



# Ilays National University

## Jaamacadda Ummadda Ilays

– DEPARTMENT OF –

# SOCIAL WORK

## AND SOCIAL ADMINISTRATION



**10**

**SEMESTERS**

Structured academic progression

FOUNDATION + SEMESTERS I–VIII



**165**

**CREDIT HOURS**

Required/core curriculum

MANDATORY CURRICULUM



**5**

**YEARS**

Based on two semesters per year

ACADEMIC DURATION

### PROGRAM FOCUS

Practice-oriented social work education centered on people, communities, policy and rights.



Social Work Practice



Community Development



Social Policy



Human Rights



PEOPLE  
COMMUNITIES  
EQUITY  
OPPORTUNITY  
A BETTER TOMORROW



Ilays University, Lasanod, Somalia



[www.ilaysuniversity.edu.so](http://www.ilaysuniversity.edu.so)



[info@ilaysuniversity.edu.so](mailto:info@ilaysuniversity.edu.so)



ILAYS NATIONAL UNIVERSITY

## 1. Department Overview

The Department of Social Work is an academic unit within the Faculty of Business and Management Sciences at Ilays University. The Department is designed to prepare graduates who can understand social problems, work effectively with individuals and families, mobilize communities, contribute to social policy and social protection, and support public, nonprofit and humanitarian institutions. Its curriculum combines social work, sociology, psychology, public administration, governance, management, research, public health, peacebuilding and communication in order to provide an interdisciplinary foundation for professional social service practice.

The curriculum gives particular attention to the realities reflected in contemporary Somali society and the wider region. Courses in poverty and social inequality, community development, family and child welfare, migration and displacement, disaster management, social protection, conflict management, governance and NGO management position the Department to contribute to human development, social resilience and inclusive public service. At the same time, students develop practical competencies through case management, counselling skills, monitoring and evaluation, research, a capstone project and a fieldwork internship.

## 2. Vision, Mission and Core Values



### VISION

To be a leading center for social work education, community engagement and applied research that develops ethical, compassionate and innovative professionals capable of advancing social wellbeing, inclusion and resilience in Somalia and beyond.

Dignity • Inclusion • Resilience • Social Change



### MISSION

The Department of Social Work at Ilays University prepares competent and ethically grounded professionals through interdisciplinary teaching, practice-based learning, field education, research and community partnership. It equips students to respond to poverty, inequality, family and child welfare, displacement, psychosocial needs, social protection and community development while promoting human rights, accountability and sustainable social change.

Professional practice • Evidence • Partnership • Accountability

### Core Values

|                                                                                                                                    |                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Human Dignity</b><br>Respect for the inherent worth, rights and agency of every person.                                         | <b>Integrity &amp; Accountability</b><br>Ethical conduct, responsible use of information and professional accountability.               |
| <b>Inclusion &amp; Social Justice</b><br>Commitment to equity, participation and protection of vulnerable and marginalized groups. | <b>Service &amp; Compassion</b><br>Empathetic, responsive and culturally sensitive engagement with people and communities.              |
| <b>Evidence-Informed Practice</b><br>Use of research, data, monitoring and reflective practice to improve decisions and services.  | <b>Partnership &amp; Community</b><br>Collaboration with families, communities, government, civil society and development institutions. |

## 3. Program Rationale and Educational Philosophy

Social work education is inherently interdisciplinary because social problems rarely arise from a single cause. The Department therefore organizes learning around the interaction between individuals, families, communities, institutions and public policy. Students study human development and psychology

alongside sociology, social policy, governance, management, public health and research. This enables them to connect personal and family challenges with broader structural conditions such as poverty, inequality, displacement, institutional capacity and access to services.

The educational philosophy of the Department is practice-oriented and developmental. Classroom learning is expected to move progressively toward application: students first acquire academic and social science foundations; then learn core social work concepts and methods; later analyze complex social policy and organizational issues; and finally integrate their learning through research, monitoring and evaluation, ethics, leadership and supervised fieldwork. The result is a graduate profile that combines professional values, analytical ability, communication, community engagement and applied problem-solving.

