



MINISTRY OF EDUCATION,
AND SPORTS



AN OCCUPATIONAL COMPETENCY PROFILE FOR A TUTOR IN UGANDA

September 2016



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FOREWORD

Tutors like their counterparts in the primary and secondary sub-sectors are an important component of the education system of any country. They are critical in the provision of professional guidance and andragogic skills to both pre-service and in-service teachers, health tutors, instructors and those training in various disciplines within tertiary institutions for the world of work. They are therefore critical in determining the quality of training of health workers, primary and secondary school teachers and BTVET personnel in the country. Although the term lecturer is commonly applied to tutors in National Teachers' colleges, universities and other tertiary institutions, this competency profile also applies to them. It is thus a generic competency profile.

Ministry of Education and Sports has embarked on improvements in the training of tutors which targets reduction in the student-tutor ratio, and improvements in the quality of learning outcomes. These interventions include, equipping skills labs and other practicum sites with the necessary training materials, strengthening assessment, and monitoring and supporting training schools. Tutor quantity remains a serious challenge in many training institutions but is being addressed together with development partners such as Belgian Technical Corporation (BTC), Baylor Uganda, Intra-health Uganda and AMREF-Uganda.

A tutor competency profile aims at improving the quality of teaching and learning in training institutions within the country as well as strengthening tutor training, recruitment, deployment and monitoring. The third of this programme will be to develop training modules and assessment packages based on this occupational profile. This will significantly help improve the quality of training in our institutions of learning. It will also help tutors in their personal development and continuous professional development (CPD) efforts. The Ministry through UNESCO's CapEFA programme intends to institutionalize CPD for teachers at all levels as a means to professionalize teaching.

This occupational competency profile will help stakeholders to direct their efforts appropriately in their quest not only for tutor improvement but the improvement of the whole subsector. I therefore call upon all players, particularly those in this sub sector to embrace this profile and to use it effectively as a tool to improve the quantity and quality of tutors in Uganda.

For God and my Country

Dr. Rose Nassali Lukwago
Permanent Secretary

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LIST OF ABBREVIATIONS

BRMS	Basic Requirements and Minimum Standards
DACUM	Develop a Curriculum
DES	Directorate of Education Standards
EFA	Education for All
EMIS	Education Management Information System
HT	Health tutor
HTC	Health Tutors College, Mulago
ITE	Initial Teacher Education
IPE	Initial Preparatory Education
MDG	Millennium Development Goals
MoESTS	Ministry of Education, Science, Technology and Sports
NCDC	National Curriculum Development Centre
NEPAD	New Partnership for African Development
NTC	National Teachers College
OP	Occupational Profile
PEAP	Poverty Eradication Action Plan
PTC	Primary Teachers College
CPTC	Core Primary Teachers College
TDMS	Teacher Development and Management System
TIET	Teacher Instructor Education and Training
TISSA	Teacher Initiative in Sub-Saharan Africa
UNESCO	United Nations Education Scientific and Cultural Organization
UNEB	Uganda National Examination Board
UNICEF	United Nations Children’s Educational Fund

EXECUTIVE SUMMARY

Tutors are an important component of the education system of any country because they are critical in the provision of professional guidance and andragogic skills to both pre-service and in-service teachers, health tutors, instructors and those training in various disciplines within tertiary institutions for the world of work. They are therefore critical in determining the quality of training of health workers, primary school teachers, and secondary school teachers and other personnel in the country.

Through interventions such as equipping skills labs and other practicum sites with the necessary training materials, strengthening assessment, and monitoring and supporting training schools, the Ministry of Education, Science, Technology and Sports has embarked on improvements in the training of tutors which targets reduction in the student-tutor ratio, and improvements in the quality of learning outcomes. Although tutor quantity remains a serious challenge in many training institutions, this is being addressed together with development partners such as Belgian Technical Corporation (BTC), Baylor Uganda, Intra-health Uganda and AMREF-Uganda.

Between 2011 and 2013, the Ministry of Education and Sports conducted a comprehensive diagnostics TISSA study which revealed that Uganda faces challenges in the quality of teachers (including tutors and instructors) at all levels. This study came up with key recommendations that formed the basis for developing action plans for addressing teacher, tutor and instructor issues. The project of CapEFA on teachers of Uganda that is facilitated by UNESCO in partnership with the MOESTS is implementing a capacity development programme to address some of the key recommendations from the TISSA study.

One of the recommendations was the harmonization of teacher education including developing a framework for continuous professional development in order to improve learning outcomes. The first phase of the harmonization effort was to conduct a situational analysis in order to identify competency gaps among teachers, tutors and instructors. The study established that tutors were very few particularly in health training institutions, and they had gaps in pedagogy, use of ICT, subject content and practical skills. This second phase focused on the development of occupational profiles of teachers, tutors and instructors. Using DACUM technique the expert workers were facilitated in a storyboarding process to identify the major duties and related tasks included in an occupation, as well as, the necessary knowledge, skills, and traits over a three-day period. The final result is an occupational profile presented in a chart format, which describes a job in terms of specific duties and tasks that competent workers must perform.

