
- Upload PNG Images: Upload PNG Images
- Is Fundamental?: Yes
- Complexity: 1
- Curriculum Code: 1. Introduction to Education
- Link question to Article: Link question to Article
- Question: `<equation>\frac{1}{2}</equation>`
- Rich text editor: Br, B, U, BU,  $\sqrt{x}$

The 'How the question will look like...' preview shows:

- Question:  $\frac{1}{2}$
- Options: A. aaa, B. bbb, C. ccc, D. ddd

The user may wish add additional text outside of the `<equation>` as desired: For example, typing 'Example:' would result in:

The 'Write the Question' interface is identical to the first screenshot, but with the following changes:

- Question: `Example: <equation>\frac{1}{2}</equation>`
- Rich text editor: Br, B, U, BU,  $\sqrt{x}$

The 'How the question will look like...' preview shows:

- Question: Example:  $\frac{1}{2}$
- Options: A. aaa, B. bbb, C. ccc, D. ddd

The same exact logic applies to all the other Math signs. Users should select the desired LaTeX sign, and replace 'a' and 'b' with desired numbers.

# MASS QUESTION UPLOAD

All users may also upload a bulk of questions created offline using the 'Mass Question Upload' function. Whilst it is recommended that questions are scripted directly by Subject Experts within the Question Bank System which provides an overview of how a question would look on a tablet and point the user to specific errors along the way, this functionality was created to cater for offline question scripting.

There are three steps to the mass upload process:

1. Preparing Question Bank ZIP Files
2. Uploading ZIP File to the Question Bank
3. Verifying to ensure questions are displaying as intended

## Preparing Question Bank ZIP Files

When opting for mass question upload, the steps described below must be followed, ensuring there are no deviations from the outlined specifications.

**If any inconsistency is discovered during the upload, the system will reject the mass upload and point the user to the specific error(s) encountered. All potential errors are all required to be fully solved before an upload can be successfully performed.**

The following section describes in detail all the requirements for creating a valid ZIP package that contains a **question bank TSV file** and optional **PNG images**. It also describes how each column in the TSV must be filled, how to export the TSV from Google Sheets, and how to bundle everything into a ZIP file for upload.

### 1. ZIP File Requirements

Your uploaded package must be a **.zip** file that follows these rules:

- **File format:**

- Must be a valid **.zip** file.
- Only **.tsv** and **.png** files are allowed inside the ZIP package. Any other file type will cause rejection.

- **File limits:**

- Maximum ZIP size: **5 MB** (client-side check).
- Maximum safeguard: **25 MB** (server-side cap).

- **TSV file rules:**

- Must contain **exactly one** **.tsv** file.
- The **.tsv** must be valid UTF-8 encoded text (no BOM, no invalid control characters). Note: this just means it should have regular characters.
- The header row must use **tab (\t) separators**.
- Every row must have the **same number of columns** as the header.
- The file must not be empty.

- **Image rules:**

- Images must be **.png** format.
- Each PNG must be **≤ 15 KB** in size.
- If an image is referenced in the TSV (**image1** column), its filename must exactly match the one in the ZIP.
- Images are optional, but if listed they must exist and be readable.

### 2. TSV Columns and Validation Rules

The TSV must include the following columns with the exact names and values as specified:

Column	Required	Conditions
<b>testType</b>	Yes	Must be one of: <b>TC, HTCP, HTCS, GRAD</b> .
<b>questionSubject</b>	Yes	Must be one of: <b>english, maths, ict, education, professionalStandards</b> .
<b>questionType</b>	Yes	Must specify <b>listOption</b> .
<b>questionText</b>	Yes	Non-empty string with the question text.
<b>choice1 ... choice4</b>	Conditionally required	Must provide at least <b>two non-empty options</b> .

<b>correctChoice1</b>	Yes	Must be non-empty and must exactly match one of the provided choices.
<b>curriculum_code</b>	<input checked="" type="checkbox"/> Yes	Must be a valid key in the configured curriculum map for the given ( <code>testType</code> , <code>questionSubject</code> ). Invalid codes will be rejected.
<b>fundamental</b>	<input checked="" type="checkbox"/> Yes	Must be either <code>Yes</code> or <code>No</code>
<b>complexity</b>	<input checked="" type="checkbox"/> Yes	Must be an integer between <b>1 and 5</b> .
<b>image1</b>	Optional	If filled, must be the filename of a PNG in the ZIP. The PNG must exist and be ≤ 15 KB.

### Special validation rules

- Each row is checked individually. If one row has errors, that row is skipped and validation errors are returned.
- The **first row's testType** is used as the level indicator for the entire file. If it is missing or invalid, the file is rejected.  
This means that only one **testType** may be specified per each `.tsv` file (e.g. 'TC'), but multiple subjects may be specified within each.

## 3. Exporting TSV from Google Sheets

You can prepare your question bank in **Google Sheets** with the above columns as headers.

To export as a valid TSV:

1. Open your sheet in Google Sheets.
2. Go to **File** → **Download** → **Tab-separated values (.tsv, current sheet)**.
3. This will generate a `.tsv` file encoded in UTF-8 with proper tab delimiters.

## 4. Creating the ZIP File

Once you have your TSV and any required images:

1. Place the `.tsv` file and all referenced `.png` images in the same folder.
2. Make sure there is **only one** `.tsv` file in the folder.
3. Ensure all images are under **15 KB** and correctly referenced in the `image1` column.
4. Compress the folder into a `.zip` file.
  - On Mac/Windows, right-click the folder → **Compress** or **Send to** → **Compressed (zipped) folder**.
  - The resulting `.zip` is what you upload.

## 5. Example TSV

Here is an example of a properly structured TSV:

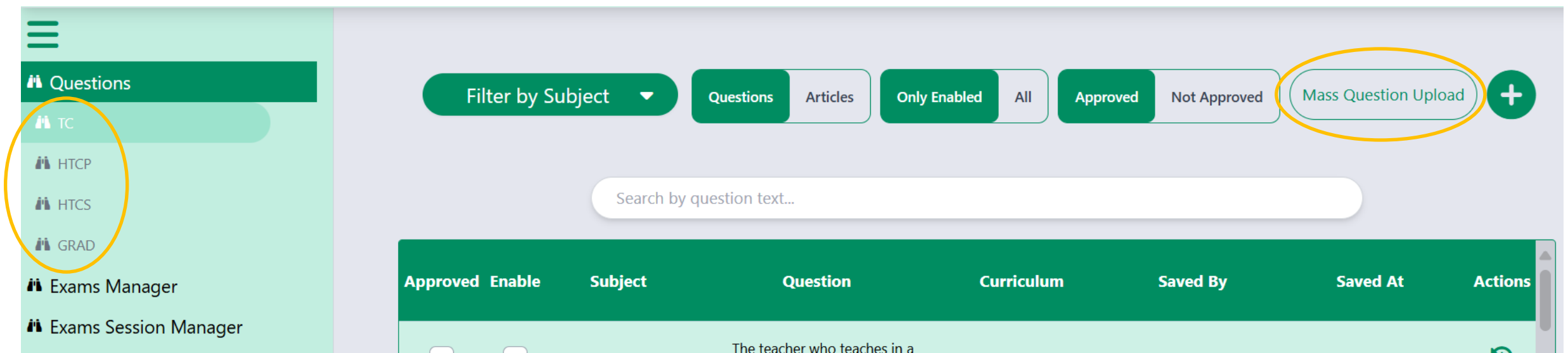
```
testType questionSubject questionType questionText choice1 choice2 choice3 choice4 correctChoice1
curriculum_code fundamental complexity idArticle image1
TC maths listOption Value of 2 + 2 is: 3 4 5 8 4 TC-Mat-Th02 No 1
```

Below is the same example shown in a spreadsheet format (before exporting to TSV):

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	testType	questionSubject	questionType	questionText	choice1	choice2	choice3	choice4	correctChoice1	curriculum_code	fundamental	complexity	idArticle	image1
2	TC	maths	listOption	Value of 2 + 2 is:	3	4	5	8	4	TC-Mat-Th02	No	1		

## Uploading ZIP File to the Question Bank

Select the exam type and click on 'Mass Question Upload' at the top of the page.

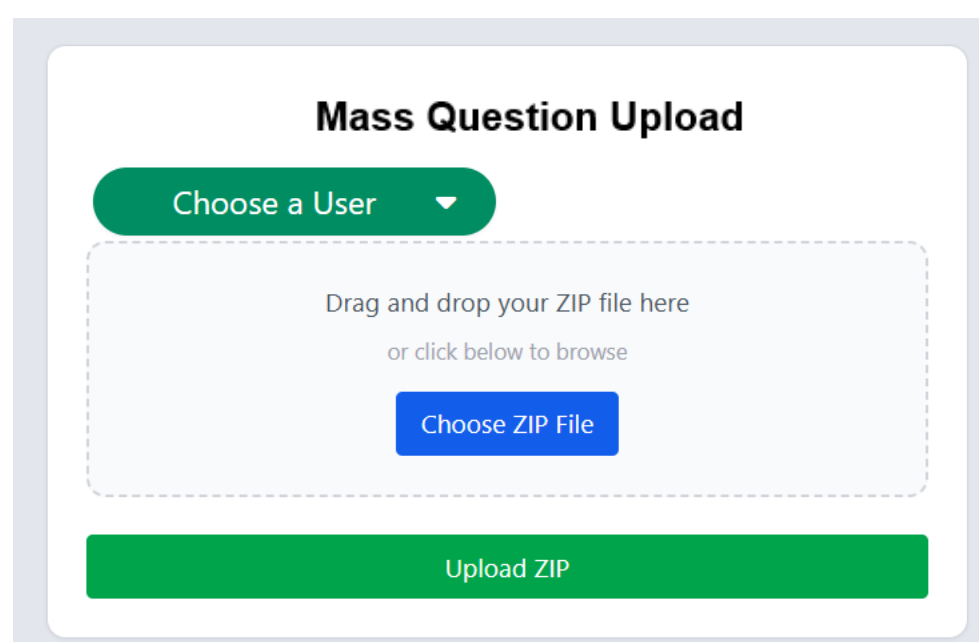


Next,

**Select the Subject Expert** who drafted the questions offline, so that they can be tagged to the author in the system.

**Click on 'Choose ZIP File'** and **select the question package** (full instructions on how to prepare this are described in the previous section)

**Click on Upload ZIP**



At this stage, you will either see 'Upload Successful' or 'Validation Errors'. Validation Errors means that the ZIP File was not correctly formatted. All errors must be corrected, and the upload repeated again. An example of this process is shown below.

### Upload validation example:

#### a. Incorrect upload (1)

##### Validation Errors

- Invalid or missing testType in the first row.
- Row 1: Invalid or missing testType.
- Row 1: No curriculum codes configured for / education.
- Row 2: image 'image\_maths\_tc\_37.png' not found in ZIP.

As per the error message, **this upload would be rejected by the system** until the user:

- Specifies **testType** in the first row
- Specifies valid **curriculum\_code** associated with the **test\_type**
- Adds **image** called 'image\_maths\_tc\_37.png' in the ZIP folder

In this case, the user should return to the underlying Google Sheet, correct the errors specified, export a new TSV file and re-upload the new ZIP folder.