## 4. Department and Program Objectives

- Provide students with a strong foundation in social work theory, social welfare, sociology, psychology, public administration and related social sciences.
- Develop the ability to assess social needs and apply appropriate case management, community development, counselling and crisis-response approaches.
- Prepare students to understand and respond to poverty, inequality, gender and inclusion, family and child welfare, migration, displacement and other forms of vulnerability.
- Build competence in social policy analysis, planning, governance, public financial management and the management of nonprofit and social programs.
- Develop research literacy, social statistics, data analysis and monitoring and evaluation competencies for evidence-informed practice.
- Strengthen communication, advocacy, public relations, leadership, project management and collaborative decision-making skills.
- Promote professional ethics, human rights, social justice, accountability and culturally responsive practice.
- Prepare students for effective service in government, civil society, NGOs, humanitarian agencies, community organizations and development programs.
- Provide structured opportunities for applied learning through fieldwork, community-based activities and a capstone research project.
- Develop graduates capable of lifelong learning, professional growth and responsible contribution to social development in Somalia and beyond.

## 5. Expected Program Learning Outcomes

On successful completion of the undergraduate Social Work curriculum, graduates should be able to:

- Explain major social work theories, social welfare concepts and the roles of social workers in diverse service environments.
- Analyze how social, cultural, economic, political and institutional factors influence individual, family and community wellbeing.
- Apply structured approaches to case management, needs assessment, referral, community intervention and social advocacy.
- Use foundational counselling and crisis-intervention skills within appropriate professional and ethical boundaries.
- Analyze social policy, social protection, public programs and governance arrangements affecting vulnerable populations.
- Demonstrate understanding of family and child welfare, mental health, disability, ageing, migration, displacement and disaster-related vulnerabilities.
- Plan and contribute to community development, social entrepreneurship, nonprofit and public-sector initiatives.
- Use social statistics, research methods, data analysis and monitoring and evaluation to support evidence-informed decisions.
- Communicate professionally in oral, written and public-facing formats and engage effectively in advocacy and stakeholder relations.
- Apply project management, leadership and organizational behaviour concepts in social and development organizations.
- Demonstrate ethical judgement, respect for human rights, confidentiality, inclusion and professional accountability.
- Integrate academic knowledge with practical experience through capstone research and supervised fieldwork.

## 6. Graduate Attributes

### GRADUATE PROFILE



## 7. Admission and Graduation Framework

### Admission Requirements

Admission to the undergraduate Social Work program should follow the general bachelor-degree admission requirements of Ilays University. Applicants are expected to have completed recognized secondary education or an equivalent qualification and to satisfy any university requirements for registration, placement, language readiness, documentation and student orientation.

### Graduation Requirements

A student is academically eligible for graduation upon successful completion of all required/core courses and the associated 165 credit hours shown in the curriculum summary, together with any university-wide academic and administrative requirements that apply to bachelor-level graduation. The curriculum also provides a 10-credit elective pool.

|                                                                                             |                                                                                                                                      |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Curriculum</b><br>165 credit hours across the Foundation Year and Semesters I–VIII. | <b>Elective Pool</b><br>10 credits available from five 2-credit elective courses; selection requirement to follow university policy. |
| <b>Capstone Research</b><br>RES405 Capstone Research Project, 3 credits, in Semester VII.   | <b>Field Education</b><br>INT410 Fieldwork Internship, 3 credits, in Semester VIII.                                                  |

## 8. Curriculum Structure and Academic Progression

The curriculum is structured as a progressive sequence from academic foundations to disciplinary knowledge, applied social work practice, organizational and policy competencies, research and field integration. The total required/core curriculum is 165 credits, while the elective pool contains 10 additional credits, bringing the total credits represented in the supplied curriculum to 175.