A tutor should first and foremost be an expert and model in teaching and learning, but who also has a lot of interest in the training of teachers and has the necessary qualifications to train teachers. He or she should have an advanced qualification with interest in research relating to teacher education or associated education fields. The profiling exercise came up with duties which included; preparing to teach, implement teaching and learning activities, assess learning,

care for school facilities, conduct or participate in co-curricular and non-teaching activities, administrative roles, and continuous professional development. The panellists also identified the enablers i.e. knowledge and skills, equipment/tools/materials, and the necessary traits or characteristics. The key issues raised during discussions include unclear career path, and teacher motivation issues, the large numbers of school children vis-a-vis the available facilities, training teachers for the new lower secondary school curricula among others. The panellists also came up with a working definition of a tutor.

KEY DEFINITIONS

Assessment	Assessment is the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not.
Certification	Certification is a formal procedure to issue a certificate (qualification) to an individual that has demonstrated during formal assessment that they are competent to perform the tasks specified in the occupational profile.
Competence / CBET	(Occupational) competence is understood as the ability to perform tasks common to an occupation at an acceptable level. Competence-based education and training means that programmes: <ol style="list-style-type: none"> 1. have content directly related to work 2. focus is on 'doing something well' 3. assessment is based upon industry work standards, and 4. curricula are developed in modular form
Duty	A Duty describes a large area of work in performance terms. A duty serves as a title for a cluster of related Tasks (see also: TASK).
Learning-Working Assignment (LWA)	LWA are simulated or real job situations / assignments that are suitable for learning in a training environment. In a working environment LWA are real work situations/assignments.
Module	Modules are part(s) of a whole curriculum. Modules can be considered as "self-contained" partial qualifications which are described by learning outcomes or competencies and which one can be assessed and certified individually.
Occupational Profile (OP)	An Occupational Profile is an overview of the duties and tasks a job incumbent is expected to perform competently. These define WHAT a person is supposed to do, which becomes the reference points for developing the modular curricula and assessment standards. Occupational Profiles developed by practitioners from the world of work enhance the relevance of training and learning to the requirements of the world of work.
Qualification	A qualification is a formal reward for demonstrating competence, based on formal assessment against set standards and provided to the individual in the form of a certificate specifying the nature of the competence.
Task	Job TASKS represent the smallest unit of job activities with a meaningful outcome. Tasks result in a product, service, or decision. They represent an assignable unit of work and have a definite beginning and ending point, can be observed and measured. (<i>see also: Duty</i>)

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1.1 *Teacher education in Uganda*

Prior to the coming of the Europeans, the indigenous communities practiced informal and to some extent non-formal education. Every adult was a teacher of some sort who had to educate or train those younger than him or her. However, the Europeans introduced formal Western Education at the turn of the 19th Century which emphasised moral education and later, the acquisition of simple skills in Agriculture, Health science, Handcrafts, Home management, basic literacy and numeracy. Reforms became necessary when it was realized that the system of education introduced was not answering the needs and aspirations of the Africans. Reforms such as the establishment of the Department of Education (1924), and the implementation of the De Bunsen Commission recommendations (1952-4) realized some modest achievements including increasing access to education for Africans.

It also sparked off the need to train African teachers, and therefore the establishment of more Teacher Training Institutions particularly for primary schools. Up to this time, there was only one National Teachers College at Kyambogo, One Uganda Technical College at Kyambogo, one University training teachers (Makerere Faculty of Education) and several (Primary) Teachers Training Colleges. In the 1980s, 10 Government National Teachers' Colleges were established. And the number of PTCs had reached 80. However, in the 1990s, both the PTCs and NTCs were reduced in an attempt to streamline teacher education in the country. Currently, there are 5 Government established NTCs and 3 private ones, while Government established PTCs are 48 and Privately owned ones are 3. Nearly all the 35 universities currently licensed in the country train teachers, especially of humanities subjects.

The current situation indicates that there are nearly 15,000 primary schools employing 160,000 teachers, 59% of whom are men, while at the secondary school level, the number of teachers employed in the 3,730 schools is about 39,000, 78% of whom are males (Statistical Abstracts, 2011). According to the TISSA report (2014), if the education system evolves following past trends, the number of primary school teachers needed in government schools will increase from 184,275 today to 315,846 teachers in 2025. In terms of new recruitments, these scenarios imply average annual recruits of government teachers of 12,596. This scenario suggests that private schools will have to recruit about 6,150 new teachers per year. In the secondary school subsector, the number of teachers that will be needed in government schools will increase from 67,168 to 166,060 teachers. This represents an annual average of 4,396 new recruitments per year according to the low scenario. Projections suggest that private schools will have to recruit 7,815 new teachers per year. In the tertiary sub sector, the increase will be from 13,870 to 27,519 teachers. This represents an average of 733 new recruits per year according to the low scenario

and the private schools will have to recruit 455 new teachers per year. In PTCs and NTCs, the number will increase from 750 to 1,297 teachers, and 227 to 543 teachers respectively. The projections for universities are not known.

