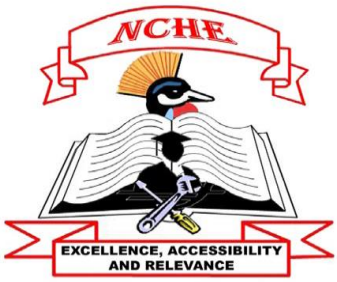

MINIMUM STANDARDS AND COMPETENCY FRAMEWORK FOR SOCIAL WORK EDUCATION AND TRAINING IN UGANDA

Acronyms

4Children	Coordinating Comprehensive Care for Children
BA	Bachelor of Arts
BSW	Bachelor of Social Work
CRS	Catholic Relief Services
GSSWA	Global Social Service Workforce Alliance
HEI	Higher Education Institution
IASSW	International Association of Schools of Social Work
IFSW	International Federation of Social Workers
MGLSD	Ministry of Gender, Labour and Social Development
NASWU	National Association of Social Workers of Uganda
NCHE	National Council for Higher Education
OVC	Orphans and other Vulnerable Children
PEPFAR	President's Emergency Plan for AIDS Relief
SWSC	Social Work Steering Committee
UACE	Uganda Advanced Certificate of Education
UCE	Uganda Certificate of Education
UNICEF	United Nations Children's Fund
UOTIA	Universities and Other Tertiary Institutions Act
USAID	United States Agency for International Development
USS	Uganda Systems Strengthening Project

Table of Contents

Acronyms 2
Table of Contents 3
Preface 5
Acknowledgements 6
PART I:Minimum Standards for Social Work Education and Training 7
1. Introduction 8
1.1 Regulatory and Policy Framework 8
1.2 Context for Social Work Education and Training in Uganda 9
1.3 Levels of Training for Social Work 10
1.4 The Nature of Social Work We Aspire For 10
1.5 The Need for Minimum Standards 11
1.6 The Process of Developing the Minimum Standards 11
2. Minimum Standards 13
Standard 1: Core Mission and Vision of the Social Work Unit 13
Standard 2: Admission of Students to a Social Work Programme 13
Standard 3: Human Resource 15
Standard 4: Social Work Programme 16
Standard 5: Expected Learning Outcomes for Social Work Programme 16
Standard 6: Core Content and Body of Knowledge 18
Standard 7: Social Work Field Work 20
Standard 8: Social Work Research 21
Standard 9: Programme Delivery and Assessment 21
Standard 10: Governance and Management 22
Standard 11: Financial Resources 22
Standard 12: Student Affairs 23
Standard 13: Physical Infrastructure 23
PART 2:National Competency Framework for Bachelor of Social Work, Honours Degree 25
1. Introduction 26
2. Competences for a Bachelor's Degree in Social Work 27

2.1 Identify as a Social Worker and demonstrate professional demeanor in behavior, practice, appearance and communication. 27
2.2 Engage, assess, intervene, and evaluate social situations with individuals, families, groups, organizations, and communities. 28
2.3 Engage in policy practice to advance social and economic well-being and to deliver effective social work services. 28
2.4 Demonstrate a full understanding of the country's social service system and the ability to work and respond to fast changing environments. 28
2.5 A firm awareness and application of ethical decision making and behavior in all practice settings and in professional and personal life. 29
2.6 Respect for difference. 29
2.7 Actively promote human rights and social and economic justice. 30
2.8 Exercise critical thinking and reasoned discernment. 30
2.9 Able to work in interdisciplinary/inter-professional environments and teams. 30
2.10 Engage in research and evidence-based practice and decision making. 30
References 32
Appendix 1: Social Work Steering Committee Members 33
Appendix 2: Criteria for Assessment and Accreditation of Social Work Programmes Based on National Minimum Standards and Competency Framework 34

Preface

The National Council for Higher Education (NCHE) has the mandate to regulate the quality of Higher Education in Uganda. NCHE sets and monitors minimum standards for all academic programmes offered in Higher Education Institutions (HEIs) in the country. The standards are minimum, which implies that they are the basic requirements for programmes to meet the threshold for quality training and to assure effective and efficient training for specific qualifying levels and disciplines. Universities and other tertiary institutions have the leverage to set their targets and goals way above these minimum standards. It is against these minimum standards that programmes are assessed and accredited. In setting the standards, NCHE works hand and in hand with experts from the specific disciplines and through their professional associations and /or councils and societies in order to ensure relevant, appropriate and well-articulated minimums grounded within the particular ethos and principles of the discipline.

In Uganda, Social Work training at university level was first introduced at Makerere University in 1963, with a degree programme commencing in 1969. For more than 25 years, Makerere University remained the only university to offer a degree programme in Social Work, until the mid-1990s when, with the liberalization of higher education, many private universities sprang up and started offering different academic programmes including the Bachelor of Social Work. Currently, there are 22 HEIs offering an entry level degree in Social Work. The multiplicity of programmes opened up opportunities for training but also challenges to ensure that the programmes remain of an acceptable quality and standard. It is the recognition of the emerging challenge in ensuring quality in a liberalized higher education system that inspired a review and documentation of well elaborated national minimum standards and competency framework for Social Work education.

The development of these standards and competency framework was spearheaded by NCHE, with support from a Social Work Steering Committee (SWSC) - a multi-institutional and inter-disciplinary team with specialist knowledge in Social Work, and expertise in developing national minimum standards and competency frameworks. The exercise was financially supported by the United States President's Emergency Plan for AIDS Relief (PEPFAR) and the United States Agency for International Development (USAID) through the Coordinating Comprehensive Care for Children (4Children) Uganda Social Welfare Systems Strengthening Project (USSP). The exercise was participatory as it involved a range of stakeholders including at least 17 HEIs, Social Work practitioners, policy makers and development partners. It was preceded by a scoping study on Social Work education and training and a peer review of existing Social Work programmes.

It is our hope that these minimum standards and competency framework will positively contribute towards quality Social Work education and, most importantly, result in a well-equipped Social Work workforce that significantly transforms social service delivery in Uganda.

Rev. Canon. Dr. Alex M. Kagume

Ag. Executive Director, NCHE

Acknowledgements

This publication is made possible by the generous support of the American people through PEPFAR and USAID. Great thanks go to the management and staff of 4Children through the USS project, under the leadership of the Catholic Relief Services (CRS) for the overall coordination of the project. Specific mention is made of Ms. Michelle Ell, the 4Children Uganda Project Director and Ms. Doreen Alaro, Deputy Director for their unwavering support and leadership in bringing these efforts to fruition. We also appreciate the technical guidance provided by 4Children's Senior Technical Advisor, Ms. Eileen Ihrig.

The work was accomplished through the Social Work Steering Committee (SWSC) comprised of distinguished Social Work and social development scholars, policy practitioners and researchers led and coordinated by Dr. Pius Achanga, Head of Institutional and Programme Accreditation, at the NCHE. Additionally, Makerere University Department of Social Work and Social Administration provided the technical leadership. We are especially grateful to Prof. Eddy Joshua Walakira, Dr. Janestic Mwende Twikirize and Mr. Aloysious Nnyombi who coordinated the efforts of the SWSC and led the drafting of the minimum standards and competency framework. We acknowledge the contribution of all staff, students and management of the different universities, as well as the National Association of Social Workers of Uganda (NASWU) who participated in a series of activities leading up to the development of these standards. We are grateful to other stakeholders including the Ministry of Gender, Labour and Social Development, UNICEF, and various social development organizations for their indispensable support.

PART I

Minimum Standards for Social Work Education and Training

1. Introduction

These minimum standards for the education and training of Social Work professionals are a description of generic principles that will guide the development and implementation of all Social Work programmes in Uganda. Specifically, the scope of these standards is higher education programmes which constitute a qualifying degree in Social Work.

These are meant to achieve comparability of qualifications for Social Work students across different HEIs in the country as well as to assure quality in Social Work education and training. These standards must be interpreted within the overall framework of the general standards and quality assurance framework set by the NCHE.

The standards have been set with consideration that Social Work Schools, Faculty, Departments or units are autonomous entities that can creatively go beyond the threshold standards to achieve their own uniqueness. The quality assurance units at Schools, Faculty, or Departments of Social Work, in partnership with NCHE, will be responsible for monitoring compliance with the standards.