#### b. Incorrect upload (2)

##### Validation Errors

- Row 2: image 'image\_maths\_tc\_37.png' not found in ZIP.

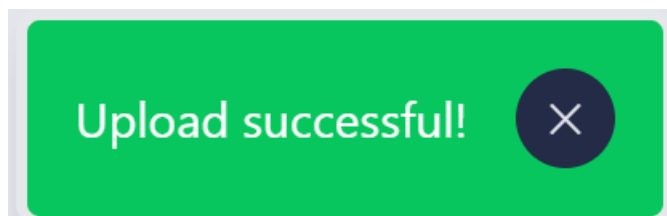
In this example, the user successfully resolved the two errors in the Google Sheet and the TSV file is now valid. However, the image was not included in the ZIP folder and so

the system would continue to reject the submission until the user:

- Adds **image** called 'image\_maths\_tc\_37.png' in the ZIP folder

In this case, the user should create a new ZIP folder and ensure it contains the valid TSV file and the corresponding PNG image.

### c. Correct upload



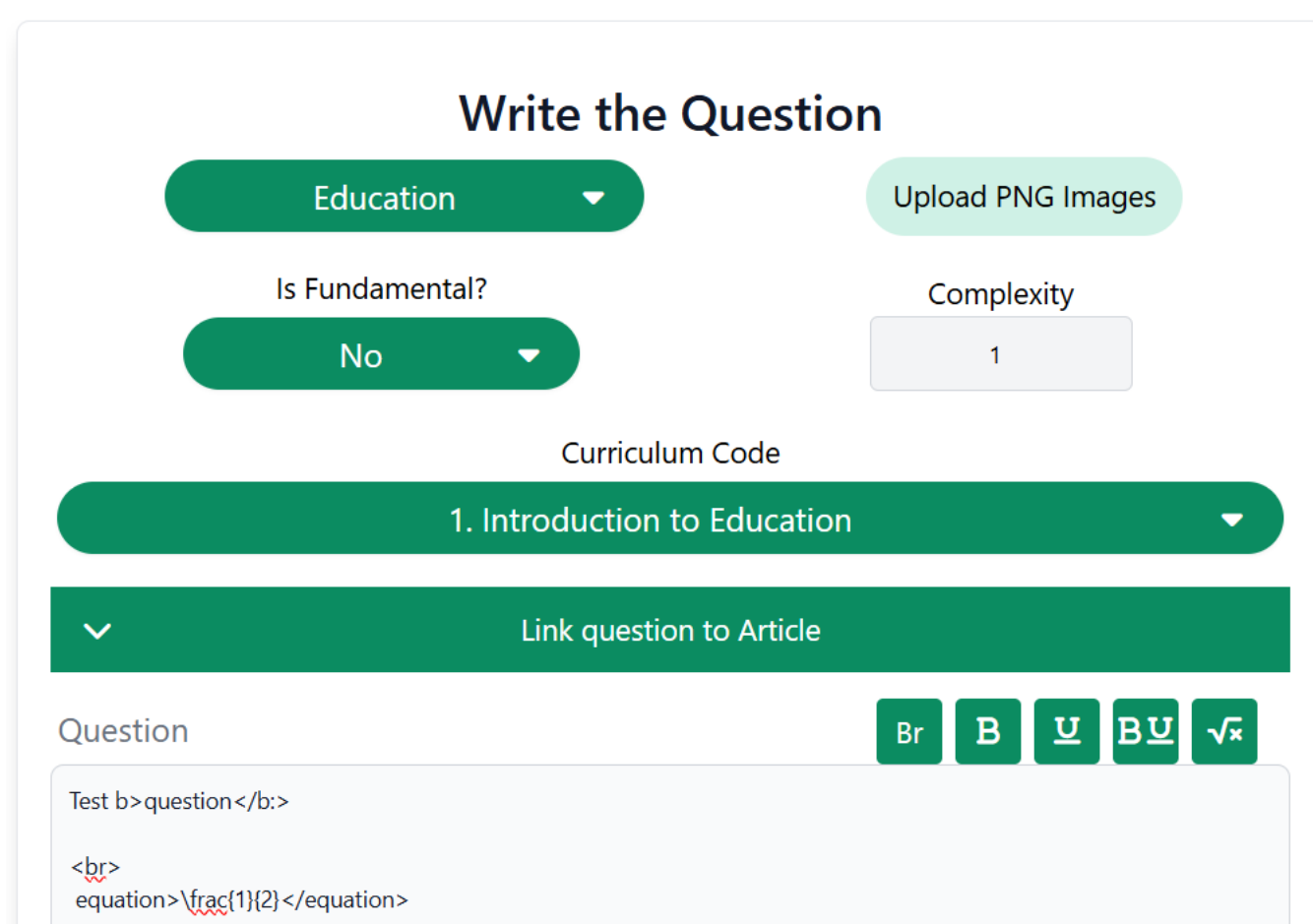
After adding the image to the ZIP folder, the system allows the upload!

## Verifying to ensure questions are looking as intended

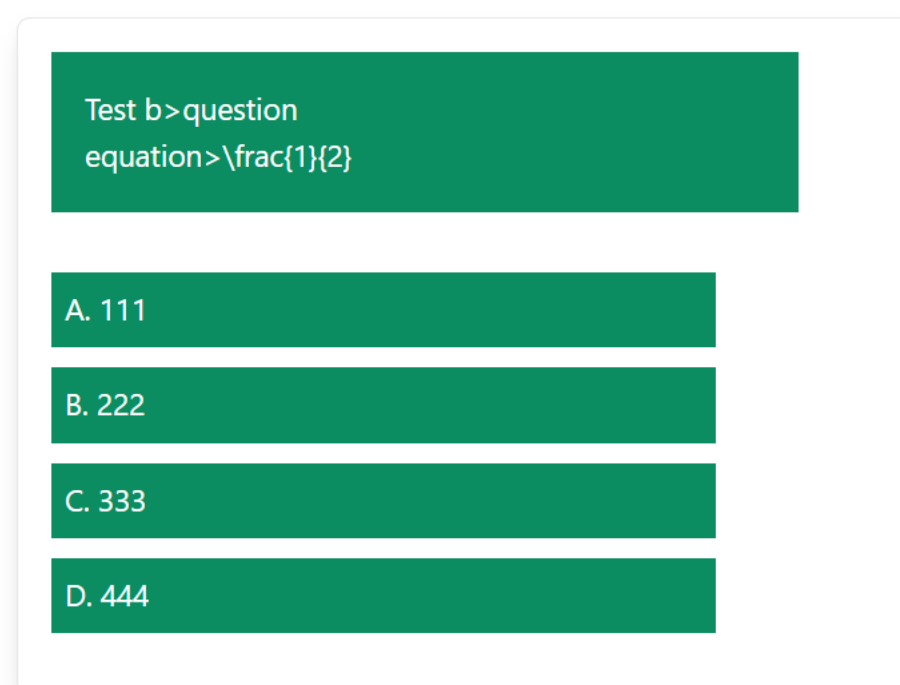
When uploaded, it is nevertheless important to check through each question to ensure it is looking as intended.

This is particularly relevant for questions using HTML and Latex language to format text fonts or add Math equations. These may be used directly in the Google Sheet. However, it will likely be difficult for the user to verify if this is looking as intended until these are uploaded onto the system.

For example, if '<' was to be missed in 'Test <b>question; and <equation>', the text bolding and the equation would not appear properly as shown below.

