PILLARS OF GUIDANCE

COMMUNITY CENTRE

Doveton, Victoria

PART-TIME HIFDH PROGRAMME

Programme Structure & Parent Handbook

For families of enrolled students

Version 1.0

Effective: Term 3, 2026

A handbook for parents and guardians

9–11 Green Street, Doveton VIC 3177

(03) 9794 5493 | administration@pgcc.org.au | pgcc.org.au

1. Welcome

Bismillah, and all praise is due to Allah. Thank you for enrolling your child in the PGCC Part-Time Hifdh Programme. Memorising the Book of Allah is one of the most honoured pursuits a Muslim can undertake, and supporting your child through it is a trust we share with you.

This handbook explains how the part-time programme works: the weekly and class structure, how the revision system keeps memorisation secure, the method students use to learn their Dars at home, the completion pathway and how progress is assessed, what is expected of students and families, and how fees and enrolment are handled. Please read it in full and keep it for reference through the year.

> ***Our commitment —*** *Part-time hifdh works when the class, the student and the home pull in the same direction. Clear structure, an honest daily method and steady family support are what carry a child from the first juz to the thirtieth.*

2. The Programme at a Glance

	Details
Format	Part-time Hifdh — alongside mainstream schooling
Class days	Tuesday, Thursday and Saturday
Class length	2 hours on weekdays; 2½ hours on Saturday
Location	9–11 Green Street, Doveton VIC 3177
Pathway	7-year graduated pathway to completion (see Section 7)
Mushaf	15-line Mushaf, used consistently by every student
Programme model	Dars, Muraaja'ah al-Dars (MD) and Muraaja'ah
Progress reporting	Termly, via QoBox

Term dates, fees and the enrolment form are provided in the enrolment pack. This handbook should be read alongside PGCC's Behaviour & Conduct Policy.

3. Weekly Structure

The programme runs three days a week. The two weekday classes and the longer Saturday class together give every student new memorisation, short-term revision and long-term revision within the week.

Day	Class length	Focus
Tuesday	2 hours	Dars + MD + Muraaja'ah
Thursday	2 hours	Dars + MD + Muraaja'ah
Saturday	2½ hours	Dars + MD + longer Muraaja'ah

Why three days — *Three well-used days a week, backed by daily preparation at home, keep the memorisation load sustainable while still moving a student steadily along the pathway.*

4. The Class Structure

Every class follows the same three-part structure. Each part has a distinct purpose, and together they ensure a student is always doing three things at once: taking on new memorisation, securing what was recently memorised, and preserving what was memorised long ago.

Block	Purpose	Weekday	Saturday
Dars	New memorisation	1 hour	1 hour
Muraaja'ah al-Dars (MD)	Short-term revision	30 minutes	30 minutes
Muraaja'ah	Long-term revision	30 minutes	1 hour
Total class time		2 hours	2½ hours

Principle — *Memorisation without revision is not Hifdh. The two revision blocks are not optional extras attached to the lesson — they are the larger part of the class, and they are what makes the memorisation permanent.*

4.1 Dars — New Memorisation

Students arrive with the Dars already memorised and ready to present. Class time is for reciting the new lesson to the teacher, not for beginning to memorise it. Accuracy and tajweed are marked as the student recites, errors are logged using the error-code system, and the Dars is either passed or repeated in the next class.

4.2 Reciting to the Teacher

Every student is heard by the teacher at least once each class. Where the time available allows, a student is called to recite more than once.

5. The MD Rotation

Muraaja'ah al-Dars (MD) secures the memorisation a student has completed most recently — the portion most at risk of being lost. It covers the last 20 pages memorised, divided into four blocks of 5 pages.

Block	Covers	Pages	Recited on
MD 4	Most recent 5 pages	5	Every class day
MD 3	2nd set of 5 pages	5	Tuesdays
MD 2	3rd set of 5 pages	5	Thursdays
MD 1	4th set of 5 pages	5	Saturdays

MD 4 is recited every class day, because the most recent memorisation is the most fragile. MD 3, MD 2 and MD 1 rotate across the week, so that every one of the last 20 pages is revised each week without any single class becoming overloaded — 10 pages of short-term revision per session.