1.1 Regulatory and Policy Framework

1. The Universities and Other Tertiary Institutions Act (UOTIA, 2001) provides regulation for higher education in Uganda. The Act establishes the NCHE as a statutory regulatory authority for higher education with the responsibility for establishing and monitoring compliance with standards and regulations.
2. NCHE has issued a number of statutory instruments to establish non-discipline specific minimums for education and training at Higher Education Institutions. Statutory Instrument No. 85 of 2005 provides for Institutional Standards Regulations. Statutory Instrument No. 63 of 2007 describes Minimum Entry Requirements for Admission to Universities and Other Tertiary Institutions. Statutory Instrument No. 34 of 2008 establishes Quality Assurance Regulations. Statutory Instrument No. 85 of 2005, schedule 4 regulates Institutional Infrastructure.
3. In January 2014, the NCHE developed a Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions. The regulatory component of the framework consists of, but is not limited to the following minimums; merit based admissions, quality of teaching staff, standardization of academic awards, student's assessment of academic staff, and institutional infrastructure.
4. The Social Work profession in Uganda has an independent umbrella body- the National Association of Social Workers in Uganda (NASWU). The association was founded in 1972 with the aim of advancing the Social Work profession through advocating for a Social Work council, supporting the setting of standards for Social Work education, promoting the Social Work profession and engaging in national policy dialogue. The association is a member of the International Federation of Social Workers (IFSW) and Global Social Service Workforce Alliance (GSSWA) and works closely with international Association of Schools of Social Work (IASSW).
5. At the international level, most Social Work education institutions are members of the IASSW. Although not an accreditation body, the association provides guidance and support to promote excellence in Social Work education. In 2004, IASSW published global standards for the education and training of the Social Work profession. The standards are presented as aspirational, ''which (collectively and if met) would actually provide for high levels of Social Work education and training'' (IASSW, 2004:1). Uganda's national minimum standards draw upon these global benchmarks but most importantly, they take into account the local historical and current socio-economic, political and cultural context in which Social Work education and practice occurs and the practical needs to which it is intended to respond. Whilst the global standards are aspirational, these national standards are minimum. Hence, schools of Social Work and other Social Work units are encouraged to aspire for higher standards over and above what has been spelt out in this document.

1.2 Context for Social Work Education and Training in Uganda

The realization for the need to educate and train Social Work professionals in Uganda can be traced back to the 1950s. At the time, there was substantial growth of urban centers which resulted in a shift towards institutionalization and individualization. This was coupled by the widening of probation services, children's homes and adoption services by European Christian missionaries and colonial administrators. This necessitated the development of a social policy that required professional specialists and administrators (Ministry of Planning and Community Development, 1965). The government, through Session Paper No. (1957/58) required that for one to provide social welfare services and address the diverse needs of the urban and rural residents, the person should have basic training in Social Work. Back then, the Ministry of Planning and Community Development had its staff under the Probation, Welfare and Community Development Department undergo short term and long term residential courses at Nsamizi training institute or other training institutes within the East African region (Ibid, 1965). The establishment of Nsamizi Training Institute for Social Development in 1952, at the time referred to as the Local Government and Community Development Center, marked the inception of educating and training of Social Workers in Uganda (Yiman, 1974; Twikirize, 2014). The institute offered diploma and certificate courses in Social Work. Even though Makerere University was founded in 1922, it would only open a department of Social Work and Social Administration in 1963 to provide in-service and pre-service training in social welfare, community development and social administration. A degree programme in Social Work and Social Administration was introduced in 1969 "to produce social workers who have had a generic training in Social Work methods with slight specialization in individuals, group or community development" (Yiman, 1974 pg. 92). This ``generic focus has remained the underlying approach to Social Work training in Uganda to date'' (Twikirize, 2014:141).

The development in Social Work education and training also saw a parallel shift in the training curriculum. The curriculum utilized in the 1950s served the interests of the colonialists as it largely focused on individual welfare and correctional services (Ministry of Planning and Community Development, 1965). It was reflective of a remedial approach to Social Work. This, however, changed as educators realized that most of the social problems were rooted in socioeconomic and political environment within which the population lives. The study curriculum, has thus evolved to prioritize a developmental perspective (Hochfeld et al., 2009; Twikirize, 2014) that addresses the practical needs and problems of the population and aspires towards social and economic transformation of individuals, households and communities. Professional Social work practice in Uganda occurs in multiple settings but mostly at the community level through government community development departments, non-governmental organizations, faith based institutions, and community based organizations. (Twikirize et al, 2013). Statutory services revolve around probation and welfare services, social assistance programmes, medical social work, rehabilitation services, mental health, and child fostering and adoption services. Whilst there is a multiplicity of interrelated social problems that social workers have to deal with such as child abuse, neglect and violence, domestic and gender-based violence, unemployment and lack of access to basic social services, most of the root causes are structural in nature and revolve around poverty, ineffective social service systems and structures, retrogressive social and cultural norms, and marginalization and social exclusion. Addressing these problems requires going beyond the remedial, reactive service provision to the more transformational and empowerment approaches. In turn, this requires that the education and training programmes are well aligned to respond to such structural challenges. The theoretical underpinnings, models, ethics and values have to be informed by developmental Social Work perspectives.

1.3 Levels of Training for Social Work

The levels of training for Social Work shall be at Bachelor's degree level. Bachelor programme in Social Work is Level 7 qualification in the qualification Framework. Bachelor's degree or an equivalent qualification award prepares learners individuals for general employment, entry into postgraduate programmes and research as well as highly skilled careers. It enables the individuals to perform responsibilities, which require great autonomy in professional decision-making. In addition to the competences of a higher diploma holder, the Bachelor's degree is conferred on individuals, who are able to:

a. Demonstrate knowledge and comprehension on fundamentals of a field of study.
b. Have the ability to use the knowledge acquired professionally.
c. Apply the acquired knowledge and skills in identifying and analyzing issues and providing evidenced based solutions.
d. Demonstrate basic techniques and capabilities to search and use data to make decisions having considered social, scientific and relevant ethical issues.
e. Communicate effectively and convey information, ideas, problems and solutions to experts and non-experts.
f. Demonstrate team and inter-personal skills, which are suitable for the world of work.
g. Possess independent study skills to enhance lifelong learning.

1.4 The Nature of Social Work We Aspire For

Social Work cannot be separated from the society where it is located. Hence, although it is a global profession, the kind of Social Work prioritized in a given context should guide and subsequently determine the most appropriate training and education as well as the desirable standards and outcome level competencies.

Bearing in mind that Social Work educators, practitioners and policy makers have called for a shift from remedial and individual based approaches that dominated Social Work training and practice since the colonial and post-independence era towards developmental Social Work;

And

Recognizing that the Global Definition of the Social Work profession reflects key principles of developmental Social Work;

The nature of Social Work that we deem appropriate for Uganda's development and socio-cultural context is best described by the Global Definition of Social Work.

> Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge's, social work engages people and structures to address life challenges and enhance wellbeing (IFSW & IASSW, 2014).

Social workers have the primary task of enhancing the social functioning and empowerment of people to be able to make use of their full potentials as human beings and as citizens. Social workers should be able to challenge and address structural causes of inequality, poverty and exclusion to promote social change or to strengthen social stability where such stability is desirable for people's wellbeing. Competent social work practitioners and supportive social welfare infrastructure are critical in the mitigation of Uganda's complex social problems such as poverty, HIV and AIDS and other diseases that require long term palliative and end of life care, orphans and vulnerable children (OVC), disability, internal displacement and refugee challenges, juvenile delinquency, trafficking in persons, drug and alcohol abuse, commercial sex exploitation, and numerous other socio-economic and psychosocial problems.

1.5 The Need for Minimum Standards

The NCHE established standards for education and training in the social sciences (NCHE, 2007). These standards, however, fell short of the core element of Social Work as a profession, which would distinguish it from other social science disciplines. The lack of clearly spelt out, discipline specific threshold standards has, to some extent, contributed to the weakening of the quality of Social Work education in the country. There is no adequate standard on who should teach Social Work and thus, in some institutions, persons lacking any Social Work background teach core Social Work courses (Twikirize et al, 2013). Research and dissertation writing, which are core competencies in Social Work, are optional in some HEIs. Field practice education differs across institutions with some HEIs allowing supervision of fieldwork by non-Social Work-qualified academic staff and the settings for field work are not clarified. There are also challenges in regard to the level of contextualization or indigenization of the different Social Work programmes (Luwangula et al, 2018). Other challenges and gaps relate to the student enrolment requirements, the basic infrastructure and the general environment in which Social Work education and training occurs. The scoping study and curriculum review (Ibid, 2018) revealed serious gaps in the programme content and subject matter offered to learners, with some programmes prioritizing non-Social Work content and subjects in a Social Work qualifying degree programme.

1.5.1 Objectives of Developing Minimum Standards

The objectives of developing the minimum standards are as follows:

a) Benchmark national standards against international standards
b) Act as a guiding tool for HEIs in designing Social Work curriculum/programme
c) Promote harmonization of Social Work training in Uganda
d) Enable assessment of the quality of Social Work programmes
e) Link the training of graduates of social work to the world of work
f) Develop and support the quality of Social Work teaching
g) Draw distinction between social workers and non-social workers.