The TISSA report indicates that Uganda faces challenges in the quality of teachers at all levels. The proliferation of training institutions and the lack of an agreed basic training standards based on expected teacher competence profiles is a hindrance to improvements in the quality of teachers. The situation is exacerbated by the lack of competence profile for of the tutor. It therefore becomes difficult to harmonize teacher education in the country. Moreover, the profile needs to capture emerging issues in education such as ICT, internationalization, liberalization and corporatization of education. One of the stated objectives of the Ministry of Education and Sports is to improve the quality of education by upgrading the status of the teaching profession and improving the terms and conditions of service of teachers. Despite the desire to have “quality of education” and the need to “professionalize” Teacher education, concerns and issues related to teachers are addressed mainly from the governance perspective of supply, wages and terms and conditions of service, rather than from the functional perspective of the professional development of the teacher. Insufficient attention is paid towards improving the quality of teacher education programs, the quality of teaching, or the quality of the teacher educators, all of which relate directly to teacher development.

The major objectives of Tutor Education and Training are to mould:

1. Competent, honest, highly motivated, professional and efficient teachers, tutors and instructors for the country
2. Teachers, tutors and instructors who are life-long learners for the dynamic local and regional and global market
3. Teachers, tutors and instructors who have a deep sense of patriotism/nationalism, and critically search for solutions to the country’s underdevelopment through education
4. Competent teachers, tutors and instructors who can integrate Indigenous Technical Knowledge into the classroom
5. Teachers, tutors and instructors who are gender responsive and are competent in teaching of generic skills and cross curricular issues
6. Efficient and professional institutional administrators, mentors and managers
7. Teachers, tutors and instructors who have positive attitude to work, and actively pursue personal and professional development initiatives
8. Competent teachers, tutors and instructors for co-curricular activities, and counselling and career guidance
9. Teachers, tutors and instructors who have the capacity to pursue research and further studies in their areas of specialisation, and who are willing to work in other education sectors such as DES, NCDC, UNEB

1.2 Purpose of the competence profile

This Competence Profile will serve the following purpose: It could help,

1. Teachers in their pursuit for continuous professional development and excellence in their profession
2. Teachers in pursuing personal development goals
3. School administrators, mentors and managers in appraising and supporting teachers.
4. Teacher educators in preparing quality teachers that meet the required standards
5. The Directorate of Education Standards (DES) and inspectors of schools in assessing the quality of performance of teachers
6. The Ministry of Public Service in the implementation of the Scheme of Service for teachers
7. Education Service Commission in the recruitment, promotion and retirement of teachers
8. Policy makers in the process of developing policies regarding teachers
9. Communities in assessing the quality of teachers, hence the quality of teaching in schools
10. Ministry of Education and Sports in benchmarking the competencies of teachers with those of other countries

The objective of Phase II of the Teacher Harmonization Activity was to develop competency profiles for the tutor and share this profile with stakeholders for consultations and adaptation of an effective teacher framework. The profile would act as professional tools to guide tutors and all other stakeholders on identifying the desired competences of the tutor in Uganda.

A workshop lasting three days was conducted during August 25-27, 2014 at Colline Hotel, Mukono and was attended by 18 participants including observers (see profile). The workshop was officially opened by a UNESCO official who explained the purpose of the workshop and gave highlights of the findings in the TISSA report. The consultant subsequently gave participants an overview of the major phases of the process of profiling using DACUM approach.

The objectives of the profiling exercise were to:

1. Undertake an analysis of the tutor profession in order to identify major duties and tasks included in the profession,
2. Analyze the profession in terms of the necessary knowledge, skills, threats and trends, and desirable behaviour traits

The consultant informed the participants that DACUM which is an acronym for Develop A Curriculum, is a process that incorporates the use of a focus group in a facilitated storyboarding process to identify the major duties and related tasks included in an occupation, as well as, the necessary knowledge, skills, and traits. This cost-effective method provides a quick and thorough analysis of any job. DACUM utilizes a panel of eight to ten high-performing incumbent professionals (workers). Over a three-day period, these skilled professionals identify the duties and tasks that make up their job. Under the direction of a facilitator, the panel analyzes their job-related tasks while using a modified brainstorming process that encompasses a storyboarding technique. The final result is an occupational profile presented in a chart format, which describes a job in terms of specific duties and tasks that competent workers must perform. The occupational profile is then validated and vetted through various methods. A peer-review process is utilized in a validation workshop to review the initial profile. Once peer reviewed, the profile can then be analyzed through a management review, allowing the management team to synthesize what the workers said, with what they expect and believe the job should encompass.