### CURRICULUM PROGRESSION



### Curriculum Domains

|                                                                                                                                                                                    |                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Foundational &amp; General Education</b><br>Academic English, communication, study skills, computer fundamentals, mathematics, Islamic studies and Somali context.              | <b>Social Work Practice</b><br>Social work theory and practice, social welfare management, case management, community-based intervention, ethics and fieldwork.       |
| <b>Sociology, Policy &amp; Development</b><br>Sociology, anthropology, poverty and inequality, social policy, gender and inclusion, social protection and community development.   | <b>Psychology &amp; Human Services</b><br>Human growth and development, counselling, crisis intervention, social psychology, mental health, family and child welfare. |
| <b>Governance &amp; Management</b><br>Public administration, governance, public finance, procurement, organizational behaviour, project management, leadership and NGO management. | <b>Research &amp; Evidence</b><br>Social statistics, research methods, monitoring and evaluation, capstone research and data analysis.                                |

## 9. Curriculum by Semester

### Foundation Year – Semester I

Credit-hour summary: 18 credits. Individual course titles are not included in the supplied source file.

### Foundation Year – Semester II

| S.No.                       | Code   | Course Title                       | Cr. Hrs |
|-----------------------------|--------|------------------------------------|---------|
| 1                           | ENG007 | Academic English I                 | 3       |
| 2                           | MTH008 | Calculus                           | 3       |
| 3                           | ISL009 | Islamic Studies                    | 3       |
| 4                           | SWK010 | Social Work Theories and Practices | 4       |
| 5                           | GST011 | Study Skills                       | 2       |
| 6                           | SOM012 | Somali History and Culture II      | 3       |
| Semester Total Credit Hours |        |                                    | 18      |

## Semester I

| S.No.                       | Code   | Course Title                                      | Cr. Hrs |
|-----------------------------|--------|---------------------------------------------------|---------|
| 1                           | ENG101 | Academic English II                               | 3       |
| 2                           | SOM102 | Somali Federalism and Intergovernmental Relations | 3       |
| 3                           | PAD103 | Introduction to Public Administration             | 3       |
| 4                           | CSC104 | Computer Fundamentals                             | 2       |
| 5                           | SOC105 | Introduction to Sociology                         | 4       |
| Semester Total Credit Hours |        |                                                   | 15      |

## Semester II

| S.No.                       | Code   | Course Title                              | Cr. Hrs |
|-----------------------------|--------|-------------------------------------------|---------|
| 1                           | PSY106 | Human Growth and Development              | 4       |
| 2                           | SWK107 | Social Welfare Services Management        | 3       |
| 3                           | SWK108 | Community Development and Social Advocacy | 3       |
| 4                           | STA109 | Social Statistics                         | 3       |
| 5                           | SOC110 | Social Anthropology                       | 4       |
| Semester Total Credit Hours |        |                                           | 17      |

## Semester III

| S.No.                       | Code   | Course Title                             | Cr. Hrs |
|-----------------------------|--------|------------------------------------------|---------|
| 1                           | SOC201 | Poverty and Social Inequality            | 4       |
| 2                           | ENG202 | Communication Skills                     | 3       |
| 3                           | HLT203 | Introduction to Public Health            | 3       |
| 4                           | SWK204 | Gender, Inclusion and Social Development | 3       |
| 5                           | SWK205 | Case Management                          | 3       |
| Semester Total Credit Hours |        |                                          | 16      |

## Semester IV

| S.No.                       | Code   | Course Title                              | Cr. Hrs |
|-----------------------------|--------|-------------------------------------------|---------|
| 1                           | POL206 | Conflict Management and Peacebuilding     | 3       |
| 2                           | FIN207 | Public Financial Management               | 3       |
| 3                           | SOC208 | Social Policy and Planning                | 4       |
| 4                           | PSY209 | Counseling Skills and Crisis Intervention | 3       |
| 5                           | PSY210 | Social Psychology                         | 4       |
| Semester Total Credit Hours |        |                                           | 17      |