1.6 The Process of Developing the Minimum Standards

The NCHE, with support from 4Children USS project[1], established a SWSC to support its efforts in developing minimum standards for the education and training of social workers and a Social Work competency framework.

The SWSC engaged in a series of activities meant to support the development of the minimum standards. The drafting of the standards began with the contextualization of Global Standards for Social Work Education and Training during the orientation workshop of SWSC members. Through group work and later plenary discussions, the SWSC members documented initial thoughts on the content of the standards.

The orientation workshop discussions revealed lack of harmonization of Social Work education standards and outcome competences across different institutions within the country. Given that the evidence was largely anecdotal and not very location specific, a scoping study on Social Work education and training in Uganda was commissioned which provided empirical evidence on the need for standardization of education and training of Social Work professionals (see Luwangula et. al, 2018).

[1] 4Children USS project is a five-year USAID-PEPFAR funded project that seeks to support and strengthen institutional partnership in order to improve the quality of life among children made vulnerable by HIV/AIDS and other adversities. The project envisages strengthened Uganda social welfare institutions that provide technical leadership in the delivery of social services. One of the strategic objectives under the 4Children USS project specifically focuses on social service workforce strengthening: Uganda's social service workforce strengthened to deliver comprehensive services for children affected by HIV and other adversities. The intermediate result should be seen in the 'strengthened capacity of Ugandan institutions to provide technical leadership in the delivery of social services' (IR 1.2). The development of national level minimum standards for education and training of Social Work professionals is one of the initiatives envisaged to contribute towards this goal.

Subsequently the committee sanctioned a desk review and audit of selected accredited Social Work programmes. The series of activities culminated in a peer review workshop that was attended by Social Work educators, practitioners, employers, and representatives from government line ministries, NCHE and NASWU. The different stakeholders reviewed and scrutinized 17 Bachelor of Social Work curricula to identify commonalities, differences, strengths, gaps and alignment of the curricula to NCHE minimum standards and global standards for education and training of social workers. In the end the different stakeholders agreed on the key elements of national level minimum standards for Social Work education and training as well as core competencies for Social Work in Uganda.

A select team of SWSC drafted the minimum standards and competency framework with technical backstopping from the NCHE. The draft document was reviewed by the SWSC and validated through a workshop attended by various stakeholders. The final document was adopted by the NCHE and become a binding instrument against which all Social Work programmes will be assessed, accredited and monitored.

2. Minimum Standards

The following standards detail twelve (12) core areas of training and education of social workers that are deemed essential for producing a well-grounded and competent social worker capable of delivering effective social services in diverse practice settings. The core areas include: Mission and vision, Admission and enrolment of students, Academic staff, the Programme, Core content and body of knowledge, Field work, Research, Programme delivery and assessment, Programme governance, management and resources.

Standard 1: Core Mission and Vision of the Social Work Unit

It is desirable that each HEI puts in place a distinct Social Work School, Faculty, or Department, as deemed appropriate. The purpose is to create an enabling environment for the Social Work programme to have its own identity and adequately perform both the academic, research and service delivery functions.

2.1.1 Each Social Work programme should have a vision and mission statements that are distinct, though contributing, to the overall University vision and mission statements.

2.1.2 The vision and mission statements should reflect or be aligned to the core mandate of the Social Work profession as well as its values, ethical principles and the programme context.

2.1.3 Each programme should specify the goals and objectives via which the mission shall be achieved. The goal and objectives should demonstrably be derived from the program's mission.

2.1.4 Each programme should specify the core outcomes or exit level competencies.

Standard 2: Admission of Students to a Social Work Programme

2.2.1 Social Work prospective students at Bachelor level should meet the minimum entry requirements provided by the NCHE Statutory Instrument No. 63 of 2007. This instrument requires that any student to be considered for enrolment should at least have two principle passes in relevant subjects obtained at the same seating at UACE and five (5) passes at UCE. For social work, there is no strict requirement for principle subjects although it is considered necessary that the student should have prior basic knowledge of economics, social studies and other subjects that are relevant to understanding human behavior and the socio-economic and cultural environment in which individuals survive. For entry into a Masters' programme including major areas of specialization, the student should have a Bachelor's degree in Social Work or a relevant social science discipline such as Sociology, Social Administration, Psychology or Development Studies from a recognized institution.

2.2.2 Prospective students can have multiple entries to the programme namely, direct entry from UACE or its equivalent for non-nationals; Diploma and mature age entry scheme as well as bridging programme.

a) Social Work prospective students at Bachelor level shall have a principle pass in the following UACE subjects; economics, history (preferably African history), and passes in the following UCE subjects; English and other languages, Mathematics, Literature in English, Commerce and Entrepreneurship skills.
b) Social Work units shall provide for mature age entry into the Social Work programme. Prospective students shall be 25 years of age or older and will have to pass a mature entry examination (with at least 50 percent) that would have been accredited by NCHE in order to be enrolled into the programme.
c) Prospective students with a diploma in Social Work or other social science disciplines (namely; psychology, sociology, anthropology, economics, management, public health, women and gender) obtained at credit/distinction level shall be considered for enrolment into a Bachelor of

Social Work programme at the beginning of second year provided they pass an entry level exam that reflects their knowledge and skills comparable to the first year of study at University.

d) Students that would have done their secondary education outside of Uganda will have to undergo a bridging course not exceeding 6 months. The bridging courses must have been accredited by the National Council for Higher Education.

2.2.3 Social Work departments/units could design a process through which they assess the suitability of applicants to take on a Social Work programme at Bachelor level, in situations where this is deemed necessary by a particular institution. This could include student's aptitude and motivation for a career in Social Work; pre-entry exam/written test or interview where the applicant's prior learning and experience are assessed; mock group discussion on a given topic so as to judge prospective students' ability to participate and debate on Social Work issues.

2.2.4 Social Work departments/units shall establish an admissions panel that will handle all admission processes including developing suitability assessment processes and establishing grievance and appeals procedures, among others.

2.2.5 Social Work departments/units shall provide prospective students with a comprehensive description of the Social Work programme (objectives, its structure, brief description of the courses, prerequisites/admission requirements, degree to be awarded) to support them in making an informed decision on whether to apply for the programme.

2.2.6 Social Work departments/units shall have in place, implement and monitor policies that ensure equality and fairness among the applicants. There shouldn't be any form of discrimination on the basis of gender, ethnicity, race, color, culture, religion, political orientation, age or other differences.

2.2.7 All applicants must demonstrate that they meet University English proficiency requirement. Social Work students that are not conversant with the language of instruction shall undergo an English remedial course.

NCHE Minimum entry requirements for degree programmes

a) Direct entry from schools: Uganda Certificate of Educations (UCE) with at least five 5 passes and at least two principal Passes at Uganda Advanced Certificate of Education (UACE) or its equivalent;

b) Mature Age: Aged 25 years and above and has passed the mature age entry examinations with at least a 50% mark. The mature age entry examinations must have been accredited by the National Council for Higher Education;

c) Diploma obtained at credit/distinction level in the relevant field from a recognized institution; or

d) Bridging course for students who have done their secondary education outside Uganda. The bridging courses must have been accredited by the National Council for Higher Education.

(***NCHE Statutory Instrument No. 63 of 2007***; ***NCHE, 2014, Quality Assurance Framework for Universities and licensing process for higher education institutions***)

Standard 3: Human Resource

2.3.1 Social Work units should, progressively work towards seeing that all educators teaching on the Bachelor of Social Work programme at a minimum hold a Master's Degree in Social Work. One could also have a Master's Degree in a relevant social science discipline (namely; anthropology, economics, psychology, public health, sociology, management, women and gender) **BUT** that educator must have **a first degree in Social Work**. In addition, the educators should go through pedagogical skilling in teaching Social Work and demonstrate professional competence.

At masters' level, it is mandatory that the educators have a PhD in a relevant social work discipline as their minimum qualification. Educators holding a Master's or PhD in a field other than social work should have prior qualifications in social work.

2.2.2 Social Work core courses shall only be taught by persons with a qualification in Social Work.

2.2.3 Foundational courses shall only be delivered by educators with relevant specialist knowledge and expertise in that given area e.g. Psychology by a Psychologist.

2.2.4 The Minimum qualification for a head of the Social Work Department should be A PhD in social work or at least a Master of Social Work with proof of registration on a PhD programme.

2.2.5 At least 70 percent of the educators delivering the Social Work programme should have a Masters in Social Work.

2.2.6 The following requirements shall apply for staff-student ratios

- Ideal 1:15
- Good 1:25
- Acceptable 1:30

2.2.7 The following requirements shall apply for contact hours of academic staff

- Ideal: 10 hours per week
- Good: 15 hours per week
- Acceptable: 20 hours per week

2.2.8 The following requirements shall apply for part-time staff ratios

- Ideal: 20%-part time
- Good: 40%-part time
- Acceptable: 50%-part time

2.2.9 Other generic guidelines for staff – student ratios, staff qualifications and workload are provided in schedule 4 of NCHE Statutory Instrument No. 80 of 2005.