He would then go ahead with the technical proceedings of the workshop which are outlined below:

Workshop Technical Proceedings:

Each workshop consisted of 4 main sessions, which were: sharing the concept of Competence Based Education and Training (CBET), generating duty statements, generating tasks, and generating additional information. As stated earlier, the methodology used included brainstorming and

discussions, group work and presentations to the plenary. The sessions included a presentation on competence based training. This emphasized the approach that contributes to bridging the gap between the world of work and the world of training. The CBET approach emphasizes the development of skills/competences that are actually required in the world of work. In CBET the focus is shifted from inputs into training to outcomes of training. This was followed by the development of duties and tasks of a tutor. A DUTY was defined as a cluster of related tasks, usually 6-12 per JOB while a TASK was defined as a specific meaningful unit of work, usually 6-20 per DUTY. A task reflects business value payable by an employer or customer. Each task is performed in 2 or more STEPS (activities). Tasks are developing units of work required to perform a given duty. Additional information was also generated on associated generic skills/ knowledge, tools/equipment, attitudes/ behaviour, (future) trends.

AN OCCUPATIONAL COMPETENCY PROFILE OF THE TUTOR

3.1 *A profile of a tutor*

The expert panel formulated a definition of a tutor to be:

“An educator who provides professional guidance and andragogical skills training to both pre-service and in-service teachers, health tutors, instructors and those training in various disciplines within tertiary institutions for the world of work. He/she is also a mentor, a coach, counsellor, facilitator and support supervisor”.

Another group defined a tutor as follows:

“A tutor is a professional educator with specialized knowledge and skills to prepare trainees for teaching and other occupations after tertiary education. Tutors equip trainees with subject content knowledge, andragogical skills, and professional knowledge and ethics in education required in teaching and learning. In addition, s/he may perform advisory, coaching and mentorship roles.

In some sectors in Uganda, the term tutor is used to denote those professionals who train health tutors or instructors, while the terms health tutors and instructors refer to those professionals who teach in health or business, technical and vocational training institutions”.

The panel also identified the major duties of a tutor to be the following:

1. Prepare teaching and learning activities
2. Deliver learning activities
3. Assess learning
4. Carry out co-curricular activities
5. Carry out counselling and guidance
6. Carry out occupational safety, health and environmental conservation practices
7. Carry out administrative roles
8. Carry out research
9. Participate in continuous professional development
10. Network with various stakeholders
11. Perform entrepreneurship tasks

PANELISTS

Walimbwa Michael <i>Makerere University</i>	Bakaire Godfrey <i>Kyambogo University</i>
Byakutaga Beatrice <i>Shimoni Core Primary Teachers' College</i>	Otaala Justine <i>Kyambogo University</i>
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OBSERVERS

Kantono Jane <i>Education Officer/SNE MoESTS</i>	Wanyama Wilber <i>Principal Education Officer, MoESTS</i>
Keren Carol Drateu <i>Senior Education Officer, MoESTS</i>	Kaboyo Patrick <i>Representative COUPSTA</i>

AN OCCUPATIONAL COMPETENCY PROFILE OF A TUTOR

DUTIES	TASKS				
DUTY A	A1	A2	A3	A4	A5
Participate in curriculum development	Conduct needs assessment	Participate in curriculum design	Participate in review of curriculum	Participate in developing new programmes	Develop supplementary guides or materials for learners and teachers
	A6	A7	A8	A9	A10
	Develop supplementary guide lines for learners with special needs	Develop support materials to cater for learners with special needs	Participate in validating the curriculum	Participate in piloting the curriculum	Participate in evaluation of curriculum
DUTY B	B 1	B 2	B 3	B 4	B 5
Prepare learning activities	Interpret curriculum	Identify relevant resources e.g. references	Prepare schemes of work	Determine teaching methods	make a lesson plan
	B 6	B 7	B 8	B 9	
	Make lesson notes	Develop teaching/ learning materials	Determine learning venue	Organize projects e.g. exhibitions, field visits	
DUTY C	C 1	C 2	C 3	C 4	C 5
Deliver Learning activities	Organize the classroom	Provide a conducive learning environment	Facilitate learning	Use teaching/ learning materials	Manage class activities
	C 6	C 7	C 8	C 9	C 10
	Interact with learners	Guide learners	Carry out clinical teaching	Conduct micro-teaching and demonstration lessons	Conduct skills demonstration
	C11	C12	C13	C14	C15
	Conduct team teaching	Supervise learning	Maintain learning materials	Store learning materials	Organize remedial lessons
DUTY D	D 1	D 2	D 3	D 4	D 5
Assess Learning	Prepare assessment scheme	Determine areas of Assessment	Set objectives for assessment	Prepare assessment Instruments	Moderate assessment Instruments