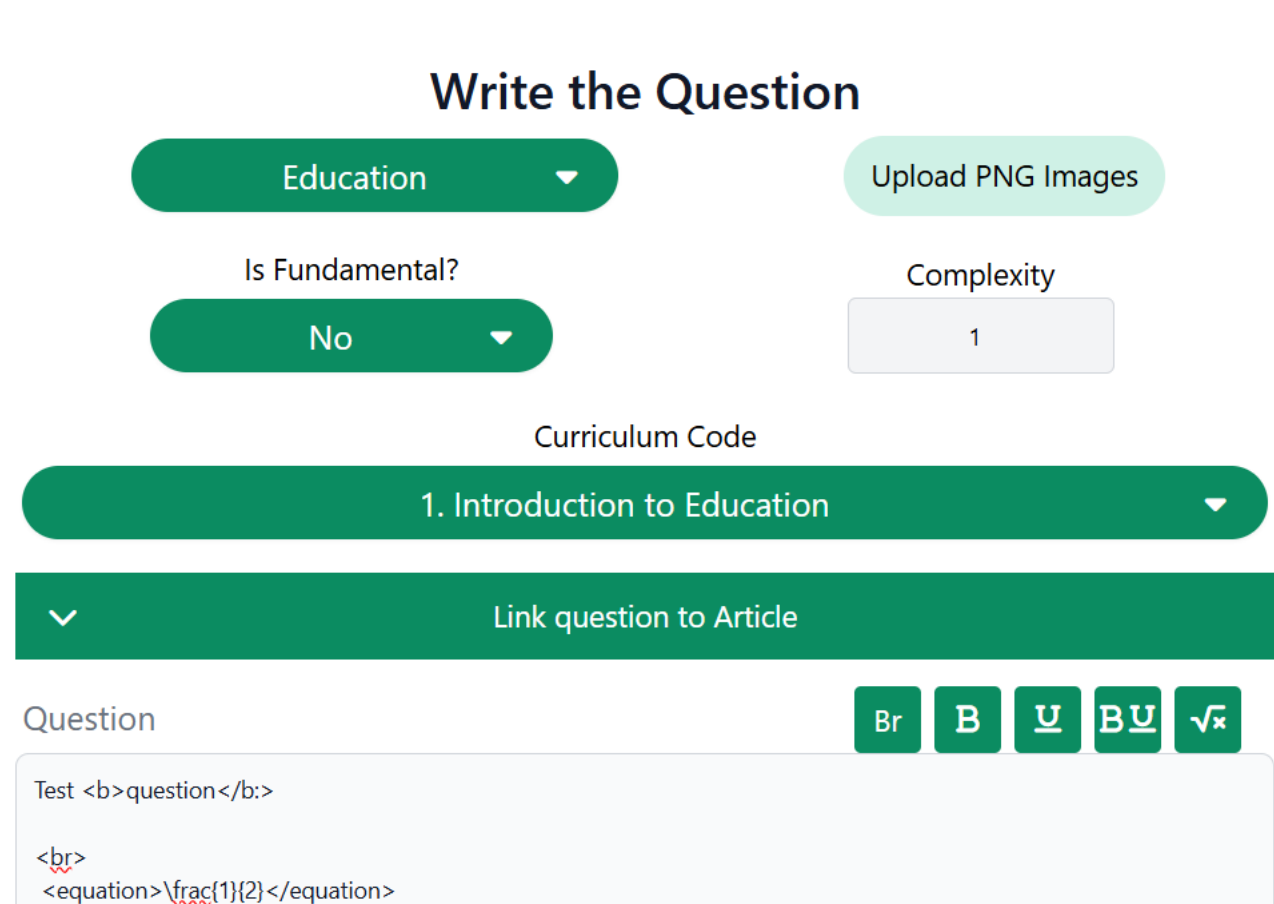


### How the question will look like...

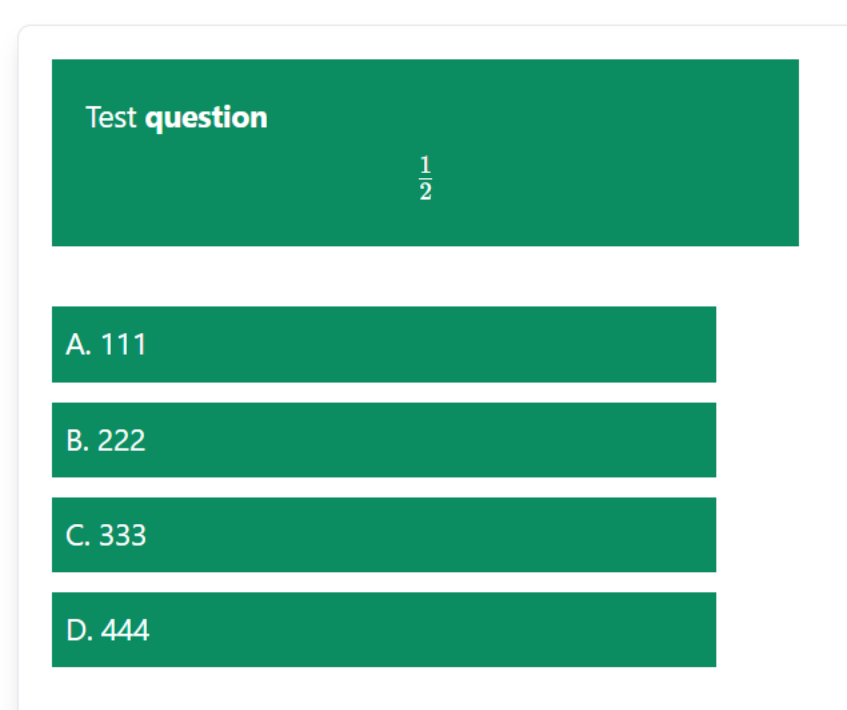


Users should verify every question created in the system before approving, especially if added using the mass upload question function.

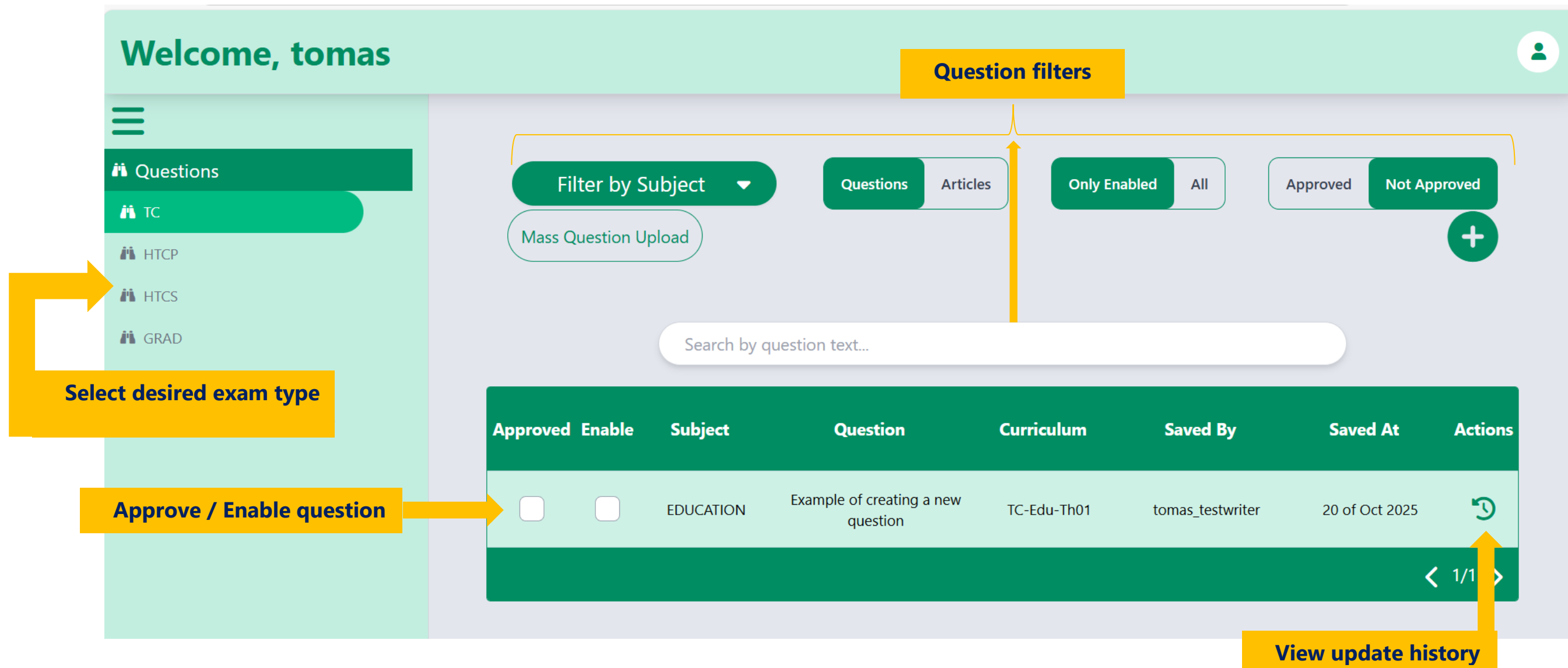
In this case, adding '<' in the two appropriate places would result in the correct specification of:



### How the question will look like...



# REVIEWING / UPDATING QUESTIONS



**Select desired exam type** from TC, HTCP, HTCS, or GRAD. This filters the available questions and allows user to create new questions for the selected exam type.

## Apply question filters:

- Filter by Subject** allows user to filter exam subjects, including Education, Maths, English, ICT, and Professional Standards
- Questions / Articles** allows user to switch between available questions and articles in the Question Bank
- Only Enabled / All** allows user to display either all questions in the Question Bank, or restrict to questions that are enabled for use in Exams
- Approved / Not Approved** allows user to display questions that are approved or not approved, to zoom in on questions that require reviewing
- Filter by Text:** User may type text in the 'Search by question text' field, to filter specific questions with the exact text match


**Approve / Enable question:** Approved / Enabled questions have their box ticked:  whilst not approved / disabled questions have their box empty:

**Only applicable for Cluster and TSC Managers**

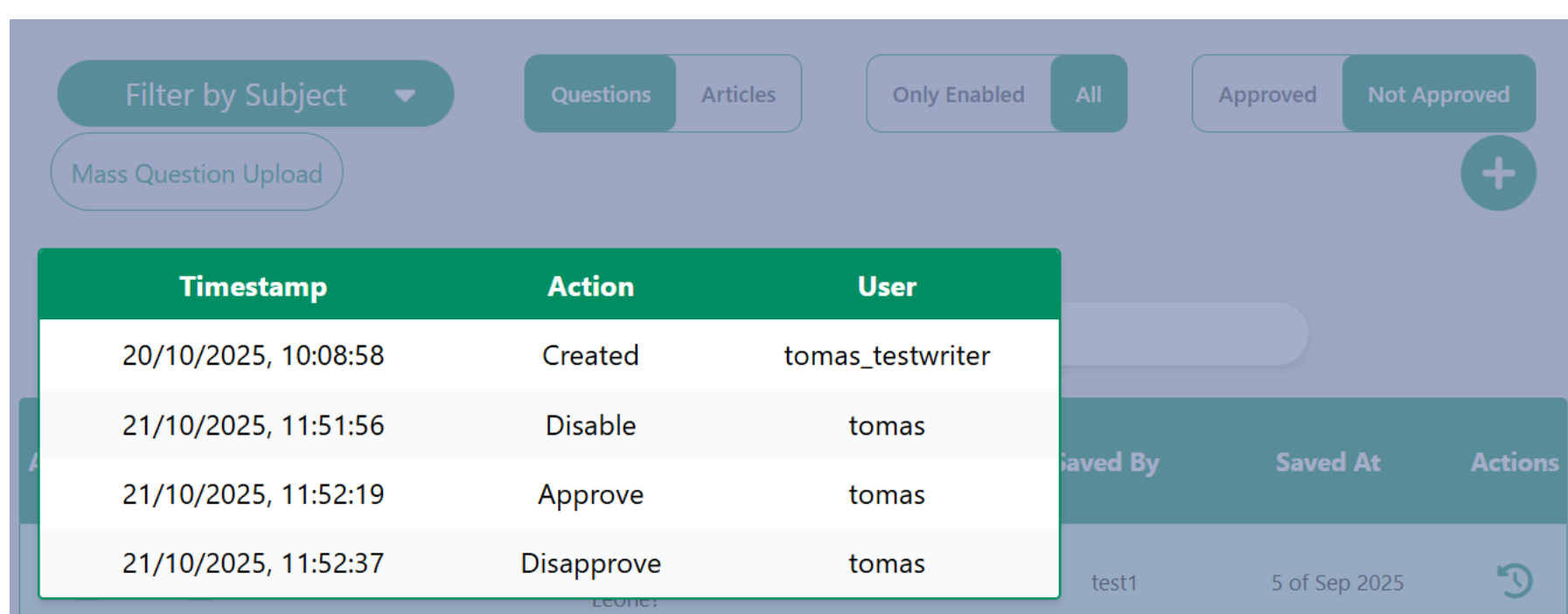
The screenshot at the top of the page displays a not-approved, disabled question.

To approve / enable question, simply click into the box, so that the ✓ appears.