5.1 How the Blocks Move

The blocks are a rolling window, not fixed pages. As a student completes new memorisation, each block shifts forward:

- Newly memorised pages enter at MD 4.
- What was MD 4 becomes MD 3; MD 3 becomes MD 2; MD 2 becomes MD 1.
- What passes out of MD 1 leaves short-term revision and enters the long-term Muraaja'ah cycle.

> ***Why this matters —*** *Nothing is ever simply "finished". A page leaves MD only because it has been secured enough to be maintained in the long-term cycle — never because it has been forgotten about.*

6. The Daily New Lesson System

A strong Dars each class is only possible when it is learnt at home with focus and mindful attention — not by reading quickly and hoping it holds. The method below is tried and tested. It asks for patience, and it works.

6.1 Listen First — Al-Muqri

1. Before memorising, the student listens to the new ayah on the Al-Muqri app three times, repeating after the reciter each time.

Recommended reciters:

- Ayman Suwaid
- Ibrahim al-Akhdar
- Mahmoud Khalil al-Husary
- Abdullah Basfar

> ***Purpose —*** *To read the words correctly and fluently, with proper tajweed, before memorisation begins. Practising daily with Al-Muqri strongly supports a high standard of hifdh.*

6.2 Memorise in Small Pieces — 2 to 3 Words

2. Take a maximum of two to three words at a time. For each piece, look at the shape of the words, listen to their sound, and think about their order — then repeat them until they are known.

> ***Purpose —*** *To engrave the words into memory. This only works when the student is mindful of what they are learning, rather than simply reading.*

6.3 Test Yourself — The Mental Image

3. When the student believes a piece is memorised, they test themselves by trying to visualise the words in the mind's eye. If they can picture it, they know it.

> ***Golden rule —*** *Do not move on to a new section while the current one is still weak.*

6.4 Build the Ayah Up

4. Take the next two to three words and repeat steps 1–3.

5. Connecting — look into the mushaf to see how the previous section joins to the new one.

6. Checking — continue until the ayah is complete, then have it checked by someone else. The purpose is for the student to discover any mistakes.

6.5 Join Ayah to Ayah

7. Learn the next ayah in the same way, joining each new ayah to the one before it when checking. If an ayah is long, break it into parts. Again: do not move on while a section is weak.

8. Continue until the whole Dars has been learnt.

6.6 Lock It In — Night & Morning

9. Before sleeping, read the entire Dars a few times looking into the mushaf — not from memory.

10. In the morning, review and revise the Dars. InshaAllah, it will be secure.

> ***A tried-and-tested system —*** *Patience is required to succeed. A child who follows this method faithfully will reach a high level of hifdh by the permission of Allah.*

7. Completion Pathway & Milestones

The programme follows a graduated seven-year pathway. Yearly targets rise as the student's memorisation capacity develops, so that the new Dars never exceeds one page per class. Year 1 is deliberately light, keeping the focus on tajweed and correct method; Year 7 steps back down, because the Muraaja'ah load is heaviest at that stage and the final juz are best consolidated slowly.

Year	Juz	Cumulative	Lines / class	Pages / class
1	2.5	2.5 juz	6 lines	0.42
2	3.5	6 juz	9 lines	0.58
3	4	10 juz	10 lines	0.67
4	4.5	14.5 juz	11 lines	0.75
5	5	19.5 juz	12–13 lines	0.83
6	5.5	25 juz	14 lines	0.92
7	5	30 juz	12–13 lines	0.83

Assumptions: 40 teaching weeks per year, 3 classes per week (120 classes per year), 15-line Mushaf.

7.1 Key Milestones

- 10 juz by the end of Year 3.
- 15 juz (halfway) early in Year 4.
- 20 juz early in Year 5.
- Completion — 30 juz — at the end of Year 7.

8. Tajweed

On the part-time model there is not enough class time to teach tajweed as a heavy theoretical subject. It is therefore taught applied — corrected and reinforced within the Dars and Muraaja'ah — with the major rules below explained, practised and tested at the level appropriate to each student.