DUTIES	TASKS				
	D6	D7	C 8	C 9	C 10
	Prepare scoring guides	Prepare resources for assessment	Sensitize learners on assessment rules and regulations	Administer Assessment	Assess learners competences
	D 11	D 12	D 13		
	Prepare mark sheets	Analyse assessment results	Provide feedback on assessment		
DUTY E	E 1	E 2	E 3	E 4	E 5
Support fieldwork and placements	Set fieldwork/ placement objectives	Determine activities	Develop tools e.g. checklist, questionnaire	Sensitize the community	Pre-test the tools
	Conduct school practice/ clinical placement/ fieldwork	Conduct fieldwork/ field study/ placement	Supervise placement/ fieldwork/ school practice	Carry out support supervision	Prepare evaluation report
DUTY F	F 1	F 2	F 3	F 4	F 5
Carry out co-curricular activities	Determine type of activities	Prepare equipment, tools and materials	Prepare sports arena	Participate in setting of music drama arena	Participate in coaching of participants
	F 6	F 7			
	Supervise co-curricular activities	Nurture learners' talents			
DUTY G	G 1	G 2	G 3	G 4	G 5
Carry out guidance and counselling	Determine counselling and guidance needs	Establish rapport	Sensitize on guidance and counselling	Source resource persons	Organize guidance + counselling sessions
	G 6	G 7	G 8	G9	G10
	Participate in career guidance talks	Identify the counselling and guidance challenges	Prepare guidance and counselling reports	Carry out research on development trends	Provide reproductive health education
	G11	G12	G13	G14	G15
	Follow up on those with unique problems	Make referrals	Model good practices	Provide career guidance	Promote life skills

DUTIES	TASKS				
DUTY H	H 1	H 2	H 3	H 4	H 5
Keep records	Document institutional activities	Prepare records e.g. continuous assessment	Make reports of the various activities	Categorize records	File records
	H 6	H 7			
	Secure records	Back up records			
DUTY I	I 1	I 2	I 3	I 4	I 5
Perform occupational safety, health + environmental conservation activities	Identify key health and safety issues in the environment	Participate in health & safety training	Manage waste disposal	Enforce occupational safety, health and environmental regulations	Maintain safety, sanitation and hygiene
	I 6	I 7	I 8	I 9	I 10
	Prepare first aid kit	Administrator first aid	Display safety signs	Perform fire fighting	Supervise landscape gardening
DUTY J	J 1	J 2	J 3	J 4	J 5
Carry out administrative tasks	Participate in developing institutional plans	Participate in making rules and regulations	Participate in admission of learners	Participate in staff recruitment	Orient staff and students
	J 6	J 7	J 8	J 9	J 10
	Sensitise learners on rules + regulations	Conduct school assembly	Assign work	Supervise work	Evaluate work
	J 11	J 12	J 13	J 14	J 15
	Manage conflict	Appraise staff / students	Mobilize resources	Participate in procurement process	Participate in budgeting
	J 16	J 17	J 18	J 19	J 20
	Prepare accountability reports	Attend meetings	Communicate with stake holders	Participate in institutional performance reviews	Participate in public relations activities.
DUTY K	K 1	K 2	K 3	K 4	K 5
Carry out research	Conduct needs assessment	Identify research problem	Write a proposal	Develop research instruments	Carry out research
	K 6	K 7	K 8	K 9	K 10
	Carry out child study	Write research reports	Disseminate research findings	Supervise students' research	Assess students' research reports

DUTIES	TASKS				
DUTY L	L 1	L 2	L 3	L 4	L 5
Participate in continuous professional development (C.P.D)	Attend technical workshops	Attend refresher courses	Train others	Mentor others	Attend professional training
	L 6	L 7	L 8	L 9	L 10
	Obtain membership in professional organizations	Review publications (e.g. Educ. Reports, Journals, Acts)	Net work with peers on technical matters	Net work with other agencies on technical matters	
DUTY M	M 1	M 2	M 3	M 4	M 5
Network with other stakeholders	Identify areas of collaboration	Identify relevant partners	Establish roles of stakeholders	Collaborate with partners	Promote partnerships
	M 6	M 7	M 8		
	Monitor partnership outputs/ outcomes	Evaluate partnerships	Participate in community activities		
DUTY N	N 1	N 2	N 3	N 4	N 5
Perform Entrepreneurship Tasks	Identify the type of business	Prepare a business plan	Source capital	Identify sources of material for business	Set up a business enterprise
	N 6	N 7	N 8		
	Market business e.g. Brand, label advertise etc	Provides customer care	Maintain business records		

The workshop also generated what are known as enablers for competences to be acquired and practiced. These include the requisite knowledge, tools and equipment, attitudes and behaviour. In addition, the concerns and trends that impact on the practice within the occupation such as ICT and career progression were also identified and suggestions made for possible streamlining.

GENERIC KNOWLEDGE AND SKILLS

1. Curriculum content
2. Pedagogical content knowledge
3. ICT knowledge and skills
4. Subject specific content
5. Interpersonal skills
6. Leadership skills
7. Communication skills
8. Research
9. Legal and policy framework
10. Global trends
11. Contemporary issues
12. Guidance and counselling
13. Assessment
14. Professional ethics and code of conduct
15. Financial management
16. Cross-cutting issues
17. Life skills and values

TOOLS, EQUIPMENT AND MATERIALS

1. ICT equipment e.g. Projectors, computers, cameras, Internet, servers, television, recorders
2. Globe and wall maps
3. Course ware
4. News papers
5. Stationery
6. Power supply
7. Servers
8. Whiteboards
9. Various Instruments
10. Reagents
11. Apparatus
12. Glassware
13. Models
14. Screens
15. Gas
16. Gloves
17. Aprons

18. Lab coats
19. Gum boots
20. Goggles
21. Running water
22. Detergents
23. Electronics
24. Textbooks
25. Journals, magazines
26. Encyclopaedia