2.2.10 The allocation of workloads for Social Work educators shall make provisions for research, publications and supervision of students doing research and or field work practicum.

2.2.11 Social Work units shall only recruit staff on the basis of their qualification in Social Work, their experience, and on an identified role and responsibility within the Social Work unit.

2.2.12 All Social Work programmes shall plan for the continuous professional and academic development of educators. This should largely be specific to the role of the educator in the programme.

2.2.13 External examiners shall at a minimum have a Master of Social Work or relevant discipline and should have specialist knowledge and expertise in the subject area. The external examiner can be an academic or a practitioner with specialist knowledge of the subject matter and experience in the conduct of university level assessments.

2.2.14 Part-time staff should be provided with a contract of at least one year.

2.2.15 There should be yearly review of performance of academic staff by a committee set up by the department or the quality assurance unit of the University. Such review processes should also provide for and take into account student reviews and feedback on the academic staff.

2.2.16 Recruitment of academic staff should be guided by the principle of equity and equality. There should be gender balance and equity in the workforce. There should also be inclusion and accommodation of workers with disabilities, equitable pay and upward mobility opportunities.

2.2.17 Social Work units should clearly stipulate the career progression of academic and administrative staff.

2.2.18 Social Work units shall develop a statement of principles/code of ethics for academic and administrative staff. This will at a minimum describe the responsibilities of the academic to the University, general principles of ethical behavior, staff-student relations, relationship of colleagues in the academic community, and relationship of members of the academic staff to the general extra-university community.

Standard 4: Social Work Programme

2.4.1 Social Work programme must meet curricula standards set by Statutory Instrument No. 85 of 2005 of the NCHE.

2.4.2 The programme name should directly reflect the content, mission and objectives of the course. Universities are free to adopt names or labels of programmes as long as they reflect the subject matter of Social Work.

2.4.3 For a programme to lead to a Bachelor of Social Work, 75% of the content of the programme should directly relate to Social Work.

2.4.4 The programme shall run for a minimum of 3 years and a maximum of 4 years (6-8 semesters).

2.4.5 The minimum graduation load shall not be less than 120 credit units including research and field work. For 4-year programmes, the total credit units shall not be less than 160 credit units. The distribution shall be that 70% of these should be allocated to core courses and 30% electives. Programmes should ensure an appropriate balance between the total number of credits allocated and the normal duration of study so that students have adequate opportunity for learning.

The objectives of the programme shall reflect knowledge, processes, values, principles, and skills of the Social Work profession.

2.4.6 As part of Quality Assurance, the students shall complete and submit an evaluation (including a self-evaluation of knowledge/skills, evaluation of educators and of the course) at the end of each course. The feedback shall be utilized to improve on the course.

2.4.7 Social Work units shall follow NCHE guidelines on accreditation and review of curricula.

2.4.8 Social Work educators should ensure that the majority of the reference materials selected for use in teaching and learning refer to local/indigenous knowledge as well international best practices.

2.4.9 Social Work units shall consult with Social Work service delivery institutions in the development of the programme.

Standard 5: Expected Learning Outcomes for Social Work Programme

For the harmonious and coherent training for social workers, the following outcomes have been formulated. However, Institutions may add other outcomes depending on their mission and vision. The table below outlines the expected learning outcomes for a Bachelor's degree programme in social work which is disaggregated into knowledge, skills and attitude.

Table 1. Expected Learning Outcomes for Social Work Programme

Thematic Area	Learning Outcomes
Knowledge	• Understanding of the systematic body of knowledge, values, principles and techniques in handling and managing societal problems. • Knowledge of fundamental principles of human rights, social change, social policies. • Knowledge of Uganda's social services (social welfare) system with regard to the design and delivery of social services and the role of social work in social policy planning, development, implementation, monitoring and evaluation. • Developmental social welfare- which harmonizes the social and economic aspects of development and wellbeing as well as clinical, developmental, therapeutic, preventative and rehabilitative aspects of social work as applied at different levels i.e. micro-, mezzo- and macro-level assessment and intervention. • Knowledge of the structure determinants of poverty, inequality and vulnerability and appropriate responses to these. • Knowledge of cultural diversity and how this impacts the design and response to social problems. • Knowledge of relevant international and regional conventions /treaties / declarations as well as relevant national policies and legislation • Human behavior and the social environment, with particular emphasis on the person-in-environment transactions and development across the lifespan. • Different settings and fields of practice including social work with children, youth and families, Health, mental health and social work in medical settings, disability, the justice, law and order sector, industrial and occupational social work, environmental social work, forensic social work, work with the elderly, and different sets of minority groups including cultural minorities such as *Batwa* of South Western Uganda. • Research paradigms/methods, designs and strategies. • Social work management; administration and supervision • Social work ethics and values
Cognitive Skills	• Ability to critically and logically analyze societal issues/problems in a coherent manner and make rational decisions in problem solving.
Practical Skills	• Effective communication skills with the ability to engage with stakeholders at various levels while providing the services. Ability to write and communicate from a professional perspective to different audiences. • Ability to engage in evidence based practice and action oriented social research that aims at tackling real life problems. Graduate students should have the ability to design and conduct both qualitative and quantitative research. They should have the skills in writing proposals, designing ethically sound methodologies, skills in data collection, data analysis and report writing. • Ability to conduct thorough assessment of social situations and to design and implement appropriate responses. • Apply skills in case management while responding to needs of the clients in the community. These include critical assessment skills; ability to provide psychosocial

Thematic Area	Learning Outcomes
	support through counselling, interviewing skills among others. • Engage in policy practice that aims at promotion of social development to improve social and economic wellbeing of those in need.
Interpersonal & Intrapersonal skills	• Demonstrate an understanding of one's personal cultural values and beliefs and how these influence their helping relationship with other people (self-awareness and the use of self in service delivery and the helping process). • Ability to develop good working relationship with clients and peers at various level including family and community level.
Attitude	• Demonstrate the ability to develop empathetic relationships. They should be open minded and tolerant while engaging with clients. • They should have the ability to exercise trustworthy, be empathetic, sympathetic, optimistic as well as decisive while working with clients to solve their problems.
Innovativeness	• Ability to design and implement sustainable projects that aim at addressing social problems in the community. • Ability to design and manage social entrepreneurship projects that can help them and the society in promotion of social economic well-being if individuals for sustainable livelihoods. • Ability to work with communities in a collaborative manner to identify solutions to their needs/problems.
Personal Development	• Initiate and engage in a continuous process of lifelong learning and professional development. • Be innovative in caring for one's self in order to avoid burn out • Actively engage with professional bodies and develop linkages and networks for professional and self-improvement.

Note: These are detailed in the competency framework attached to the minimum standards.

Standard 6: Core Content and Body of Knowledge

Social Work education must be responsive to the context within which it operates and prepare graduates that will effectively address problems and needs in diverse social, economic, cultural and political settings. It takes into account the fact that the practice context is dynamic and is constantly affected by historical and contemporary issues sanctioned by local, national, and global forces particularly the post-modernist neoliberal agenda. The programme should therefore reflect adequate content in both breadth and depth but also be flexible enough to allow for responsiveness to dynamic contexts. Social work training at Bachelors' level should equip graduates with generalist skills that are transferable in different practice settings. Since social work is globally recognized as a human rights profession, each programme should integrate key human rights principles and be informed by global, regional and national human rights frameworks.

2.5.1 The core social work curricula shall address the theory, methods and skills of Social Work as well as the ethics and values in Social Work in order to support students to develop a level of professional competence and identity as social workers.

2.5.2 The core Social Work content should address at least three broad areas of focus namely; core theory and the subject matter of the social work discipline, issue (specialized topics such as poverty, child protection, gender and disability) and service related courses and methodology courses. Table 2 provides an example of what might constitute such courses.

2.5.3 For a Bachelor of Social Work programme, the core social work knowledge or subject matter should constitute not less than 75% of the total programme credits. The remainder should be apportioned between associated disciplines that provide a foundation for or which affect the context for Social Work such as economics, psychology, sociology, and women and gender studies. The curriculum should also provide for essential skills- based courses such as communication and writing skills, computer literacy and any other institution-specific priority areas.

2.5.4 The Social Work programme should include core and elective courses. This should be clearly highlighted in the curricula. The core courses should be assigned higher credit hours than the elective courses.

2.5.5 The qualification must demonstrate an appropriate balance between theory and practice, with suitable and rational alignment from the first to the final year of study. This requires that the foundational courses are covered in the 1st year, theory courses in the intermediate years and applied courses in the final years of study.