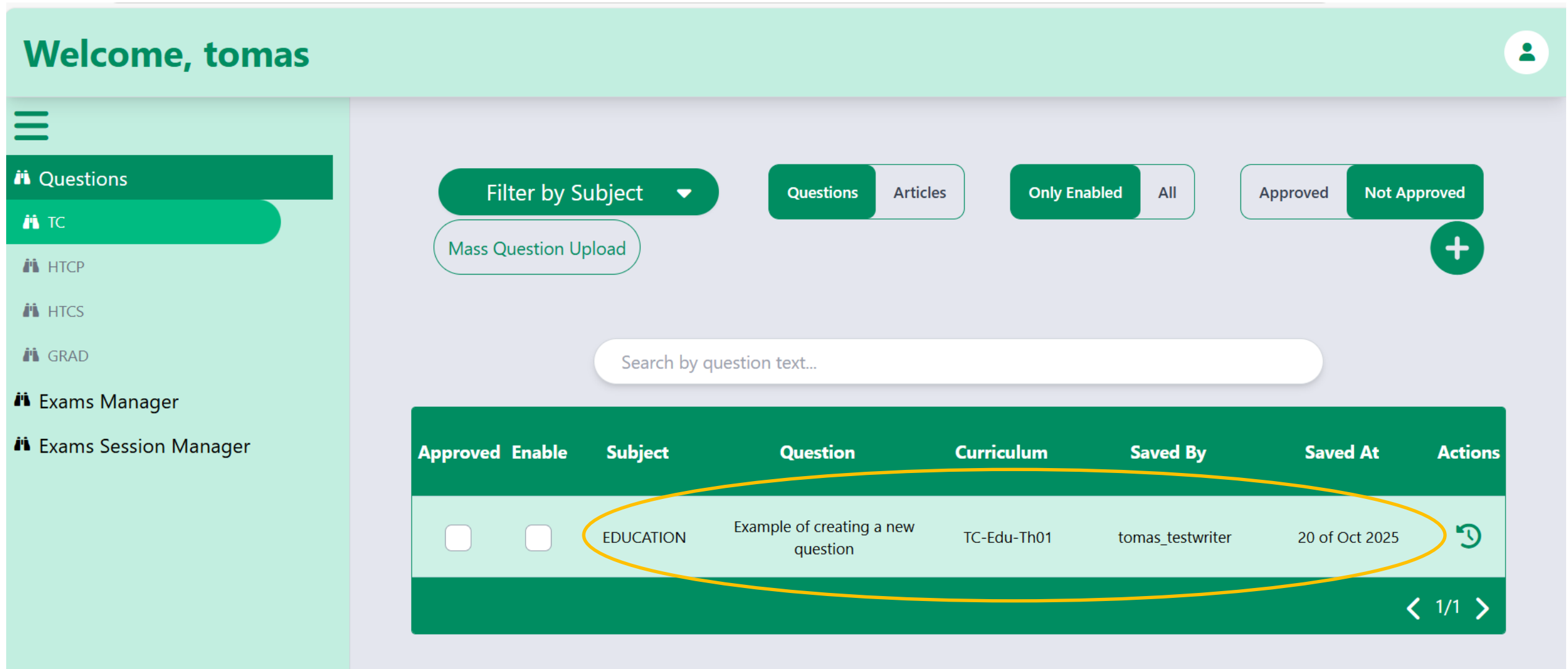
To disapprove / disable question, simply click into the box, so that the ✓ disappears.

**View update history:** Click  to view the full history of updates made to a question, including the date & time the update was made, the action made, and the user who made the update.

**Only applicable for TSC Manager**



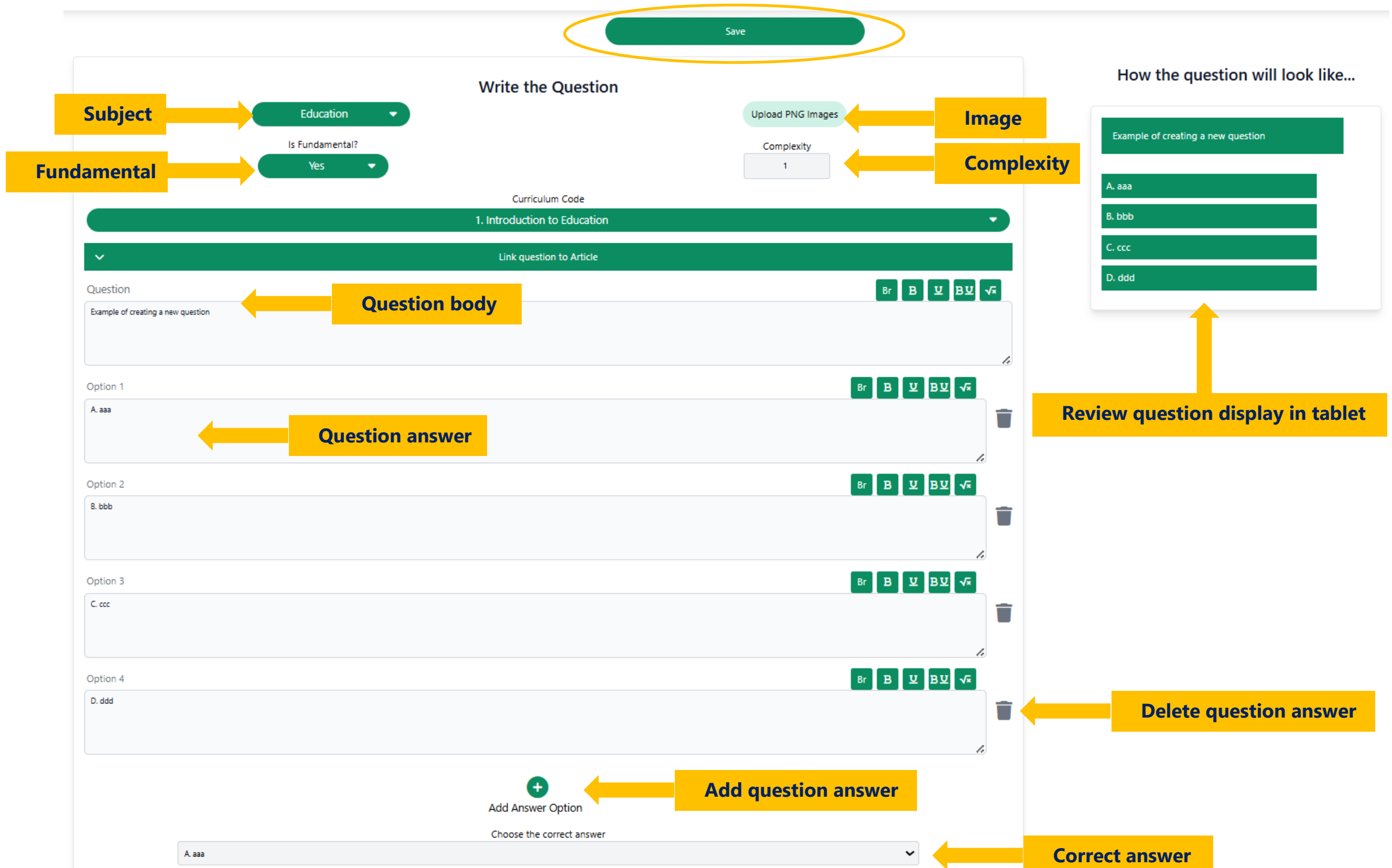
To update an existing question, click on the selected question in the **area** as shown below



Clicking on the selected question opens the question detail view as shown below. The user may then update all the fields including:

- **Subject:** Education, Maths, English, ICT, and Professional Standards
- Whether the question is **fundamental:** Yes/No
- **Complexity:** 1 (very easy) – 5 (very hard)
- Upload a PNG **image** (must be <30KB in size)
- **Curriculum Code** within the selected subject
- May **link the question to** an existing **article**
- **Question body**
- **Question answers**
- Question **correct answer**

Once all desired updates are made, **remember to click 'Save'** on top of the page to save the changes made.



# APPROVING QUESTIONS

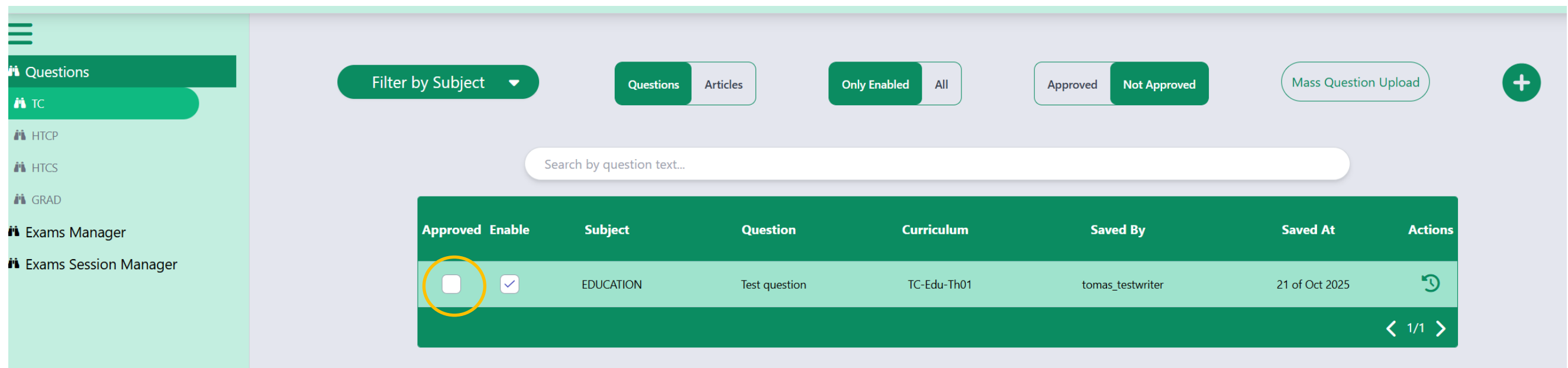
Only applicable for Cluster Managers and TSC Managers

Cluster Managers are responsible for verifying and approving questions within their assigned subject area.

TSC Manager also has the ability to approve questions.

Questions may not be used in Exams until they have been approved by Cluster Manager or TSC Manager.

To do so, navigate to unapproved questions and click on the 'Approved' box if fully satisfied with the question.



The screenshot shows a web interface for managing questions. On the left is a sidebar with navigation options: Questions, TC, HTCP, HTCS, GRAD, Exams Manager, and Exams Session Manager. The main area has a header with filters: 'Filter by Subject' (dropdown), 'Questions' and 'Articles' (tabs), 'Only Enabled' and 'All' (filters), 'Approved' and 'Not Approved' (filters), and a 'Mass Question Upload' button. Below the header is a search bar labeled 'Search by question text...'. The main content is a table with the following columns: Approved, Enable, Subject, Question, Curriculum, Saved By, Saved At, and Actions. The first row of data is highlighted, and the 'Approved' checkbox is circled in orange.

Approved	Enable	Subject	Question	Curriculum	Saved By	Saved At	Actions
<input type="checkbox"/>	<input checked="" type="checkbox"/>	EDUCATION	Test question	TC-Edu-Th01	tomas_testwriter	21 of Oct 2025	

When new questions are added to the system by Subject Experts, they are set as 'not approved' by default. Cluster Managers are required to review all newly added questions and approve these once fully satisfied with their content and format. Only questions that have been checked to ensure they are correctly formatted and looking as intended should be set as approved. Only if errors are found, would a question need to be removed as approved.

Questions may further be enabled / disabled for use in Exam Sets. Enabled is slightly different to approved. A question that is correctly formatted, but has already been used multiple times in previous Exam Sets could still be set as 'approved', but could be left as not 'enabled' for a period of time so that it is not used in the next set of Exam Sets. Only questions that are set as 'approved' and 'enabled' are visible for selection in the Exam Sets (see Exams Manager section).