TRAITS, ATTITUDES AND BEHAVIOURS

1. Assertiveness
2. Good communicator
3. Good decision maker
4. Critical thinker
5. Creative
6. Friendly
7. Willing to take on new ideas
8. Willing to learn
9. Accepts constructive criticism
10. Cooperative
11. Respectful
12. Safety consciousness
13. Helpful
14. Patient
15. Good time management
16. Willing to share
17. Empathetic
18. High self esteem

FUTURE TRENDS AND CONCERNS

1. Weak schemes of service
2. Changes in technology
3. Dynamic nature of the knowledge involved and skills requirements
4. Growing enrolment of students
5. Provision of resources
6. Tutor benefits
7. No preparation for retirement
8. Increased mobility
9. Competition in the job market
10. Under payment
11. Lack of strong professional associations

OVERVIEW OF KNOWLEDGE, SKILLS AND ATTITUDES

The expert panel identified the following broad core competencies of a tutor:

- (1) Professional practice
- (2) Administration (Leadership and management)
- (3) Personal effectiveness

4.1 Professional practice

A tutor should be that person who has reached the proficient and expert levels of teaching and professional practice in education, and who has interest in working with teachers and maintains contact with the schools where his/her products work. He or she must first be a trained teacher but with additional specialist and relevant training in such fields as Curriculum Development, Psychology and Pedagogy which he/she delivers in institutions that provide professional programs for teachers.

Tutors are directly responsible for delivering the program of initial preparation and for nurturing the professional development of the teacher in in-service programs. They therefore influence the quality of the education process in the schools significantly. Eligibility for the role of Tutor must include evidence of adequate and appropriate training as a principal requirement. Tutor education has suffered from the failure to recognize and acknowledge this simple yet profound truth, which is that the quality chain begins and ends with the tutors or teacher educators. The quality of the tutors impacts on the quality of the teachers, which in turn impacts on the quality of the students who graduate from the schools. Poor quality Teacher Education is at the root of the problems regarding quality in/of the educational process.

Good quality Teacher Education is the key factor in the solution of quality - related problems in education. The requirements for eligibility to teach in a teacher education programme, whether at the Teacher' College or at the University, in Uganda does not necessarily include any form of specialist training in teacher education practice. The core duties of tutors in this domain are;

- (1) Prepare learning activities/Prepare teaching and learning activities
- (2) Deliver learning activities
- (3) Assess learning
- (4) Keep records
- (5) Carry out co-curricular activities
- (6) Carry out counselling and guidance
- (7) Carry out occupational safety, health and environmental conservation practices

- (8) Participate in continuous professional development
- (9) Carry out entrepreneurship
- (10) Conduct action research and reflective practice

These are competencies which indicate duty based skills, which are further subdivided into task based skills as shown in the profile. Underpinning these skills are knowledge competences. Knowledge competences can be broken down as follows:

1. Content knowledge
 - 1) Knowledge of models of teacher, tutor, instructor education
 - 2) Knowledge of curricula at school and training institution,
 - 3) Tutor trainee competency profiles in the various disciplines by year of training
 - 4) Unifying themes in the subject or learning area
 - 5) Knowledge of inter-disciplinarity of content/subject
 - 6) A range of possible activities for different learning experiences and needs in schools and training institution
 - 7) Knowledge of constructive alignment
2. Pedagogical knowledge
 - 1) Knowledge of Active learning approaches, methods and techniques
 - 2) Knowledge of group dynamics and classroom environment & management
 - 3) Knowledge of use of teaching and learning resources
 - 4) Knowledge of interdisciplinary approaches in teaching
 - 5) Knowledge of ICT application in education
 - 6) Knowledge of gender-responsive pedagogy
 - 7) Knowledge of data capture and use in learning
3. Professional knowledge
 - 1) Knowledge of professional code of conduct
 - 2) Knowledge of appropriate policies, statutory instruments and other legal frameworks which govern education
 - 3) Knowledge of existing teacher education professional associations
 - 4) Personal teaching philosophy in Teacher education
 - 5) Knowledge of counselling and guidance
 - 6) Knowledge of action research & reflective practice
 - 7) Knowledge of mentorship, induction procedures and role modelling
 - 8) Knowledge of cross curricula issues e.g. HIV/AIDS, environment, Reproductive Health education, special needs education, children's' rights etc
 - 9) Knowledge of generic competencies e.g. critical thinking, working together, communication, problem solving etc
 - 10) Knowledge of psychology, philosophy, curriculum development, comparative education and educational administration
4. Contemporary knowledge
 - 1) Knowledge of current and other emerging global issues in teacher education
 - 2) Knowledge of local and regional teacher educational issues

4.2 Leadership and management

A competent tutor is an expert teacher and leader, who links schools and training institutions. He is tireless in the desire to promote professionalism by working with others, including the Ministry of Education & Sports, school head teachers, parents and colleagues, and actively seeks out opportunities for professional collaboration within and beyond the training institution. The core duties in this domain are;

- 1) Participate in planning for institutional activities
- 2) Carry out administrative roles

Appropriate knowledge includes that for planning, budgeting, supervision, appraisal, allocation of roles etc.