2.5.6 The programme should specify core courses, relevant courses and the 'good to know' courses.

Table 1 Examples of core courses in a Social Work programme

Core Subject matter courses	**Issue/ service related courses**	**Methodology courses**	**Associated, foundational courses**
• Social Work theory and practice • History of social work and social welfare, • Ethics and values in social work, • Community development, • Human growth and development, • Social policy and planning, • Environmental social work, • Social development, • Legal & policy frameworks, • Human and People's rights • Structural causes of oppression, exclusion, disempowerment, • Democracy and civil participation, • National and regional development issues, • Social work management and administration • Cultural issues and social work practice	• Poverty and inequality • Aging/Gerontology • Addiction/Alcohol/drug dependency • Child and family services • Child abuse, child protection, • Mental health services • Health and medical related services, (including Palliative services) • HIV and AIDS, • Displaced persons and refugee populations, • Social work in disaster and emergency situations • Probation and correctional services • Restorative justice, • Disability and social development, Gender and social development • Globalization and social welfare	• Casework, • Work with groups, • Marital and family counselling, • Community work and community development, • Mediation / conflict resolution, • Supervision & consultation • Social policy, • Research methods, • Research project / thesis • Statutory social work issues and skills (e.g. case management, probation services etc. • Project planning and development	• Introduction to Sociology/Anthropology • Introduction to Psychology, • Organizational theory, • Introduction to economics • Social entrepreneurship • Social sector planning • Human behavior

Standard 7: Social Work Field Work

The training of Social Work professionals is embedded in a curriculum based on theory and supervised field-based education. Social Work field work is thus an essential component of Social Work education that provides an opportunity to link theory to practice.

2.6.1 Field work is mandatory for all Social Work students and programmes shall require between 600 and 900 supervised hours. No student should graduate before completing the required number of supervised hours of field work and submit an acceptable report.

2.6.2 Social Work field work should only be managed by a Social Work department/unit within a university even where a university runs a generic programme on internship. This is because of the unique objectives of fieldwork as an ‘‘integrative curricular area in which students are socialized into the Social Work profession’’ (Boitel & Fromm, 2014 pg. 608).

2.6.3 Field Work shall only be supervised by academic supervisors with a minimum qualification of Bachelor of Social Work. The educator should also be skilled in field work supervision.

2.6.4 The selection of a field work placement and position in an agency or community should be determined by the expected learning outcomes and, as much as possible, the relevance of the placement to professional Social Work should be determined prior to placement. The fieldwork coordinator within the university department is responsible for approving placements that are appropriate for Social Work related learning.

2.6.5 Social Work units shall develop practice placement handbooks that will at a minimum describe the role of the student, academic and agency supervisor; guidelines on supervision; assessment of field work; reporting template on field activities; and ethical code of conduct for Social Workers (this can be adapted from the NASWU code of conduct for social workers).

2.6.6 Field work placement assessment shall be completed by the student, academic and agency supervisors. The assessment shall be done against the learning outcomes. A typical allocation of assessment scores should be 40% by the field or agency based supervisor, 40% student’s report and 20% academic supervisor.

2.6.7 Prior to confirmation of all placements, the student must have an opportunity to discuss the placement with the field work coordinator. The discussion shall include assessment of the suitability of the placement to the students’ Social Work interests and expected learning outcomes.

2.6.8 Social Work units shall organize review meetings where students that have completed field work shall share best practices and concerns. The field work coordinator shall subsequently share a review report with Social Work agencies that hosted the students.

2.6.9 The Continuous Development Programme being implemented by the Social Work unit should ensure that educators undertake regular training which is appropriate to their role in implementing the field work programme.

2.6.10 Social Work units shall conduct yearly orientation and review meetings with academic and agency supervisors to strengthen supervision of field work.

2.6.11 Social Work units shall establish partnerships with Social Work service delivery institutions that shall at a minimum establish a framework within which supervisors will be oriented, set the expected qualifications and roles of agency supervisors.

2.6.12 Social Work units shall provide agency supervisors with an instruction manual that details fieldwork standards, procedures, assessment standards/criteria and expectations.

2.6.13 All agency supervisors shall have a qualification in Social Work and/or should be thoroughly oriented in Social Work supervision by the academic institution. This could be through undertaking a short online course of otherwise on Social Work.

2.6.14 A Social Work student shall at a minimum be supervised by an academic supervisor thrice. This could be through virtual supervision (i.e. video calls). This sort of interaction shall at all times involve the agency supervisor. IMPORTANT to note is that it is a must that the academic supervisor at least physically supervises the student once.

Standard 8: Social Work Research

2.7.1 Social Work programmes shall offer Social Work research courses and these courses are required courses that students must complete before graduation.

2.7.2 Social Work research and dissertation shall be compulsory for all students. All students should conduct independent research and successfully write a dissertation or research report before they can graduate. This should constitute a minimum of 10 credit units.

2.7.3 Social Work educators that are tasked with supervising research must go through mandatory training for teaching research. They should also have demonstrable experience in conducting independent Social Work research projects.

2.7.4 Social Work units shall ensure proper sequencing of courses so as to guarantee enough preparation of students to conduct Social Work research. This means that by the time a student is required to conduct independent research for dissertation writing, they should have completed all the requisite research theory and methodology courses in previous semesters.

2.7.5 Social Work research shall only be supervised by educators with training in Social Work.

2.7.6 Continuous Professional and Academic development of Social Work educators shall include training on new perspectives in Social Work research.

2.7.7 All student dissertations shall go through a plagiarism check before final approval.

Standard 9: Programme Delivery and Assessment

2.8.1 Social Work being a practice based profession and academic discipline, emphasis is on practice learning as well as face to face interactions between the facilitator and the students. Whilst online curricula can be adopted, this should be complementary to, rather than exclusive to, face to face physical interactions.

2.8.2 The dominant pedagogical approach and delivery of Social Work programmes should ensure learner-centered methodologies. Whilst currently the lecture method appears to be the predominant approach, it is globally recognized that it limits learning and centres on the facilitator rather than the learner. The curriculum should therefore demonstrate how other more interactive methodologies will be adopted to facilitate learning. These include for example, experiential learning methodologies, namely; role plays, use of video-taped case studies, group and individual student projects, tours to social welfare organizations, inviting technical experts to offer papers on special subject topics, student exchange programmes, among others.

2.8.3 Each programme should demonstrate the involvement of practitioners in the delivery of the programme to facilitate an interactive exchange between Social Work theory and practice knowledge.

2.8.4 Social Work units shall establish external evaluation processes for written examinations, dissertations and other curricula components.

2.8.5 Assessment of students should follow UNCHE guidelines as spelt out in the Quality Assurance Framework (2014) and the Statutory Instrument No 85 of 2005.

Excerpt on awards standardisation (UNCHE, 2014)

i) For purposes of classification of final awards, all institutions shall use a five-point system in averaging the final grade of a candidate.

ii) The following classification of awards shall be used.

First Class A = (4.4-5.0)
Upper Second B = (4.0-4.3)
Lower Second B = (3.0-3.9)
Pass C = (2.0-2.9)
Fail D = (0-1.9)

Standard 10: Governance and Management

2.9.1 Social Work programmes shall be implemented through a distinct and recognized department or unit (School, Faculty, or Department) within the University.

2.9.2 The Social Work unit shall have in place a governance structure to support the planning for and implementation of the goals of the Social Work training institution The Social Work programme shall be headed by an individual with proven experience in administration and with a minimum qualification of a Master of Social Work BUT preferably a PhD in Social Work.

2.9.3 The Social Work unit shall develop a framework of cooperation with Social Work agencies. These shall support in providing practicum experience to students, delivering classroom based learning and curriculum development and review.

2.9.4 Social Work units shall designate staff with a responsibility of service-user engagement/ Social Work agency engagement.

2.9.5 Social Work units shall put in place a mechanism for quality assurance and appoint a quality assurance focal person to monitor continuous compliance, periodic review and improvement of the curriculum and ensure effective implementation of national minimum standards for the training of Social Work professionals.

2.9.6 Social Work students shall be involved in the programme. The student's leadership shall occasionally meet with the programme head and, among other topics, discuss the student's evaluation of courses.

Standard 11: Financial Resources

2.10.1 The Social Work unit should progressively work towards having adequate resources to meet its long-term and medium term plans for sustainability

2.10.2 The Social Work unit shall strive to ensure that the budgetary allocation for field work and social work research is sufficient.

2.10.3 The annual library budget shall be appropriate to meet students' needs and demands and bigger proportion of the budget should be spent on updating Social Work texts and online resources.

Standard 12: Student Affairs

2.11.1 Social Work units shall develop a Student Welfare and Support Policy. This will at a minimum address itself to the role of the administration, staff parents and other stakeholders in meeting the welfare of students.