**The remaining sections are only applicable for the TSC Manager role.**

# EXAMS MANAGER

Only applicable for TSC Managers

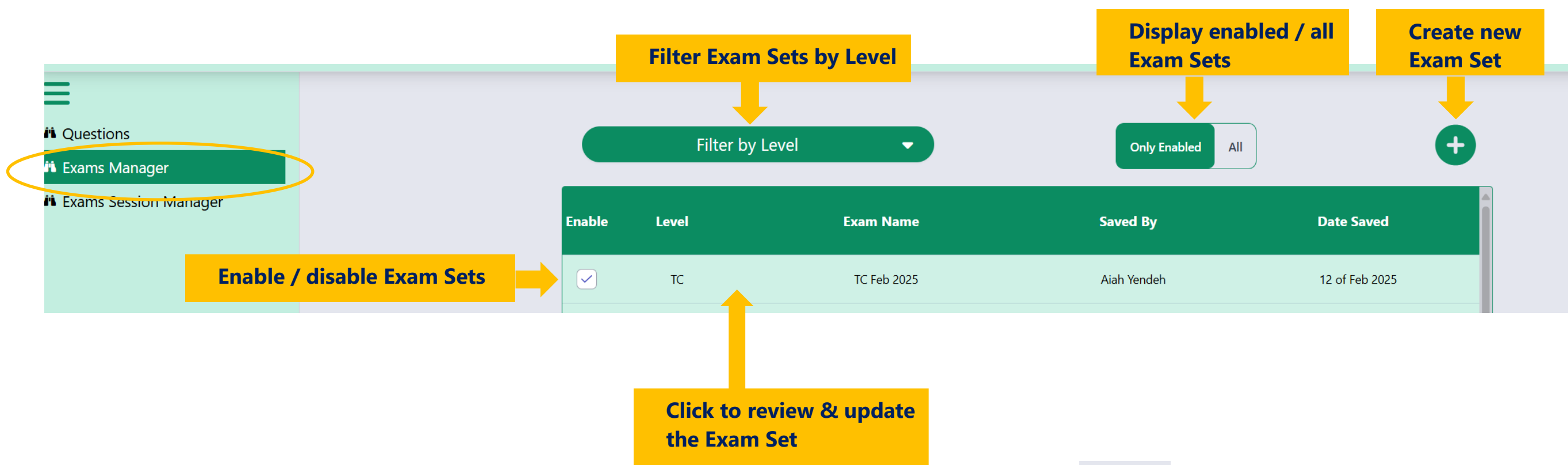
Exams Manager section of the Question Bank System allows TSC Manager to create Exam Sets, which are later used for creating Exam Sessions.

Exam Sets typically consists of 100 questions and once created, the Licensing Exam teachers will take follows exactly the selected questions in their order of selection.

First, navigate to Exams Manager.

Here, you will see all the Exam Sets created which you can update by clicking on each one of these.

The figure below depicts all the available filter / selection options.

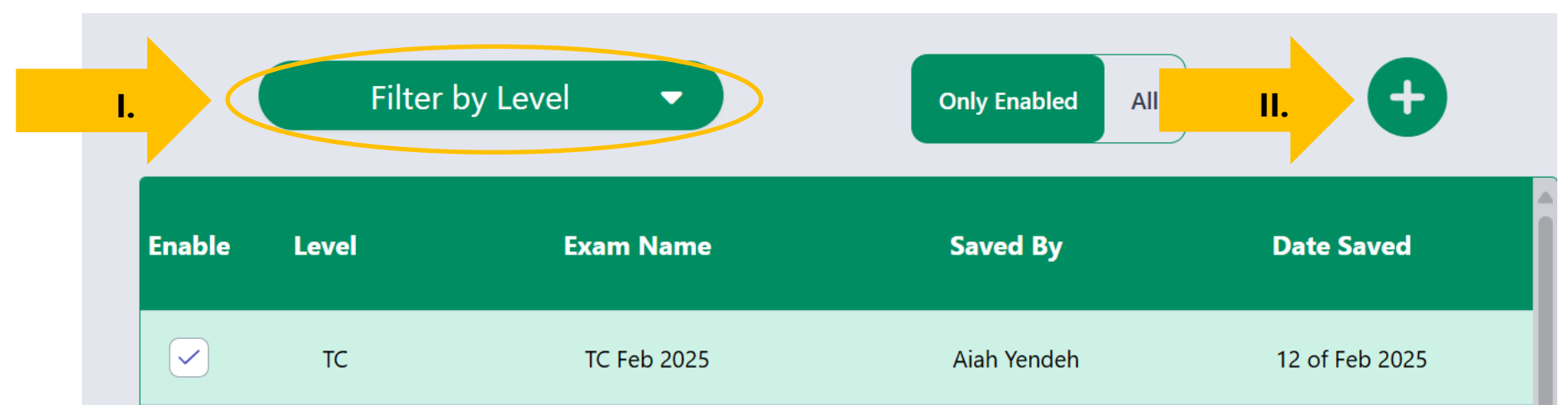


To create a new Exam Set, first select the Exam Level, then click the  sign.

If Level was not selected and user attempted to add Exam Set, the following error message will appear:

Please select a level to create an exam 

Select the Exam Level to proceed.



This opens the Exam Set menu which allows you to select the desired questions for each subject.

In the below example, the user selected the TC exam level, which will lead to only displaying approved TC questions.

The convention is to select 100 questions per Exam Set, with 20 questions from English, 15 Maths, 10 ICT, 25 Education, and 30 Professional Standards.

Deviating from this would result in a warning message, but TSC Manager may decide to proceed if desired.

WARNING: NUMBER OF QUESTIONS SELECTED

The number of questions does not match with the standard number for an exam, Save Anyway?

Save

The below figure shows the different filter and selection options available to TSC Manager.

**Specify Exam Set name**

**Automatically Generate Questions**

**Filter questions by subject**

**Expand question view**

**Add selected questions**

**View number of selected questions by subject**

**Save Exam Set**

**Remove selected questions**

User may also click on the ‘Generate’ button at the top for each subject to randomly select the required number of questions. For example, clicking on ‘Generate’ for English will select 20 questions English questions with varying level of difficulty such that the difficulty level is well balanced across Exam sets.

**Remember:** The order of the questions will determine their order in the actual Licensing Exam. You may drag and drop the questions to change their order as required.

For example, if you wish for questions of a particular subject domain to appear in a consecutive order, make sure you select all questions from the subject first, before moving to the next one.

Similarly, if you wish for questions of a particular subject domain to appear first, then select questions from the subject domain first.

**Once satisfied, click ‘Save’.**

This will save the Exam Set and make it available for use in Exam Session.

Enable	Level	Exam Name	Saved By	Date Saved
<input checked="" type="checkbox"/>	TC	TC Example Exam (1) 24-10-2025	tomas	24 of Oct 2025

# EXAMS SESSION MANAGER

Only applicable for TSC Managers

Exams Session Manager allows TSC Manager to create Exam Sessions. These may consist of multiple Exam Sets for any Exam Level. This means that if two TC Exam Sets are included in an Exam Session, for example, half of the teachers taking a TC-level exam would be randomly allocated to sit Exam Set 1, whilst the remaining teachers would be allocated Exam Set 2.

First, navigate to 'Exams Session Manager'

The screenshot shows the 'Exams Session Manager' interface. On the left is a navigation menu with options: Questions, Exams Manager, Exams Session Manager (highlighted with a yellow circle), Session Design, Compile Exam Session, and Exams in Production. The main area displays a table of existing sessions:

Name	Saved By	Date Saved	Remove
Session 1	euge	6 of Nov 2024	
Bo 12th November 2024	tomas	21 of Nov 2024	

Annotations include: 'Create new Exam Session' pointing to a green '+' button; 'Edit existing Exam Session' pointing to the first row; and 'Delete existing Exam Session' pointing to the trash icons.

This will show previously created sessions.

Here, you may (i) edit existing sessions; (ii) delete previously created sessions; and (iii) create new exam sessions

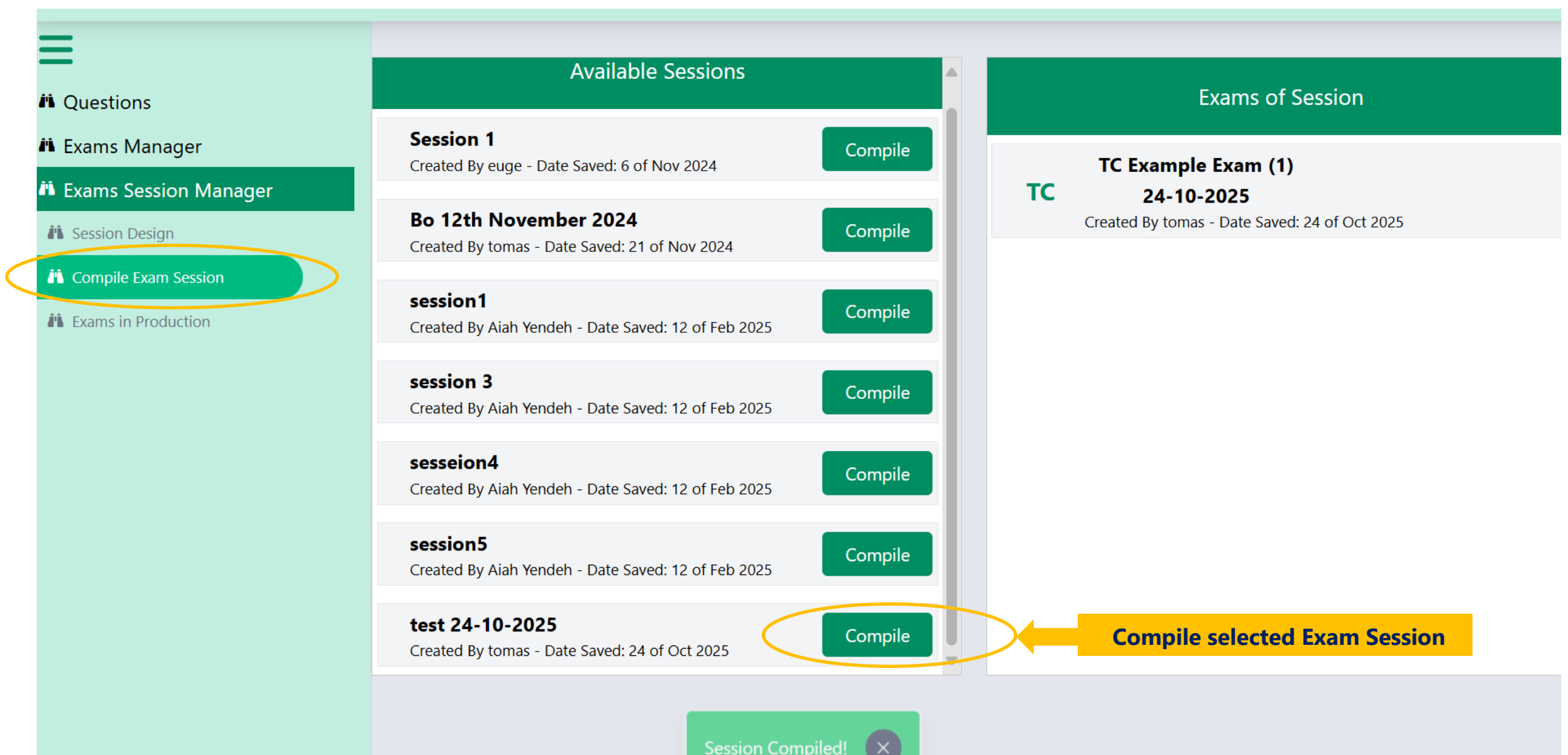
To create new Exam Session, click the or navigate to 'Session Design'.