4.3 Personal effectiveness

A good tutor understands the importance of developing oneself before he or she is able to provide support for others. As a professional, this teacher maintains high standards of personal and professional integrity when carrying out all duties and responsibilities. The core duties in this domain are;

- (1) Participate in continuous professional development
- (2) Network with various stakeholders
- (3) Perform entrepreneurship activities

Appropriate knowledge includes that for avenues for personal and professional development etc.

4.4 Career progression

The current career progression ladder is as follows:

a) For Universities and Health Tutors' College

Scale	Title	Minimum requirements
	professor	
	Associate Professor	
	Senior Lecturer	
	Lecturer	
	Assistant Lecturer	

b) For National Teachers' Colleges and Primary Teachers' Colleges

Scale	Title	Minimum requirements	Scale	Title	Minimum requirements
National Teachers' Colleges			Primary Teachers' Colleges		
U1	Principal		U1	Principal	
U1	Deputy Principal		U1	Deputy Principal	
U2	Principal lecturer		U2	Principal Tutor	
U3	Senior lecturer		U3	Senior Tutor	
U4	Lecturer		U4	Tutor	

ASSESSMENT

Assessment of competences will be based on per duty will be computed by finding the number of tasks or performance units that an individual will be able to carry out over the total number of tasks in a particular duty. This figure can then be converted into a percentage score. This computation will be repeated for all duties.

S/N	Duty	# of tasks performed correctly	% score per duty	Comments/Key observations
1	Prepare teaching and learning activities			
2	Implement teaching and learning activities			
3	Assess learning outcomes			
4	Keep records			
5	Carry out co-curricular activities			
6	Carry out counselling and guidance			
7	Carry out occupational safety, health and environmental conservation practices			
8	Carry out administrative roles			
9	Participate in continuous professional development			
10	Carry out research			
11	Support field work and placements			
	Overall performance (Total)			

The overall score on performance for all duties and tasks can then be computed and graded as follows:

Marks (%)	Letter Grade	Interpretation
80-100	A	Excellent (Exceptionally competent)
70 - 79	B	Very Good (Very competent)
60-69	C	Good (Quite Competent)
50-59	D	Fair (Fairly competent)
40-49	E	Marginal Fail (Not competent)
Below 40	F	Fail

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APPENDIX 1:

GENERIC STANDARDS FOR TEACHING FOR TUTORS

Domains	Standards	Performance Indicators	Descriptors
PLANNING AND PREPARATION	1. The tutor demonstrates the ability to perform long, medium and short term planning and preparation for teaching and other tasks	The Tutor: 1. Selects long/ short range goals and objectives appropriate to the context, age and cognitive level of the learners, content to be taught	The Tutor: 1. Selects appropriate long term goals/ and objectives from local curriculum guides and resources. 2. Selects/ states and sequences short term objectives appropriately 3. Selects objectives/ goals which are appropriate and achievable for the learners 4. States objectives/ goals clearly 5. Selects/ states goals/ objectives which reflect various cognitive and affective levels
		The Tutor 2. Demonstrates knowledge and understanding of learnersn	The Tutor: 1. Caters for the chronological age and level of maturity of the learners 2. Caters for the socio-economic background of the learners 3. Caters for the prior knowledge and skills of the learners 4. Caters to diversity in learning styles
		3. Selects appropriate content	The Tutor: 1. Selects content which is appropriate to the objectives and the learners' level 2. Selects content which is meaningful to the learner 3. Selects accurate content 4. Selects and integrates content from relevant subject areas
		4. The Tutor identifies appropriate teaching methods / strategies/ activities	The Tutor: 1. Selects methods/ strategies/ activities which match the objectives of the lesson and grade level of the learner 2. selects teaching methods/ strategies/ activities which cater to the individual differences among the learners 3. selects a variety of methods/ strategies/ activities 4. selects assessment strategies which are appropriate to the objectives, age level and learning styles of the learners 5. Uses varied assessment strategies