2.11.2 Social Work units shall provide the following support services to students: counseling, mentoring, and academic support, and career guidance, recreational, spiritual and cultural support.

Standard 13: Physical Infrastructure

2.12.1 Social Work units should work towards ensuring that there are adequate physical facilities, including classroom space, offices for professional and administrative staff and space for student, faculty and field liaison meetings, library, information technology facilities and the equipment necessary for the achievement of the school's core purpose or mission and the programme objectives.

- *The following ratios shall apply for classroom/lecture space.*
  - *Ideal: 2.5m^2 per student*
  - *Good: 2m^2 per student*
  - *Acceptable: 1m^2 per student*
- *The following ratios shall apply for library space.*
  - *Ideal: 2.5m^2 per student*
  - *Good: 2m^2 per student*
  - *Acceptable: 1m^2 per student*

- *The following ratios shall apply for administrative staff office space.*
  - *Ideal: 5m^2 per staff*
  - *Good: 4m^2 per staff*
  - *Acceptable: 3m^2 per staff*
- *The following ratios shall apply for academic staff office space.*
  - *Ideal: 5m^2 per staff*
  - *Good: 4m^2 per staff*
  - *Acceptable: 3m^2 per staff*

2.12.2 Each physical facility utilized by a Social Work unit should meet the required standards set by the Building Code of the Republic of Uganda.

2.12.3 Physical facilities should at all times make provisions for persons with disabilities for easy access. Provisions should also be made for toilets that are accessible by persons with disabilities and these should also be gender-sensitive.

2.12.4 All physical facilities utilized by the Social Work units should make provisions for fire safety. The facilities shall have accessible means of fire escape and adequate firefighting equipment.

2.12.5 Social Work units shall provide access to regular and fast internet to students and staff.

2.12.6 Social Work units shall have in place adequate and separate sanitary facilities for staff and students. These facilities should be gender sensitive and follow the standard building code for the Republic of Uganda.

PART 2

National Competency Framework for Bachelor of Social Work, Honours Degree

1. Introduction

This competency framework sets the minimum threshold of exit level learning outcomes for the Bachelor of Social Work degree in Uganda. All students graduating with a Bachelor's degree, with honors in Social Work, **SHOULD** achieve this threshold. They should be able to demonstrate the requirements specified by these capabilities or proficiencies in practice situations in a professionally outstanding manner. The competency framework covers social work as an academic discipline and a practice based profession. The competencies reflect a combination of knowledge, skills, abilities and values that a graduate of Social Work in Uganda should demonstrate upon completion of the Bachelor of Social Work programme from any University in Uganda. Social work as an eclectic field of study is informed by its own body of knowledge and theories but is also underpinned by "theories of… social sciences, humanities and indigenous knowledges..." (IFSW & IASSW, 2014:1). All of these guide professional practice aimed at improving the wellbeing of the people served. The education and training of social workers is also underpinned by the fact that social workers operate in a dynamic and changing social, political, cultural and economic environment all of which impact on people's welfare and have direct implications for practice perspectives and interventions. Competent generalist social workers seek to enhance the capacity of people to address their own needs while, at the same time, they seek to promote the responsiveness of organizations, communities, government systems and agencies and other social institutions to individuals' needs and social problems. The social work graduate should therefore be adequately prepared to demonstrate knowledge, skills and ethical behavior required for effective practice in multiple settings.

The competencies listed in this framework form the basis for the development of curricula for all Social Work programmes in Uganda. This is intended to permit the nurturing of professionals committed to the Social Work agenda of ''promoting social change and development, social cohesion, and the empowerment and liberation of people'' (IFSW & IASSW, 2014:1). The competencies have been prepared within the framework of a generalist, developmental social work which is the overarching type of social work education and practice in Uganda. Generalist social work uses a predominantly ecological systems approach to work with different client systems including individuals, families, groups, communities and organizations in diverse contexts. Hence, generalist social work provides students with an eclectic knowledge- base and a wide range of skills for practice in numerous contexts and work with diverse client systems to address life's challenges. Within this framework, professional social workers are expected to play different roles at the micro, mezzo and macro levels constituting promotive, preventative, response through direct services and rehabilitative services. Social workers serve as advocates, brokers and case managers (assist clients with obtaining access to resources, make referrals and also assists clients with navigating complex service systems), enablers (assists clients to cope with difficult circumstances, enhance participation and facilitate behavior change). Social workers are also counselors, mediators, educators, psychotherapists, and researchers. They also serve as administrators of social services, community organizers, resource mobilizers as well as project managers. Due to their people-centered skills, they are good mobilizers and have skills in developing and maintaining partnerships. Some of the major roles of social work professionals include:

- Implementing critical social welfare policy such as that related to child protection and social assistance programmes
- Working with individuals, groups and communities to enhance social functioning in order to more effectively utilize their own problem solving and coping capacities
- Assessing needs and circumstances and identifying alternative strategies/solutions together with the individuals, groups and communities in need.
- Establishing and/or maintaining linkages between people and resource systems.

- Facilitating interaction and building or modifying relationships between individuals, groups and societal systems.
- Contributing to the development of people-centered social policies that promote positive social change
- Designing and implementing social entrepreneurial projects to address poverty and vulnerability through enhanced incomes and sustainable livelihoods.
- Management, supervision and delivery of emergency material and psychosocial support to populations in disaster situations including those affected by natural or human-made disasters and emergencies.
- Dispensing material resources within the framework of social welfare e.g. social assistance grants to children and the elderly
- Supporting individuals to represent their needs, views and circumstances through advocacy.
- Acting as agents of social stability and social control

The competencies presented here are considered foundational competencies. Universities and other degree awarding institutions will be required to develop advanced competencies for any post graduate programmes offered. Advanced competencies do not replace but rather build upon these foundational competencies but with a higher level expectation depending on specific specializations in social work, which would be expected for such higher level training.

The framework details ten (10) core competencies, with each of them briefly illustrated in specific skills, abilities and attitudes.

2. Competences for a Bachelor's Degree in Social Work

2.1 Identify as a Social Worker and demonstrate professional demeanor in behavior, practice, appearance and communication.

At exit of a BSW programme, the Social Work graduate should be able to;

2.1.1. Distinguish himself/herself as a Social Work professional and be able to practice as a professional.
2.1.2. Articulate and stand for the mission, mandate and core values of the Social Work profession.
2.1.3. Be aware of the boundaries and linkages between the Social Work profession and other disciplines (particularly social sciences and humanities) and appreciate the roles of other professionals in a work setting.
2.1.4. Demonstrate adequate knowledge of the boundaries between professional and personal conduct and apply this knowledge in practice.
2.1.5. Recognize the need for continuous professional development as social work professional.
2.1.6. Constructively challenge individuals and organizations that disrespect Social Work values, ethics and codes of practice.
2.1.7. Recognize the need to be accountable to professional bodies particularly the National Association of Social Workers of Uganda (NASWU), Social Work agencies, and service users.

2.2 Engage, assess, intervene, and evaluate social situations with individuals, families, groups, organizations, and communities.

2.2.1. Ability to effectively develop and engage in interpersonal relationship with the service users and their significant others as well as with other professionals to achieve specific goals and objectives.
2.2.2. Ability to communicate effectively and accurately through active engagement that draws upon verbal and non-verbal cues to guide understanding and interpretation.

2.2.3. Ability to jointly develop an objectives framework and agree on desirable outcomes with the service user.
2.2.4. Ability to systematically collect, organize and interpret complex data from multiple sources in order to carry out a holistic assessment of a client's situation.
2.2.5. Ability to apply a strengths perspective to assess client strengths and limitations and support them to become more resilient.
2.2.6. Ability to develop mutually agreed-upon intervention goals and objectives, and to intuitively and logically select appropriate intervention strategies.
2.2.7. Implement prevention interventions that enhance client capacities and mitigate risks to vulnerability and adversity.
2.2.8. Work in partnership with the client to resolve client problems and enhance the client's problem solving abilities.
2.2.9. Negotiate, mediate, and advocate on behalf of clients.
2.2.10. Ability to creatively and firmly terminate a professional relationship.
2.2.11. Critically and reflectively analyse, monitor and evaluate situations, interventions and outcomes.

2.3 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

2.3.1. Ability to evaluate the impact, intended and unintended, of agency and public policies and regulations on individual and societal wellbeing.
2.3.2. Ability to effectively engage in advocacy for policies that advance social well-being;
2.3.3. Demonstrate ability to collaborate with colleagues and service users for effective policy action.

2.4 Demonstrate a full understanding of the country's social service system and the ability to work and respond to fast changing environments.