Rule	What is taught & tested
Makhaarij	Correct articulation point of each letter.
Heavy letters (Tafkheem)	Letters pronounced with a full, heavy mouth.
Qalqalah	The echoing bounce on the qalqalah letters when they carry sukoon.
Madd	Lengthening the vowels to their correct counts.
Noon saakin & tanween	The four rules: izhaar, idghaam, iqlaab and ikhfaa.
Meem saakin	The three rules: ikhfaa, idghaam and izhaar shafawi.

9. Assessment & Progression

Progress is tracked in every class and formally examined through the year.

- **Daily.** Each Dars is marked for accuracy and tajweed, with errors logged by code, and is passed or repeated.
- **Semester examinations.** A formal examination each semester — two per year — assesses accuracy, retention and tajweed across the portion memorised to date.
- **Mukammal (juz-completion).** On completing each juz the student sits a Mukammal examination with an examiner other than their own teacher, and does not begin the next juz until it is passed.
- **Termly reporting.** Progress is reported to families each term via QoBox.

9.1 End-of-Term Jalsa & Certificates

A jalsa is held at the end of every term to mark the term's effort publicly and present certificates in the following categories:

- Best Behaviour.
- Most Improved — based on exam results.
- Highest Achiever — based on exam results.
- Milestone Certificate — awarded for every 5 juz completed.
- Most Punctual.

10. What Students Bring

Students are expected to attend in full, correct uniform and to come to every class properly equipped. Each student should bring to class:

- Their own 15-line Mushaf — the same copy used consistently, as the page layout is part of how the memory holds.
- Their Hifdh record book.
- Pencils, pens and their record book.
- A water bottle, brought to class daily.
- Access to the Al-Muqri app for daily home preparation.

Uniform and other practical details are confirmed in the enrolment pack.

11. Preparation at Home & Parent Support

The largest part of hifdh happens outside the classroom. A student who arrives each class with the Dars prepared and revision done will thrive; one who does not will quickly fall behind. Families can protect this by:

- Setting a consistent daily time for preparing the next class's Dars — following the Daily New Lesson System in Section 6.
- Protecting the night and morning routine: reading the whole Dars into the mushaf before sleep, and revising it in the morning.
- Practising the MD and the Muraaja'ah due for the next class, so revision is ready to recite.
- Keeping a hifdh-conducive home — calm, with limited screens and distraction during study time.
- Listening to your child recite where you are able, and ensuring their Dars is checked by someone before class.
- Checking the record book regularly, and contacting the teacher early — not once problems have built up — whenever your child is struggling.

A word on the home — *Hifdh is an amanah that is kept alive by consistency. A settled, supportive home does as much for a child's memorisation as anything that happens in class.*

12. Conduct, Wellbeing & Safeguarding

All students are supported by PGCC's Behaviour & Conduct Policy, which sets out our approach to adab, punctuality and attendance, uniform and equipment, testing integrity, anti-bullying, wellbeing and child safety. PGCC is committed to being a child-safe organisation in line with Victoria's Child Safe Standards. Parents receive the full policy on enrolment, and are encouraged to read it alongside this handbook.

13. Fees

Programme fees, the billing cycle and payment options are set out in the enrolment pack. Fees are collected through QoBox, PGCC's preferred payment method.

> ***Payments —*** *PGCC charges no interest. Where a payment gateway such as PayChoice is used, any gateway fees are charged by that provider, not by PGCC.*

13.1 Financial Assistance

PGCC does not want cost to stand between a child and the memorisation of the Qur'an. Families experiencing genuine financial difficulty are warmly encouraged to speak with us. Support is considered on a case-by-case basis, following a confidential interview with the family, so that any assistance can be matched to the family's circumstances.

> ***How to ask —*** *Please contact the PGCC office to arrange a confidential conversation. Every enquiry is treated with discretion and respect.*

14. Enrolment & Contact

Term dates and the enrolment form are provided in the enrolment pack. To enrol, or to ask any question about the programme, please contact the PGCC office:

Phone: (03) 9794 5493

Email: administration@pgcc.org.au

Address: 9–11 Green Street, Doveton VIC 3177

Web: pgcc.org.au

15. Version Control

Version	Effective Date	Next Review	Approved By
1.0	Term 3, 2026	Term 3, 2027	Hifdh Programme Coordinator