Domains	Standards	Performance Indicators	Descriptors
		5. The tutor selects and prepares appropriate resources and materials	The tutor: <ol style="list-style-type: none"> 1. selects resources that are appropriate to the objective of the lesson/unit, age level and learning styles of the learners 2. selects a variety of resources and materials 3. caters for equitable and effective student access to technology and resources 4. ensures that equipment and other teaching aids work 5. plans for effective distribution of resources
LEARNING ENVIRONMENT	2. The tutor creates a learning/ classroom environment which maximizes learning and various types of interaction	1. The tutor manages instructional time effectively	The Tutor: <ol style="list-style-type: none"> 1. Begins and ends instruction promptly. 2. Maximizes instructional time 3. Efficiently utilizes teaching/learning materials 4. Handles learner digressions effectively and efficiently 5. Maximizes learner time on task 6. Conducts lessons in a professional manner
		2. The Tutor manages student behavior effectively	The tutor: <ol style="list-style-type: none"> 1. establishes rules and procedures 2. consistently and fairly monitors and enforces rules and procedures 3. Anticipates conditions which can lead to learner misbehavior 4. Uses intervention strategies appropriately and effectively 5. uses verbal and non-verbal strategies effectively to control learner behavior 6. Rewards appropriate learner behavior 7. Encourages learner self-discipline
		3. The tutor organizes physical space attractively and efficiently	The Tutor: <ol style="list-style-type: none"> 1. arranges classroom space in a manner which maximizes learning and interaction 2. Makes the classroom space attractive 3. Arranges furniture to facilitate the execution of activities
		4. The tutor promotes positive classroom/ practical work interactions	The tutor: <ol style="list-style-type: none"> 1. encourages active and equitable student participation 2. encourages learner-learner, and learner-teacher interactions 3. fosters respect between learners and learners and between learner and teacher 4. establishes and maintain effective positive rapport with learners 5. encourages learners to work collaboratively 6. encourages and uses learners' contributions, questions and ideas 7. shows empathy for learner needs and concerns

Domains	Standards	Performance Indicators	Descriptors
		5. The tutor encourages the development of a culture of learning in his/her classroom.	<p>The Tutor:</p> <ol style="list-style-type: none"> 1. encourages learners curiosity and enquiry 2. motivates students to strive to produce work of high quality 3. communicates confidence in the learners' ability to learn 4. encourages independent learning 5. encourages critical thinking 6. Communicates high expectations of student performance
INSTRUCTION/TEACHING	The tutor executes teaching/instruction in a manner which demonstrates a sound knowledge of psychological principles, subject matter, pedagogy and assessment	1. The tutor uses a variety of strategies to orient learners to the lesson	<p>The Tutor:</p> <ol style="list-style-type: none"> 1. gains learners' attention 2. states the purpose of the lesson 3. links lesson with previous and future learning 4. States the skills to be mastered
		2. The tutor demonstrates excellent communication skills	<p>The Tutor:</p> <ol style="list-style-type: none"> 1. gives clear directions for the achievement of lesson tasks 2. Speaks clearly, correctly and coherently 3. writes clearly, correctly and coherently 4. explains concepts and procedures clearly 5. encourages learners to speak and write clearly, correctly and coherently 6. Encourages learners to develop appropriate vocabulary
		3. The tutor uses a variety of strategies to enable the lesson to progress logically and smoothly in order to maximize learning	<p>The Tutor:</p> <ol style="list-style-type: none"> 1. presents concepts in a logical and sequential manner 2. questions the learner effectively 3. effects a smooth transition from one phase of the lesson to another 4. Allows for a progressive development of concepts. 5. Uses planned resources effectively and appropriately 6. demonstrates flexibility and responsiveness in the use of unplanned teaching opportunities 7. maintains learner interest in the lesson
		4. The tutor uses effective strategies to end the lesson	<p>The tutor:</p> <ol style="list-style-type: none"> 1. provides for practice and consolidation of new skills and concepts 2. provides opportunities for practice and consolidation outside the classroom 3. provides review at appropriate point in the lesson 4. uses appropriate techniques to summarize and bring the lesson to a close

Domains	Standards	Performance Indicators	Descriptors
		5. The tutor demonstrates a sound knowledge of subject matter and pedagogy	The Tutor: 1. Uses accurate and up-to-date information 2. responds accurately to the learners questions 3. helps learners to interconnect concepts, ideas and skills 4. uses differentiated instructional strategies appropriate to learner diversities 5. uses planned instructional strategies effectively 6. uses learner feedback appropriately
		6. The tutor demonstrates an understanding of Assessment principles, strategies and procedures	The Tutor: 1. monitors learner progress throughout the lesson 2. Uses a variety of assessment strategies 3. Uses assessment strategies which are consistent with the lesson objectives 4. provides student feedback as appropriate 5. uses assessment data to determine achievement of objectives 6. uses assessment data to determine individual student achievement 7. Uses assessment data to modify instruction and to re-teach if necessary.
PROFESSIONALISM	1. The tutor demonstrates a high level of professionalism in the way he/ she executes teaching and other tasks, and interacts with administration, colleagues and other stakeholders in the education enterprise.	1. The tutor undertakes professional development activities	The Tutor: 1. demonstrates a willingness and ability to reflect on their practice 2. participates in professional organizations 3. participates in school and Ministry of Education professional activities 4. undertakes formal and accredited courses of study to improve professional qualifications, knowledge and skills 5. Uses ideas from professional journals, websites, internet dialogue with colleagues, and professional organizations to improve teaching
		2. The tutor undertakes leadership roles at the school and system levels	The Tutor: 1. initiates activities and projects at the school/system level 2. participates in collaborative decision making in the school 3. conducts workshops at the school and school system levels
		3. The tutor adheres to expectations of the teaching profession	The Tutor: 1. has read Ministry of Education, Science, Technology and Sports and school policy documents 2. executes teaching and other tasks in a business-like manner 3. is punctual and regular 4. adheres to personnel policies and procedures



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