## Semester V

| S.No.                       | Code   | Course Title                               | Cr. Hrs |
|-----------------------------|--------|--------------------------------------------|---------|
| 1                           | SWK301 | Community-Based Social Work Intervention   | 3       |
| 2                           | PSY302 | Mental Health and Psychological Disorders  | 3       |
| 3                           | MGT303 | Organizational Behaviour                   | 3       |
| 4                           | SOC304 | Social Policy Analysis                     | 4       |
| 5                           | PAD305 | Public Procurement and Contract Management | 3       |
| Semester Total Credit Hours |        |                                            | 16      |

## Semester VI

| S.No. | Code   | Course Title            | Cr. Hrs |
|-------|--------|-------------------------|---------|
| 1     | RES306 | Research Methods        | 3       |
| 2     | ENT307 | Social Entrepreneurship | 3       |
| 3     | MGT308 | Project Management      | 3       |

| S.No.                       | Code   | Course Title                     | Cr. Hrs |
|-----------------------------|--------|----------------------------------|---------|
| 4                           | POL309 | Political Science and Governance | 3       |
| 5                           | SWK310 | Family and Child Welfare         | 4       |
| Semester Total Credit Hours |        |                                  | 16      |

## Semester VII

| S.No.                       | Code   | Course Title                        | Cr. Hrs |
|-----------------------------|--------|-------------------------------------|---------|
| 1                           | SWK401 | M&E in Social Programs              | 4       |
| 2                           | SWK402 | Social Work Ethics and Human Rights | 3       |
| 3                           | SWK403 | Social Change Management            | 4       |
| 4                           | NPM404 | NGO and Nonprofit Management        | 3       |
| 5                           | RES405 | Capstone Research Project           | 3       |
| Semester Total Credit Hours |        |                                     | 17      |

## Semester VIII

| S.No.                       | Code   | Course Title                        | Cr. Hrs |
|-----------------------------|--------|-------------------------------------|---------|
| 1                           | POL406 | International Political Environment | 3       |
| 2                           | PRM407 | Media and Public Relations          | 3       |
| 3                           | LAW408 | Legal Issues in Social Work         | 3       |
| 4                           | MGT409 | Leadership                          | 3       |
| 5                           | INT410 | Fieldwork Internship                | 3       |
| Semester Total Credit Hours |        |                                     | 15      |

## Elective Course Pool

| S.No.                          | Code   | Course Title                                        | Cr. Hrs |
|--------------------------------|--------|-----------------------------------------------------|---------|
| 1                              | SWK490 | Migration, Displacement and Refugee Studies         | 2       |
| 2                              | PAD491 | Disaster Management                                 | 2       |
| 3                              | SWK492 | Gerontology, Disability and Rehabilitation Services | 2       |
| 4                              | SWK493 | Social Protection and Vulnerability Management      | 2       |
| 5                              | DAT494 | Data Analysis                                       | 2       |
| Total Credits in Elective Pool |        |                                                     | 10      |

## 10. Credit-Hour Summary

| Curriculum Component                                                  | Credit Hours |
|-----------------------------------------------------------------------|--------------|
| Foundation Year - Semester I                                          | 18           |
| Foundation Year - Semester II                                         | 18           |
| Semester I                                                            | 15           |
| Semester II                                                           | 17           |
| Semester III                                                          | 16           |
| Semester IV                                                           | 17           |
| Semester V                                                            | 16           |
| Semester VI                                                           | 16           |
| Semester VII                                                          | 17           |
| Semester VIII                                                         | 15           |
| <b>Required/Core Curriculum Total (Foundation + Semesters I-VIII)</b> | <b>165</b>   |
| <b>Elective Course Pool</b>                                           | <b>10</b>    |
| <b>Total Credits Represented (all listed courses)</b>                 | <b>175</b>   |

## 11. Teaching and Learning Approach

The Department should employ a blended and practice-oriented teaching model. The exact mix may vary by course, but the curriculum is best supported by methods that enable students to connect theory with real social issues and service environments.