The context within which Social Workers operate determines the nature of practice. At the same time, this context is ever emerging and changing. Graduates of Social Work shall thus be expected to demonstrate;

2.4.1 Practical knowledge of Uganda's social welfare and social services systems and how they interlink and operate and be able to effectively practice within this system.
2.4.2 Awareness and understanding of the overarching goal to eliminate poverty in all its dimensions given its interlinkage with many social problems as well as its impact on welfare of specific categories of the population including children, persons with disabilities, the older people and displaced people.
2.4.3 Ability to work in partnership with households, communities and organizations to design and implement poverty eradication interventions at the household and community levels.
2.4.4 Ability to work with natural systems and existing programmes to improve access to social services

a. Work with government line ministries, local governments, NGOs, FBOs and CBOs to design and deliver appropriate social services.
b. Prioritize the poor and most marginalized segments of the population and work towards their improved access to social protection.

2.4.5 Ability to work with multi-sectoral stakeholders for effective social service delivery.
2.4.6 Recognize, identify and design interventions to address the structural causes of vulnerability.
2.4.7 Be acquainted with work in situations of emergencies including natural disasters and civil conflicts and be able to link affected persons and groups to necessary support systems and services.
2.4.8 Work in partnership with local communities and indigenous socio-cultural systems and structures to design and deliver locally appropriate and responsive services.
2.4.9 Recognize and work with the powerful links between individual factors and the wider social, legal, economic, political and cultural context of people's lives.
2.4.10 Demonstrate responsiveness to the changing context within which practice takes place.

2.4.11 Awareness of and ability to work within the global, regional and national development frameworks including Uganda's National Development Plan (NDP) and the UN Sustainable Development Goals. The social work graduate should competently link their interventions at the micro, mezzo and macro levels to the overall national development goals as well as how these relate to the international development goals.

2.5 A firm awareness and application of ethical decision making and behavior in all practice settings and in professional and personal life.

A graduate of social work should be able to practice within the ethical boundaries of the Social Work profession. Specifically, he/she should;

2.5.1 Exercise professional authority within the ethical framework of the National Association of Social Workers of Uganda (NASWU) and other International and regional social work ethical frameworks.
2.5.2 Recognise and fulfil ethical responsibilities to the client system, the social work organisation, the professional and the state as by law established.
2.5.3 Ability to identify ethical issues and ethical dilemmas in practice that involve potential for harm or even personal benefit.
2.5.4 Uphold the principle of respecting and providing services to all clients because of their inherent dignity and worth rather than on any other personal characteristics.
2.5.5 Demonstrate a high level of integrity in professional practice and personal conduct by espousing principles of honesty, responsibility and accountability to self and others.
2.5.6 Be able to professionally handle ethical dilemmas.
2.5.7 Understand and conduct social work research within its ethical foundations.

2.6 Respect for difference.

Respect for difference is a key principle of Social Work. Social Work graduates should;

2.6.1 Recognize difference as an intersectionality of multi-factors including race, gender, social class, age, disability status, political affiliations, religion and culture, among others.
2.6.2 Recognize the social consequences of discriminatory practices on the poor and marginalized groups and be in a position to challenge them.
2.6.3 Demonstrate self-awareness of one's own values and their impact on practice with different individuals/groups.
2.6.4 Be able to use practice to challenge the impacts of diversity and difference on individual and social wellbeing.
2.6.5 Be able to work with others taking into account differences in opinion and viewpoints.

2.6.6 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

2.6.7 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

2.7 Actively promote human rights and social and economic justice.

Social Workers are responsible for promoting and protecting the fundamental human rights of people of all categories irrespective of who they are or where they come from. Graduates of BSW programmes should therefore;

2.7.1 Be familiar with key human rights instruments and frameworks at the international, regional and local levels.

2.7.2 Be able to identify the rights enshrined in the various legal frame works at a national, regional and international level and effectively apply these rights in Social Work practice.

2.7.3 Demonstrate an understanding of the forms and mechanisms of oppression and discrimination.

2.7.4 Delineate the impact of injustice, social inequalities and oppressive social relations of individual and societal wellbeing.

2.7.5 Actively engage in actions and decisions to address individual, institutional and structural discrimination.

2.7.6 Effectively engage in human rights advocacy particularly for the vulnerable and marginalized categories of the population.

2.7.7 Aware of the fact rights come along with responsibilities and proactively challenge human rights abuses while at the same time raise awareness of individual, groups and organizational responsibilities towards their wellbeing and that of others.

2.8 Exercise critical thinking and reasoned discernment.

Social Work graduates should be in position to exercise principles of critical thinking and reasoned discernment. Specifically, they should;

2.8.1 Be able to provide professionally sound reasons and explanations for the decision they make and the actions they take.

2.8.2 Recognize that they are dealing with complex and demanding contexts.

2.8.3 Be able to make evidence based judgements.

2.8.4 Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge and practice wisdom. Social Workers should be able to use bits of knowledge from laws, policies, values and ethics, cultural and traditional wisdom, and be able to assess when to use what kind of knowledge.

2.9 Able to work in interdisciplinary/inter-professional environments and teams.

The graduates of BSW programmes should have explicit knowledge that Social Work practice happens in an interdisciplinary environment and should therefore be able to;

2.9.1 Make partners understand and appreciate the Social Work role in the interdisciplinary partnership.

2.9.2 Present evidence and value based professional opinion in interdisciplinary settings.

2.10 Engage in research and evidence-based practice and decision making.

A graduate trainee should be able to appreciate evidence based practice. Specifically;

2.10.1 Use research findings to inform and/or improve Social Work practice as well as social policy formulation or advocacy.

2.10.2 Use practice experience to conceptualize research as well as intervention.
2.10.3 Be able to employ evidence based interventions.
2.10.4 Be able to document and communicate research findings to professional and non-professional audiences.

References

Boitel, C.R. & Fromm, L.R. (2014) Defining Signature Pedagogy in Social Work Education: Learning Theory and the Learning Contract, Journal of Social Work Education, 50:4, 608-622, DOI: 10.1080/10437797.2014.947161

Hochfeld, T., Selipsky, L., Mupedziswa, R. and Chitereka, C., 2009. *Developmental Social Work Education in Southern and East Africa.* Johannesburg: Centre for Social Development in Africa.

IASSW (2004) Global standards for the education and training of social work. International Association of Social Workers.

IASSW (2018) Global Social Work statement of ethical principles. International Association of Social Workers.

IFSW and IASSW (2014). Global Definition of Social Work. International Federation of Social workers, International Association of Schools of Social Work.

Luwangula, R, Twikirize, J, Walakira, E.J. & Nnyombi, A. (2018). Scoping study to identify gaps in Social Work education and training in Uganda. Kampala.

Ministry of Planning and Community Development, 1965. *Sessional Paper No.2 1957/58.* Kampala.

National Association of Social Workers (2012). Ethical Code of Conduct for Social Workers in Uganda

NCHE (2014) Quality assurance framework. National Council for Higher Education

Twikirize, J. M., Asingwire, N., Omona, J., Lubanga, R. & Kafuko, A. (2013). *The Role of Social Work in Poverty Reduction and the Realization of Millennium Development Goals in Uganda*. Kampala: Fountain Publishers.

Twikirize, J.M, 2014. Indigenization of Social Work in Africa: Debates, Prospects and Challenges. In: H. Spitzer, J.M. Twikirize, and G.G. Wairire, Eds: *Professional Social Work in East Africa: Towards Social Development, Poverty Reduction and Gender Equality*. Kampala. Fountain Publishers.

Yiman, A., 1974. *Curricula of Schools of Social Work and Community Development Training Centres in Africa*, *1972*. In: ASWEA Documents Vol. 2, 1975. Addis Ababa: Association for Social Work Education in Africa.

Appendix 1: Social Work Steering Committee Members

1.	Dr. Pius Achanga	NCHE
2.	Mr. Turyatunga Emmanuel	Ministry of Public Service
3.	Mr. Mondo Kyateeka	Ministry of Gender, Labour and Social Development
4.	Prof. Eddy J. Walakira	Makerere University
5.	Dr. Janestic M. Twikirize	Makerere University
6.	Mr. Byamukama Michael	NASWU
7.	Dr. Rosalind G.N. Lubanga	Independent Consultant
8.	Mr. Charles Tuhaise	Parliament of Uganda
9.	Mr. Charles Draecebo	NASWU
10.	Dr. Max Ngabirano	Uganda Martyrs University
11.	Dr. James Mugisha	Kyambogo University
12.	Mr. Kasule Kibirige	Uganda Christian University
13.	Mr. Ayub Namigugu	Islamic University in Uganda
14.	Ms. Agnes Wasike	Uganda Child Protection Working Group (MGLSD)
15.	Ms. Harriet Akuru	UNICEF

Appendix 2: Criteria for Assessment and Accreditation of Social Work Programmes Based on National Minimum Standards and Competency Framework

1. Introduction

This document provides guidance on how to develop, report, and assess social work programmes for accreditation based on the national minimum standards and competency framework. The criteria can also be used to support internal programme reviews. The document provides a set of questions and statements that support the alignment of social work programmes (Bachelor of Social Work) to the set minimum standards. The document should be used alongside the general Uganda National Curriculum for Higher Education (UNCHE) standards for accreditation of programmes.