Next, create session name and add desired Exam Sets to the Exam Session. It is recommended that the name specifies the location and/or exam session date. Selected Exam Sets will consist of the Licensing Exam teachers will be required to take.

Once satisfied, click 'Save'. The newly created Exam Session will now appear within the existing Exam Sessions.

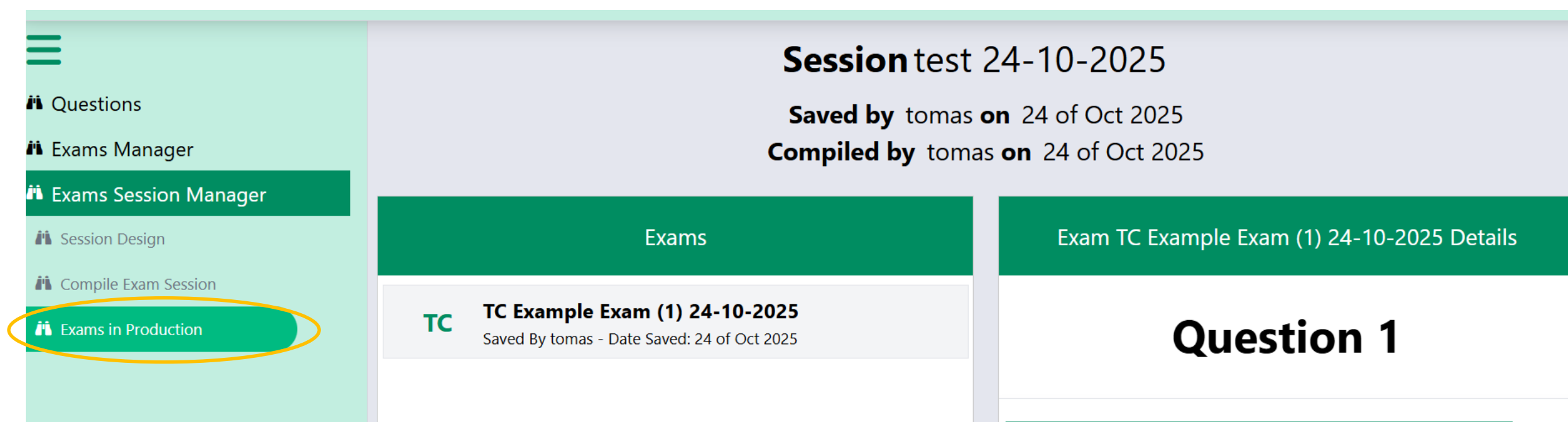
The 'CREATE' form includes a 'Session Name' input field (annotated 'Create Session name'), a 'Filter by Level' dropdown (annotated 'Filter Exam Sets by Exam Level'), and two columns: 'Available Exams' and 'Selected Exams'. The 'Available Exams' column shows a 'TC Example Exam (1)' for '24-10-2025' with an 'Add' button (annotated 'Add selected Exam Sets'). The 'Selected Exams' column shows the same exam with a 'Remove' button (annotated 'Remove selected Exam Sets') and a 'Save' button (annotated 'Save Exam Session').

Exam Session needs compiling before it can be used in tablets during the Licensing Exam. To compile an Exam Session, navigate to 'Compile Exam Session' and click 'Compile' for the desired Exam Session as shown below:



To review the Exam Session available for use by teachers using tablets, navigate to 'Exams in Production'.


This will allow TSC Manager to review the final Exam Session by viewing the Exam Sets within the session, as well as individual Exam Questions within each Exam Set.



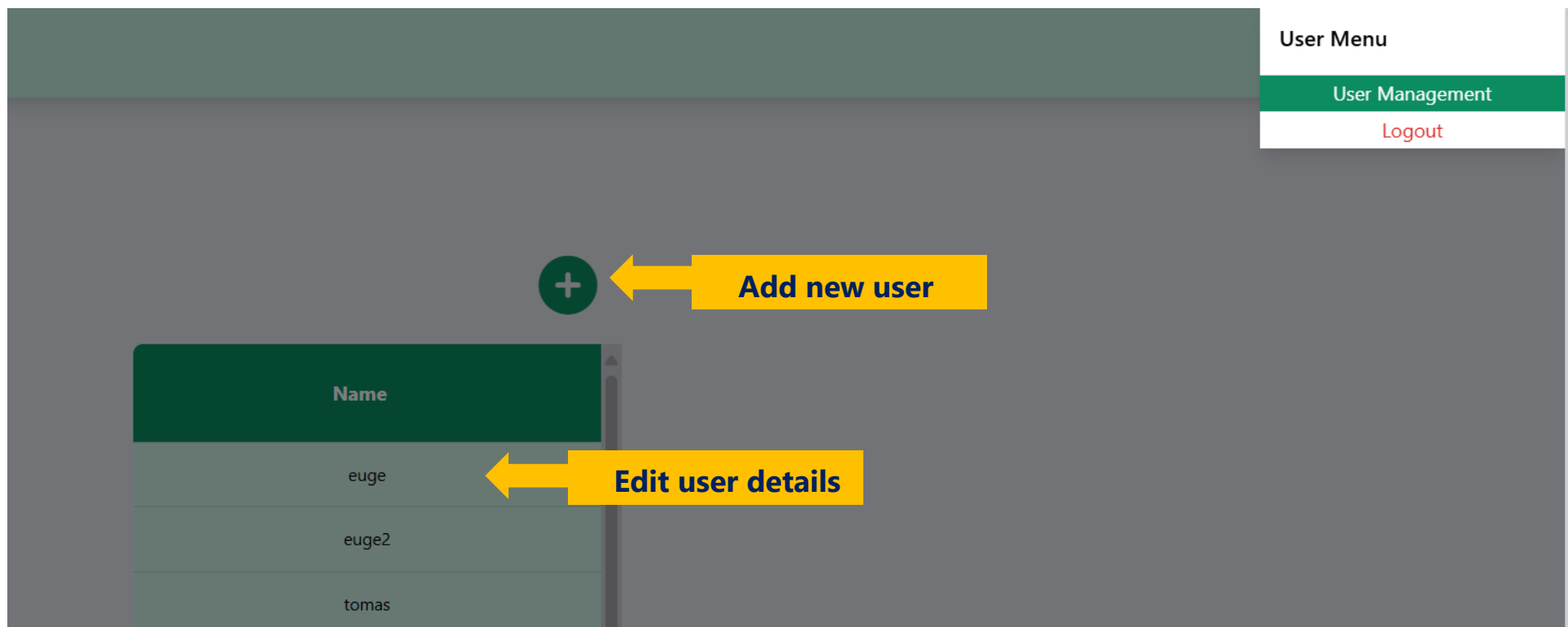
## USER MANAGEMENT

Only applicable for TSC Managers

TSC Manager has responsibility for managing Question Bank System users.

To do so, navigate to 'User Management' which is available upon clicking on the  button in the top right corner.

The two core options here allow TSC Manager to (i) add and (ii) edit existing system users.



## Adding new user

First, click the  sign as shown above.

Next:

- Enter User Name (this is the login username)
- Assign Subjects (user will not be able to see / edit non-selected subjects)
- Assign Password (this is the login password)
- Assign role
  - Super Admin = can Create Exam Sets and Sessions, and Manage users. This should only be selected for TSC Manager user.
  - Can Approve Questions = can approve created questions in the Exam Bank System. This should only be selected for TSC Manager and Cluster Manager users.

### What this means for the specific system roles:

- **Subject Expert** should have 'Super Admin' and 'Can Approve Questions' unselected -> user will only be able to create new questions in the assigned subject domain, and edit the questions this user created in the system.
- **Cluster Manager** should have 'Super Admin' unselected, and 'Can Approve Questions' selected -> user will be able to create new questions in the assigned subject domain, as well as view, edit, and approve questions in their assigned subject domain.
- **TSC Manager** should have 'Super Admin' and 'Can Approve Questions' selected -> user will be able to conduct all tasks as Cluster Manager, as well as create Exam Sets, create and compile Exam Sessions, and Manage System Users. Ensure TSC Manager has all the subjects selected in order to be able to review all Exam Questions in the Question Bank System.

Once satisfied with the selection, click 'Save'.

To edit user details, click on the selected user and follow the same process as described above, editing the existing details.

## New user

### Enter the users details

User Name

**Select Subjects**

English       Maths  
 Education       ICT  
 Professional Standards

Password

Super Admin     Can Approve Questions

**Save**

## Edit existing user

### Enter the users details

User Name

Reset password?

**Select Subjects**

English       Maths  
 Education       ICT  
 Professional Standards

Super Admin     Can Approve Questions

**Save**

# HOW DO I USE THIS GOING FORWARD

- **Subject Experts:** Create new exam questions in the Question Bank system. Adding questions directly in the system will allow you to view them in their final form in real time (the same way they will appear in tablets), helping you to ensure that text font, Math equations and images are correctly specified, minimizing required time for any necessary corrections later.
- **Cluster Managers:** Review questions in your assigned expert subject domain created by Subject Experts. You may make direct edits to the questions, or review these and notify Subject Experts of the required edits. You may also add your own questions. Once satisfied, you are responsible for approving the questions in the Question Bank System.
- **TSC Manager:** Manage the process of updating the Licensing Exam Question Bank, and continuously create Exam Sets and Exam Sessions to be used in the actual digital Licensing Exams as necessary. Creating multiple Exam Sets for any Exam Session will result in a variety of Exams between Exam takers within any given session. Continuously updating Exam Sessions with new Exam Sets will help ensure that exam questions vary between individual Exam Sessions.

# APPENDIX: CURRICULUM CODES

Curriculum codes are based on TSC's [Teacher Licensing Exam Guidelines and Syllabus](#).