|                                                                                                                                 |                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Interactive Lectures</b><br>Conceptual foundations, professional frameworks and guided academic discussion.                  | <b>Case-Based Learning</b><br>Analysis of realistic social welfare, family, community and organizational cases.                   |
| <b>Seminars &amp; Student Presentations</b><br>Critical reading, policy dialogue, communication and professional argumentation. | <b>Role Play &amp; Skills Practice</b><br>Interviewing, counselling, crisis response, case conferencing and referral simulations. |
| <b>Community-Based Learning</b><br>Observation, community mapping, needs assessment, advocacy and service-oriented projects.    | <b>Research &amp; Data Exercises</b><br>Social statistics, field data, research design, M&E tools and evidence interpretation.    |
| <b>Guest Practitioner Engagement</b><br>Exposure to government, NGO, humanitarian and community-based practice perspectives.    | <b>Supervised Field Education</b><br>Structured workplace learning through the Fieldwork Internship and related reflection.       |

## 12. Assessment and Evaluation

The department applies a balanced assessment framework should that combines knowledge-based, analytical and practical evidence of learning. Course-specific assessment plans should be approved through the university academic process and aligned with stated learning outcomes.

- Written examinations and quizzes for foundational knowledge and conceptual understanding.
- Individual assignments, reflective papers, policy briefs and analytical essays.
- Case analyses, community profiles, needs assessments and intervention plans.
- Group projects, presentations, debates and facilitated seminar participation.
- Practical demonstrations and role-play assessment for selected counselling and case-management skills.
- Research proposals, data exercises, field reports and monitoring and evaluation tasks.
- Capstone research assessment using approved academic criteria and supervision procedures.
- Fieldwork internship assessment incorporating student performance, field-supervisor feedback and a structured report or reflective portfolio.

## 13. Research, Fieldwork and Community Engagement

### Research and Capstone

Research Methods (RES306) prepares students for systematic inquiry, while the Capstone Research Project (RES405) provides an opportunity to investigate a relevant social issue using appropriate

academic methods. Monitoring and Evaluation in Social Programs (SWK401), Social Statistics (STA109) and the Data Analysis elective further reinforce evidence-informed practice. Research topics should preferably address real social service, policy, community or development challenges and should observe university research-ethics requirements.

Fieldwork Internship

The Fieldwork Internship (INT410) is a 3-credit final-semester course that serves as the principal formal practice-integration experience in the supplied curriculum. Placements may be undertaken, subject to university arrangements, in government social-service offices, NGOs, humanitarian agencies, community organizations, health or psychosocial programs, child and family services, social-protection programs or other approved settings. Effective field education requires clear learning objectives, supervision, attendance and conduct expectations, documentation of activities, and structured assessment.

Community Engagement

Community engagement should be embedded across the program rather than limited to the internship. Courses such as Community Development and Social Advocacy, Community-Based Social Work Intervention, Social Policy Analysis, Family and Child Welfare, Social Entrepreneurship and M&E in Social Programs provide natural opportunities for applied projects, stakeholder dialogue and service-learning. Partnerships should be designed around mutual benefit, ethical practice and respect for community knowledge.

Professional Ethics and Safeguarding

Professional practice requires strong attention to confidentiality, informed participation, non-discrimination, respectful communication, appropriate boundaries, referral, record handling and safeguarding of children and vulnerable adults. SWK402 Social Work Ethics and Human Rights and LAW408 Legal Issues in Social Work provide an academic basis for this area, while fieldwork procedures should translate these principles into operational standards.

14. Career Pathways and Employability

The interdisciplinary nature of the curriculum supports entry-level and developmental roles across social services, community development, humanitarian action, public administration and nonprofit organizations. Career readiness is strengthened by the combination of social work practice, social policy, project management, public finance, M&E, research, communication and fieldwork.