2. General Format

Each minimum standard shall be presented as a separate accreditation standard within the curriculum.

Accreditation Standards
Accreditation Standard 1.0. Mission and Vision
Accreditation Standard 2.0. The Social Work Programme
Accreditation Standard 3.0. Core Content and Body of Knowledge
Accreditation Standard 4.0. Admission of Students
Accreditation Standard 5.0. Social Work Field Work
Accreditation Standard 6.0. Social Work Research
Accreditation Standard 7.0. Programme Delivery and Assessment
Accreditation Standard 8.0. Academic Staff
Accreditation Standard 9.0. Governance and Management
Accreditation Standard 10.0. Financial Resources
Accreditation Standard 11.0. Student Affairs
Accreditation Standard 12.0. Physical Infrastructure
Accreditation Standard 13.0 Any additional requirements

3. Detailed Format

Accreditation Standard 1.0. Mission and Vision

1.1 State University vision and mission statements
1.2 State Social Work unit's distinct vision and mission statements
1.2.1 Describe how the vision and mission statements contribute to the University overall mission and vision
1.2.2 Provide a brief narrative on how the vision and mission statements are aligned to the core mandate of the social work profession as well as its values, ethical principles and the programme context.
1.3 List and describe the goals and objectives that will lead to the achievement of the mission.
1.3.1 Describe how each goal contributes to exit level outcomes/practice behaviors as provided by the national competency framework

Accreditation Standard 2.0. The Social Work Programme

2.1 State the programme name. Note that the programme name should reflect the subject matter of Social Work.
2.3 Specify period for which the programme shall run. This should be a minimum of 3 years and a maximum of 4 years.
2.4 Describe the programme structure and how it supports progressive learning for students

2.5 State the minimum graduation load. Take note that this cannot be less than 120 credit units At least 70 percent of the credit units should be derived from core courses and the other percentage to electives.

2.6 What key reference materials are available for teaching and learning? Ensure that local (in the context of Uganda, East Africa and Sub-Saharan Africa in general wherever applicable) materials contribute substantially to the overall volume of learning materials including journal articles, books, case studies and other practical learning aids. An effort should be made to incorporate indigenous knowledge as well as international practices which are supported by research evidence.

2.7 Describe how service delivery institutions and social work practitioners have participated in the development of the programme.

Accreditation Standard 3.0. Core Content and Body of Knowledge

3.1 How does the core curriculum address theory, methods and skills of Social Work as well as the ethics and values in Social Work?

3.2 How does the curricula address core theory and subject matter of the social work discipline; issues (specialized) topics and service-related courses; and methodology courses?

3.3 The course outline for each course. This should include practice behaviors and knowledge that are linked to the minimum competencies and program goals. The course objectives should also include practice behaviors described by the different competencies.

3.4 Provide an overall description of how each competency and practice behavior has been addressed by the different courses.

Further guidance on 3.4

Step 1: *State the competence e.g.* Identify as a social worker and demonstrate professional demeanor in behavior, practice, appearance and communication

Step 2: *List the practice behaviors as provided by the national competency framework e.g.* Distinguish him/herself as a social work professional and be able to practice as a professional.

Step 3: Provide overall description of how the courses/some of the courses fulfil this particular practice behavior

Step 4: Do the same with the other practice behaviors under this particular competence

Step 5: When all practice behaviors under a particular competence have been addressed, repeat the same process for the other competences

Accreditation Standard 4.0. Admission of Students

4.1 Describe the minimum entry requirements for the programme. These should be in line with minimum entry requirements provided by the NCHE Statutory Instrument No. 63 of 2007.

4.2 Describe the process through which you assess the suitability of the applicants to take on a Social Work porgramme at BA level

4.5 Describe any institutional mechanism and policies on inclusion i.e. How do you ensure that there isn't any form of discrimination on the basis of gender, ethnicity, race, color, culture, religion, political orientation, age or other differences?

4.6 Discuss arrangements that are in place to ensure that all applicants meet University English proficiency requirement and measures to support prospective students that may not be conversant with the language of instruction.

Accreditation Standard 5.0. Social Work Field Work

5.1 Describe arrangements that support field practice learning for social work students. Please explain the different options or types of field work under your programme. These may include block

placements, concurrent field work etc. Also explain at what stage in the programme the students will engage in fieldwork.

5.2 Describe how the programme shall support students achieve 600 to 900 supervised hours of field work.

5.3 What are the management and coordination arrangements for field work?

5.4 Describe qualifications of persons that shall supervise field work. At a minimum these persons should have a qualification in Social Work and skilled in Social Work supervision

5.5 Describe the process for selection of the field work placement in the agency.

5.6 Explain how field work assessment shall be completed. Provide narrative on how this shall be done against the learning outcomes.

5.7 Describe arrangements for regular orientation and review meetings with agency supervisors as well as academic staff to strengthen supervision and field practice education.

5.8 What strategies are in place to ensure that agency supervisors offer meaningful supervision to Social Work students?

Accreditation Standard 6.0. Social Work Research

6.1 List the different social work research courses and explain how their sequencing guarantees adequate preparation of students to conduct social work research

6.2 Describe arrangements in place to ensure that all students conduct independent research and successfully write a dissertation or research report before they can graduate

Accreditation Standard 7.0. Programme Delivery and Assessment

7.1 Describe your plan to assess the attainment of the competencies laid out by the programme. Show procedures, measures and benchmarks that you shall use to attain the exit level competences.

7.2 Describe the different pedagogical approaches that you shall employ.

7.3 Describe how you will involve the practitioners in the delivery of the programme to facilitate an interactive exchange between Social Work theory and practice knowledge.

7.4 Describe the external evaluation processes for written examinations, dissertations and other curricula components.

7.5 Explain how the programme shall align itself to NCHE assessment guidelines as spelt out in the Quality Assurance Framework (2014) and the Statutory Instrument No 85 of 2005.

Accreditation Standard 8.0. Human Resources

8.1 Attach list of all full and part-time staff and indicate their qualifications, experience and areas of expertise and the specific subjects they shall be teaching.

8.2 Describe how your academic staff gain pedagogical skills or how their skills in teaching are enhanced.

8.3 Describe the staff-student ratios and indicative workload for teaching staff

8.4 Explain how allocation of workload for Social Work educators makes provision for research, publications and supervision of students doing research and or field work practicum

8.5 Describe the staff recruitment processes and procedures including how you make consideration for gender and equity; and evaluation of staff performance.

8.6 Describe the plan for continuous professional and academic development of educators.

8.7 Describe the minimum qualifications and competences of external examiners

8.8 Describe measures to ensure that staff comply with Social Work ethical standards

Accreditation Standard 9.0. Governance and Management

9.1 Describe the administrative and governance structure and show how the structure provides autonomy and/leverage for the social work programme.

9.2 Discuss the framework of cooperation you have with Social Work agencies and other stakeholders

9.3 Describe the mechanism for quality assurance that is in place and associated roles

9.4 Describe how Social Work students shall be involved in the programme governance

Accreditation Standard 10.0 Financial Resources

10.1 Describe the major sources of financing for your programme
10.2 Describe how the programme budget caters not only for staff and other administrative costs, but that it also incorporates support for library resources, field work and social work research.

Accreditation Standard 11.0 Student Affairs

11.1 Describe the measures in place to address students' welfare concerns, including measures to develop a policy or guidelines as considered appropriate. Note: Measures in place should be reflected in official policy that addresses itself to the role of the administration, staff, parents and other stakeholders in meeting the welfare of students, including resolution of conflicts among students and between students and administration.
11.2 Describe the efforts aimed at extending critical services to students including; counseling, mentoring, and academic support, and career guidance, recreational, spiritual and cultural support.

Accreditation Standard 12.0 Physical Infrastructure

12.1 State the available physical facilities, including classroom space, offices for professional and administrative staff and space for student, faculty and field liaison meetings, library, information technology facilities and the equipment necessary for the achievement of the school's core purpose or mission and the programme objectives.

Note: The description of the physical facilities should elaborate how these meet the required standards set by the Building Code of the Republic of Uganda.

12.4 Describe the efforts by the administration aimed at ensuring that the facilities cater for persons with disabilities among others.
12.5 Describe how your institution provides for regular and fast internet to students and staff.

13.0 Additional requirements

Depending on the uniqueness of the programmes of the training institutions, additional requirements may be specified including provisions for e-learning, transfer of credits for programmes jointly run among several Universities; sharing of facilities and staff and leveraging resources wherever applicable within partnership arrangements.