## English

### English TC

Level	Theme	Curriculum Code
1.1 TEACHERS' CERTIFICATE	1. The importance/functions of English Language: English use as an official language in Sierra Leone, used for official communication.	TC-Eng-Th01
1.1 TEACHERS' CERTIFICATE	2. Word classes/Parts of speech	TC-Eng-Th02
1.1 TEACHERS' CERTIFICATE	3. Sentence patterns:	TC-Eng-Th03
1.1 TEACHERS' CERTIFICATE	4. Commonly misspelled words.	TC-Eng-Th04
1.1 TEACHERS' CERTIFICATE	5. Reading Comprehension	TC-Eng-Th05
1.1 TEACHERS' CERTIFICATE	6. Verb Tenses	TC-Eng-Th06
1.1 TEACHERS' CERTIFICATE	7. Distinction between the phrase and the clause;	TC-Eng-Th07
1.1 TEACHERS' CERTIFICATE	8. Interrogatives	TC-Eng-Th08
1.1 TEACHERS' CERTIFICATE	9. Question Tags	TC-Eng-Th09
1.1 TEACHERS' CERTIFICATE	10. Determiners (either, neither, nor etc)	TC-Eng-Th10
1.1 TEACHERS' CERTIFICATE	11. Subject – Verb agreement	TC-Eng-Th11
1.1 TEACHERS' CERTIFICATE	12. Comparative and Superlative forms of Adjectives	TC-Eng-Th12
1.1 TEACHERS' CERTIFICATE	13. Direct and Indirect objects	TC-Eng-Th13

### English HTCP

Level	Theme	Curriculum Code
1.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	1. The role of English Language in Sierra Leone	HP-Eng-Th01
1.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	2. Reading Skills – Vocabulary and interpretation of excerpts from passages of average difficulty.	HP-Eng-Th02
1.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	3. Grammar:	HP-Eng-Th03
1.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	4. Identification of Phrases and Clauses	HP-Eng-Th04
1.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	5. Sentences – kinds and functions: basic distinctions.	HP-Eng-Th05
1.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	6. Paragraphing	HP-Eng-Th06
1.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	7. The basics of writing Letters, including letters of application – format and style.	HP-Eng-Th07
1.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	8. Types of essays	HP-Eng-Th08

### English HTCS

Level	Theme	Curriculum Code
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	1. The role of English Language in Sierra Leone	HS-Eng-Th01
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	2. English as an International Language	HS-Eng-Th02
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	3. Sentences Functions, Types	HS-Eng-Th03
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	4. Basics of writing essays	HS-Eng-Th04
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	5. Paragraphing	HS-Eng-Th05
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	6. Mechanics (Punctuation)	HS-Eng-Th06
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	7. Vocabulary (Synonyms, Antonyms)	HS-Eng-Th07
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	8. Nouns – types, number, position, gender etc	HS-Eng-Th08
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	9. Parts of Speech.	HS-Eng-Th09
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	10. Phrases and clauses;	HS-Eng-Th10
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	11. The active and passive voice	HS-Eng-Th11
1.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	12. Interpretation	HS-Eng-Th12

### English GT

Level	Theme	Curriculum Code
1.4 GRADUATE TEACHERS	1. Parts of Speech (Word classes) - The emphasis will be on use of verb in sentences rather than mere identification.	GT-Eng-Th01
1.4 GRADUATE TEACHERS	2. Verb Tenses	GT-Eng-Th02
1.4 GRADUATE TEACHERS	3. Voice	GT-Eng-Th03
1.4 GRADUATE TEACHERS	4. Use of comparative and superlative in sentences	GT-Eng-Th04
1.4 GRADUATE TEACHERS	5. Use of phrasal verbs.	GT-Eng-Th05
1.4 GRADUATE TEACHERS	6. Effective sentences.	GT-Eng-Th06
1.4 GRADUATE TEACHERS	7. Subject- verb, pronoun - pronoun agreement (concord)	GT-Eng-Th07
1.4 GRADUATE TEACHERS	8. Coordination and subordination.	GT-Eng-Th08
1.4 GRADUATE TEACHERS	9. Vocabulary	GT-Eng-Th09
1.4 GRADUATE TEACHERS	10. Punctuation	GT-Eng-Th10
1.4 GRADUATE TEACHERS	11. Spelling:	GT-Eng-Th11
1.4 GRADUATE TEACHERS	12. Clauses and phrases.	GT-Eng-Th12
1.4 GRADUATE TEACHERS	13. Classification of sentences according to structure	GT-Eng-Th13
1.4 GRADUATE TEACHERS	14. Classification of sentences according to purpose	GT-Eng-Th14
1.4 GRADUATE TEACHERS	15. Direct and indirect speech	GT-Eng-Th15
1.4 GRADUATE TEACHERS	16. Reading comprehension:	GT-Eng-Th16

## Maths

### Maths TC

Level	Theme	Curriculum Code
2.1 TEACHERS' CERTIFICATE	1. Number and Numeration	TC-Mat-Th01
2.1 TEACHERS' CERTIFICATE	2. Number Pattern	TC-Mat-Th02
2.1 TEACHERS' CERTIFICATE	3. Everyday Arithmetic	TC-Mat-Th03
2.1 TEACHERS' CERTIFICATE	4. Geometry	TC-Mat-Th04
2.1 TEACHERS' CERTIFICATE	5. Statistics	TC-Mat-Th05

### Maths HTCP

Level	Theme	Curriculum Code
2.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Number and Numeration	HP-Mat-Th01
2.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Everyday Arithmetic	HP-Mat-Th02
2.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Geometry	HP-Mat-Th03
2.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Statistics	HP-Mat-Th04

## Maths HTCS

Level	Theme	Curriculum Code
2.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	1. Numbers	HS-Mat-Th01
2.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	2. Operations on numbers	HS-Mat-Th02
2.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	3. Everyday Arithmetic	HS-Mat-Th03
2.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	4. Set theory	HS-Mat-Th04
2.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	5. Geometry	HS-Mat-Th05
2.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	6. Statistics	HS-Mat-Th06

## Maths GT

Level	Theme	Curriculum Code
2.4 GRADUATE TEACHERS	1. Algebra	GT-Mat-Th01
2.4 GRADUATE TEACHERS	2. Everyday arithmetic	GT-Mat-Th02
2.4 GRADUATE TEACHERS	3. Set theory	GT-Mat-Th03
2.4 GRADUATE TEACHERS	4. Matrices and Determinants (2*2)	GT-Mat-Th04
2.4 GRADUATE TEACHERS	5. Indices and logarithms	GT-Mat-Th05
2.4 GRADUATE TEACHERS	6. Sequence and series Arithmetic Progression (AP) and Geometric Progression (GP)	GT-Mat-Th06
2.4 GRADUATE TEACHERS	7. Trigonometry	GT-Mat-Th07
2.4 GRADUATE TEACHERS	8. Pythagoras theorem	GT-Mat-Th08
2.4 GRADUATE TEACHERS	9. Basic statistics and probability	GT-Mat-Th09

## ICT

### ICT TC

Level	Theme	Curriculum Code
3.1 TEACHERS' CERTIFICATE	1. Computer Basics	TC-ICT-Th01
3.1 TEACHERS' CERTIFICATE	2. Computer Hardware: Categories of Computer Hardware	TC-ICT-Th02
3.1 TEACHERS' CERTIFICATE	3. Computer Software: Types of software	TC-ICT-Th03
3.1 TEACHERS' CERTIFICATE	4. Threats to Computers and Users	TC-ICT-Th04
3.1 TEACHERS' CERTIFICATE	5. Microsoft Suite	TC-ICT-Th05
3.1 TEACHERS' CERTIFICATE	6. Internet	TC-ICT-Th06
3.1 TEACHERS' CERTIFICATE	7. Communication and Collaboration	TC-ICT-Th07
3.1 TEACHERS' CERTIFICATE	8. IT Intellectual Property Rights	TC-ICT-Th08
3.1 TEACHERS' CERTIFICATE	9. Trending Technologies	TC-ICT-Th09

### ICT HTCP

Level	Theme	Curriculum Code
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	1. Computer Basics	HP-ICT-Th01
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	2. Computer Hardware: Categories of Computer Hardware	HP-ICT-Th02
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	3. Computer Software: Types of software	HP-ICT-Th03
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	4. Threats to Computers and Users	HP-ICT-Th04
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	5a. Microsoft Suite	HP-ICT-Th05
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	6. Internet	HP-ICT-Th06
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	7. Communication and Collaboration	HP-ICT-Th07
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	8. IT Intellectual Property Rights	HP-ICT-Th08
3.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	9. Trending Technologies	HP-ICT-Th09

### ICT HTCS

Level	Theme	Curriculum Code
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	1. Computer Basics	HS-ICT-Th01
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	2. Computer Hardware	HS-ICT-Th02
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	3. Computer Software	HS-ICT-Th03
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	4. Threats to Computers and Users	HS-ICT-Th04
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	5. Word Processing	HS-ICT-Th05
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	6. Spreadsheet	HS-ICT-Th06
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	7. Presentations	HS-ICT-Th07
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	8. Networking	HS-ICT-Th08
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	9. Internet	HS-ICT-Th09
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	10. Databases	HS-ICT-Th10
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	11. Communication and Collaboration	HS-ICT-Th11
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	12. Intellectual Property Rights	HS-ICT-Th12
3.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	13. Trending Technologies	HS-ICT-Th13

### ICT GT

Level	Theme	Curriculum Code
3.4 GRADUATE TEACHERS	Computer Basics and Organisation	GT-ICT-Th01
3.4 GRADUATE TEACHERS	Computer Hardware	GT-ICT-Th02
3.4 GRADUATE TEACHERS	Computer Software	GT-ICT-Th03
3.4 GRADUATE TEACHERS	Threats to Computers and Users	GT-ICT-Th04
3.4 GRADUATE TEACHERS	Word Processing	GT-ICT-Th05
3.4 GRADUATE TEACHERS	Spreadsheet	GT-ICT-Th06
3.4 GRADUATE TEACHERS	Presentations	GT-ICT-Th07
3.4 GRADUATE TEACHERS	Networking	GT-ICT-Th08
3.4 GRADUATE TEACHERS	Internet	GT-ICT-Th09
3.4 GRADUATE TEACHERS	Databases	GT-ICT-Th10
3.4 GRADUATE TEACHERS	Communication and Collaboration	GT-ICT-Th11
3.4 GRADUATE TEACHERS	Intellectual Property Rights	GT-ICT-Th12
3.4 GRADUATE TEACHERS	Trending Technologies	GT-ICT-Th13

## Education

### Education TC

Level	Theme	Curriculum Code
4.1 TEACHERS' CERTIFICATE	Introduction to Education	TC-Edu-Th01
4.1 TEACHERS' CERTIFICATE	Historical Development of Education in Sierra Leone	TC-Edu-Th02
4.1 TEACHERS' CERTIFICATE	Introduction to the 6-3-3-4 System of Education	TC-Edu-Th03
4.1 TEACHERS' CERTIFICATE	Educational Ideas and Educators	TC-Edu-Th04
4.1 TEACHERS' CERTIFICATE	Educational Psychology	TC-Edu-Th05
4.1 TEACHERS' CERTIFICATE	Heredity & Environment in the Development of the Learner	TC-Edu-Th06
4.1 TEACHERS' CERTIFICATE	Sociology of Education	TC-Edu-Th07
4.1 TEACHERS' CERTIFICATE	Introduction to General Methods of Teaching	TC-Edu-Th08
4.1 TEACHERS' CERTIFICATE	Classroom Management and Control	TC-Edu-Th09

4.1 TEACHERS' CERTIFICATE	Teaching / Learning Aid	TC-Edu-Th10
4.1 TEACHERS' CERTIFICATE	Micro Teaching	TC-Edu-Th11
4.1 TEACHERS' CERTIFICATE	Guidance & Counseling	TC-Edu-Th12
4.1 TEACHERS' CERTIFICATE	Measurement & Evaluation in Education	TC-Edu-Th13
4.1 TEACHERS' CERTIFICATE	Tests	TC-Edu-Th14
4.1 TEACHERS' CERTIFICATE	Statistics in Education	TC-Edu-Th15
4.1 TEACHERS' CERTIFICATE	Emerging Issues	TC-Edu-Th16
4.1 TEACHERS' CERTIFICATE	Continuous Assessment	TC-Edu-Th17