CAREER PATHWAYS

| 1SOCIAL & COMMUNITY SERVICES                                                                                                                                                                                                          | 2NGO & HUMANITARIAN SECTOR                                                                                                                                                                                                            | 3PUBLIC & DEVELOPMENT SECTOR                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>● Social Work Practitioner</li><li>● Case Management Officer</li><li>● Family &amp; Child Welfare Officer</li><li>● Community Development Officer</li><li>● Social Protection Officer</li></ul> | <ul style="list-style-type: none"><li>● Program / Project Officer</li><li>● Protection or Displacement Officer</li><li>● M&amp;E Officer</li><li>● Humanitarian Field Officer</li><li>● NGO / Nonprofit Program Coordinator</li></ul> | <ul style="list-style-type: none"><li>● Social Welfare Officer</li><li>● Policy / Planning Assistant</li><li>● Community Engagement Officer</li><li>● Research Assistant</li><li>● Public Relations / Advocacy Officer</li></ul> |

Further Study and Professional Development

Graduates may pursue postgraduate study in social work, social policy, development studies, public administration, public health, psychology-related fields, humanitarian studies, peace and conflict studies, project management or research and monitoring and evaluation, subject to the entry requirements of the receiving institution. Continuing professional development in safeguarding, case management,

counselling, M&E, protection, data analysis and program management can further strengthen employability.

## **15. Student Support and Learning Resources**

### **Student Academic Support**

- Academic advising to guide progression, course planning and academic performance.
- Orientation to professional expectations, fieldwork conduct, research ethics and safeguarding.
- Support for academic writing, communication, research methods and quantitative skills.
- Career guidance and internship preparation, including professional communication and workplace readiness.
- Referral pathways for students who need appropriate wellbeing or counselling support under university policy.

### **Recommended Learning Resources**

- Current social work, sociology, psychology, social policy and community-development texts and digital resources.
- Access to research databases, government and development reports, policy documents and relevant laws and regulations.
- Computer and data-analysis facilities for statistics, research and M&E learning.
- Skills-practice space suitable for interviewing, counselling role plays, case conferencing and group facilitation.
- Formal agreements with field-placement organizations and a system for training and supporting field supervisors.

## **16. Quality Assurance and Continuous Improvement**

Quality assurance should operate at course, semester and program levels. The Department should periodically review course delivery, assessment quality, student progression, field-placement performance and graduate outcomes. Feedback from students, field supervisors, employers, alumni, community partners and relevant public or nonprofit institutions should inform curriculum review and improvement.

- Course outlines aligned with program learning outcomes and reviewed before delivery.
- Internal moderation of examinations, assignments and major assessment tasks.
- Monitoring of pass rates, progression, retention and completion patterns.
- Structured evaluation of fieldwork placements and field-supervisor feedback.
- Periodic review of curriculum relevance in relation to social needs, professional practice and labor-market expectations.
- Use of capstone research, internship evidence and employer feedback as indicators of graduate readiness.
- Documented curriculum-review cycles approved through the appropriate university academic structures.

## 17. Distinctive Strengths of the Curriculum

|                                                                                                                                                                       |                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interdisciplinary Design</b><br>Integrates social work with sociology, psychology, public administration, governance, management, public health and communication. | <b>Context-Relevant Themes</b><br>Addresses poverty, inequality, peacebuilding, displacement, social protection, family welfare and community development. |
| <b>Practice Orientation</b><br>Includes case management, counselling skills, community intervention, M&E, capstone research and fieldwork.                            | <b>Public &amp; Nonprofit Readiness</b><br>Combines social-service knowledge with project management, public finance, procurement and NGO management.      |
| <b>Ethics &amp; Human Rights</b><br>Explicit attention to professional ethics, human rights, inclusion and legal issues in social work.                               | <b>Research &amp; Evidence</b><br>Builds from social statistics and research methods toward M&E, capstone research and data analysis.                      |

## 18. Conclusion

The Department of Social Work at Ilays University is positioned to provide a broad, applied and socially responsive undergraduate education within the Faculty of Business and Management Sciences. The curriculum links social work practice to community development, social policy, human services, governance, management and research. Its progression from foundational studies to fieldwork and capstone research supports the development of graduates who can work ethically with people and communities while also understanding the institutions, policies and programs that shape social wellbeing.

With sustained attention to field education, qualified staffing, assessment quality, stakeholder partnerships, safeguarding and periodic curriculum review, the Department can serve as an important academic and professional platform for strengthening social services, community resilience and inclusive development.