## Education HTCP

Level	Theme	Curriculum Code
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	1 Foundation of Education	HP-Edu-Th01
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	2 Comparative Education & Curriculum	HP-Edu-Th02
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	3 Sociology of Education	HP-Edu-Th03
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	4 Educational Psychology	HP-Edu-Th04
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	5 Educational Administration	HP-Edu-Th05
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	6 Measurement and evaluation	HP-Edu-Th06
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	7 General Methods of teaching	HP-Edu-Th07
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	8 Guidance and Counseling	HP-Edu-Th08
4.02 HIGHER TEACHERS' CERTIFICATE - PRIMARY	9 Research	HP-Edu-Th09

## Education HTCS

Level	Theme	Curriculum Code
4.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	1. Principles of Education	HS-Edu-Th01
4.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	2. Measurement and evaluation	HS-Edu-Th02
4.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	3. Education statistics	HS-Edu-Th03
4.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	4. Guidance and Counseling	HS-Edu-Th04
4.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	5. Educational methods	HS-Edu-Th05
4.03 HIGHER TEACHERS' CERTIFICATE - SECONDARY	6. Principles of education (curriculum)	HS-Edu-Th06

## Education GT

Level	Theme	Curriculum Code
4.4 GRADUATE TEACHERS	1 Introduction to Education	GT-Edu-Th01
4.4 GRADUATE TEACHERS	2 Historical Development of Education in Sierra Leone and West Africa	GT-Edu-Th02
4.4 GRADUATE TEACHERS	3 Introduction to the 6-3-3-4 System of Education	GT-Edu-Th03
4.4 GRADUATE TEACHERS	4 Educational Ideas and Educators	GT-Edu-Th04
4.4 GRADUATE TEACHERS	5 Educational Psychology	GT-Edu-Th05
4.4 GRADUATE TEACHERS	6 Heredity & Environment in the Development of the Learner	GT-Edu-Th06
4.4 GRADUATE TEACHERS	7 Sociology of Education	GT-Edu-Th07
4.4 GRADUATE TEACHERS	8 Introduction to General Methods of Teaching	GT-Edu-Th08
4.4 GRADUATE TEACHERS	9 Classroom Management and Control	GT-Edu-Th09
4.4 GRADUATE TEACHERS	10 Teaching/Learning Aid	GT-Edu-Th10
4.4 GRADUATE TEACHERS	11 Micro Teaching	GT-Edu-Th11
4.4 GRADUATE TEACHERS	12 Guidance & Counseling	GT-Edu-Th12
4.4 GRADUATE TEACHERS	13 Measurement & Evaluation in Education	GT-Edu-Th13
4.4 GRADUATE TEACHERS	14 Tests	GT-Edu-Th14
4.4 GRADUATE TEACHERS	15 Statistics in Education	GT-Edu-Th15
4.4 GRADUATE TEACHERS	16 Emerging Issues	GT-Edu-Th16
4.4 GRADUATE TEACHERS	17 Continuous Assessment	GT-Edu-Th17
4.4 GRADUATE TEACHERS	18 Historical, Sociological and Philosophical Foundations of Education	GT-Edu-Th18
4.4 GRADUATE TEACHERS	19 Principles of Education (Curriculum)	GT-Edu-Th19

## Professional Standards Professional Standards TC

Level	Theme	Curriculum Code
5.1 TEACHERS' CERTIFICATE	Standard 1: Know and understand the international context and goals of education	TC-Pro-Th01
5.1 TEACHERS' CERTIFICATE	Standard 2: Know the Sierra Leonean context and goals of education	TC-Pro-Th02
5.1 TEACHERS' CERTIFICATE	Standard 3: Know subject content	TC-Pro-Th03
5.1 TEACHERS' CERTIFICATE	Standard 4: Know how to teach the subject	TC-Pro-Th04
5.1 TEACHERS' CERTIFICATE	Standard 5: Know physical, socio-cultural, and psychological characteristics of learners	TC-Pro-Th05
5.1 TEACHERS' CERTIFICATE	Standard 6: Know how to assess learners	TC-Pro-Th06
5.1 TEACHERS' CERTIFICATE	Standard 7: Know fundamentals of education governance and channels of communication	TC-Pro-Th07
5.1 TEACHERS' CERTIFICATE	Standard 8: Plan learning activities and programmes	TC-Pro-Th08
5.1 TEACHERS' CERTIFICATE	Standard 9: Deliver lessons	TC-Pro-Th09
5.1 TEACHERS' CERTIFICATE	Standard 10: Assess learning	TC-Pro-Th10
5.1 TEACHERS' CERTIFICATE	Standard 11: Participate and Supervise Extracurricular Activities	TC-Pro-Th11
5.1 TEACHERS' CERTIFICATE	Standard 12: Safeguard human rights and lives	TC-Pro-Th12
5.1 TEACHERS' CERTIFICATE	Standard 13: Engagement professionally with statutory and administrative authorities	TC-Pro-Th13
5.1 TEACHERS' CERTIFICATE	Standard 14: Engage professionally with learners	TC-Pro-Th14
5.1 TEACHERS' CERTIFICATE	Standard 15: Engage professionally with Colleagues	TC-Pro-Th15
5.1 TEACHERS' CERTIFICATE	Standard 16: Engage professionally with parents and guardians	TC-Pro-Th16
5.1 TEACHERS' CERTIFICATE	Standard 17: Engage professionally with employers	TC-Pro-Th17
5.1 TEACHERS' CERTIFICATE	Standard 18: Engage professionally with society	TC-Pro-Th18
5.1 TEACHERS' CERTIFICATE	Standard 19: Engage professionally with own development and academic leadership	TC-Pro-Th19

## Professional Standards HTCP

Level	Theme	Curriculum Code
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 1: Know and understand the international context and goals of education	HP-Pro-Th01
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 2: Know the Sierra Leonean context and goals of education	HP-Pro-Th02
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 3: Know subject content	HP-Pro-Th03
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 4: Know how to teach the subject	HP-Pro-Th04
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 5: Know physical, socio-cultural, and psychological characteristics of learners	HP-Pro-Th05
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 6: Know how to assess learners	HP-Pro-Th06
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 7: Know fundamentals of education governance and channels of communication	HP-Pro-Th07

5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 8: Plan learning activities and programmes	HP-Pro-Th08
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 9: Deliver lessons	HP-Pro-Th09
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 10: Assess learning	HP-Pro-Th10
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 11: Participate and Supervise Extracurricular Activities	HP-Pro-Th11
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 12: Safeguard human rights and lives	HP-Pro-Th12
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 13: Engagement professionally with statutory and administrative authorities	HP-Pro-Th13
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 14: Engage professionally with learners	HP-Pro-Th14
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 15: Engage professionally with Colleagues	HP-Pro-Th15
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 16: Engage professionally with parents and guardians	HP-Pro-Th16
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 17: Engage professionally with employers	HP-Pro-Th17
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 18: Engage professionally with society	HP-Pro-Th18
5.2 HIGHER TEACHERS' CERTIFICATE - PRIMARY	Standard 19: Engage professionally with own development and academic leadership	HP-Pro-Th19

## Professional Standards HTCS

Level	Theme	Curriculum Code
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 1: Know and understand the international context and goals of education	HS-Pro-Th01
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 2: Know the Sierra Leonean context and goals of education	HS-Pro-Th02
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 3: Know subject content	HS-Pro-Th03
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 4: Know how to teach the subject	HS-Pro-Th04
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 5: Know physical, socio-cultural, and psychological characteristics of learners	HS-Pro-Th05
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 6: Know how to assess learners	HS-Pro-Th06
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 7: Know fundamentals of education governance and channels of communication	HS-Pro-Th07
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 8: Plan learning activities and programmes	HS-Pro-Th08
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 9: Deliver lessons	HS-Pro-Th09
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 10: Assess learning	HS-Pro-Th10
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 11: Participate and Supervise Extracurricular Activities	HS-Pro-Th11
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 12: Safeguard human rights and lives	HS-Pro-Th12
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 13: Engagement professionally with statutory and administrative authorities	HS-Pro-Th13
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 14: Engage professionally with learners	HS-Pro-Th14
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 15: Engage professionally with Colleagues	HS-Pro-Th15
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 16: Engage professionally with parents and guardians	HS-Pro-Th16
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 17: Engage professionally with employers	HS-Pro-Th17
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 18: Engage professionally with society	HS-Pro-Th18
5.3 HIGHER TEACHERS' CERTIFICATE - SECONDARY	Standard 19: Engage professionally with own development and academic leadership	HS-Pro-Th19

## Professional Standards GT

Level	Theme	Curriculum Code
5.4 GRADUATE TEACHERS	Standard 1: Know and understand the international context and goals of education	GT-Pro-Th01
5.4 GRADUATE TEACHERS	Standard 2: Know the Sierra Leonean context and goals of education	GT-Pro-Th02
5.4 GRADUATE TEACHERS	Standard 3: Know subject content	GT-Pro-Th03
5.4 GRADUATE TEACHERS	Standard 4: Know how to teach the subject	GT-Pro-Th04
5.4 GRADUATE TEACHERS	Standard 5: Know physical, socio-cultural, and psychological characteristics of learners	GT-Pro-Th05
5.4 GRADUATE TEACHERS	Standard 6: Know how to assess learners	GT-Pro-Th06
5.4 GRADUATE TEACHERS	Standard 7: Know fundamentals of education governance and channels of communication	GT-Pro-Th07
5.4 GRADUATE TEACHERS	Standard 8: Plan learning activities and programmes	GT-Pro-Th08
5.4 GRADUATE TEACHERS	Standard 9: Deliver lessons	GT-Pro-Th09
5.4 GRADUATE TEACHERS	Standard 10: Assess learning	GT-Pro-Th10
5.4 GRADUATE TEACHERS	Standard 11: Participate and Supervise Extracurricular Activities	GT-Pro-Th11
5.4 GRADUATE TEACHERS	Standard 12: Safeguard human rights and lives	GT-Pro-Th12
5.4 GRADUATE TEACHERS	Standard 13: Engagement professionally with statutory and administrative authorities	GT-Pro-Th13
5.4 GRADUATE TEACHERS	Standard 14: Engage professionally with learners	GT-Pro-Th14
5.4 GRADUATE TEACHERS	Standard 15: Engage professionally with Colleagues	GT-Pro-Th15
5.4 GRADUATE TEACHERS	Standard 16: Engage professionally with parents and guardians	GT-Pro-Th16
5.4 GRADUATE TEACHERS	Standard 17: Engage professionally with employers	GT-Pro-Th17
5.4 GRADUATE TEACHERS	Standard 18: Engage professionally with society	GT-Pro-Th18
5.4 GRADUATE TEACHERS	Standard 19: Engage professionally with own development and academic leadership	GT-Pro-Th19