

**UNIVERSITY OF DAR ES SALAAM**



**GUIDANCE AND COUNSELING PERSPECTIVES, POLICY AND  
PROCEDURES**

**February 2018**

## PREFACE

One of the three pillars of the UDSM Vision 2061 is nurturing ‘*Inspired and Motivated Staff and Students*’. This desire is reflected in UDSM Corporate Strategic Plan (2014 -2023) as one of its strategic goals, the inspiration and motivation of UDSM staff and students.

Furthermore, the University has become more and more complex to administer, as the population of students and staff it takes responsibility for has grown from 14 to 21,967 students while the staff from 6 or 7 to 2,294 counting from 1961 when it was inaugurated to 2015.

This UDSM Counseling Perspectives Policy and Procedures document is thus a demonstration that the University is now more than ever committed to making available to its students and staff formal Guidance and Counseling Services the better to be able to assist the said students and staff to successfully address the challenges that they increasingly face in areas such ill-health, academic under-achievement, psycho-social disorders and economic and financial stresses and strains.

The UDSM Counseling Perspectives Policy and Procedures presented herein, clarify the formal and institutionalized , as distinct from informal and anecdotal, instruments that will from now on be adopted by the UDSM administrative organs in meeting the guidance and counseling needs of its students and staff. Furthermore, the UDSM Guidance and Counseling Perspectives Policy and Procedures, presents a clarification of the organizational principles, such as bottom-up approaches to identification of needs and assumption of responsibility , as well as the ethical considerations such as assurance of consent, adherence to confidentiality and anonymity, that will guide the delivery of guidance and counseling services by the UDSM.

UDSM students and staff are hereby encouraged to take advantage of the offer of the guidance and counseling services presented in this document in organizing their actions wherever they feel the life and work challenges they face would benefit from accessing formal guidance and counseling services.

.....

Deputy Vice Chancellor –Administration

University of Dar es Salaam

**LIST OF ABBREVIATIONS**

AUIECS	Academic Under-achievement Information, Education and Communication Service
DSS	Directorate of Social Services
DV(Admin)	Deputy Vice Chancellor Administration
GCP	Guidance and Counseling Policy
GCLS	Guidance and Counseling Liaison Committees
HIECS	Health Information, Education and Communication Service
HIMS	Health Information Management System
IGCSS	Intra-Institutional Guidance and Counseling Steering Committee
PSCIECS	Psycho – Social Challenges Information, Education and Communication Service
PSGCIMS	Psycho-Social Guidance and Counseling Information Management System
UDEC	University of Dar es Salaam Entrepreneurship Centre

**TABLE OF CONTENTS**

PREFACE ..... i

LIST OF ABBREVIATIONS.....ii

TABLE OF CONTENTS .....iii

INTRODUCTION AND PROCESS ..... 1

POLICY ORIGINS AND INITIATIVES ..... 1

POLICY PERSPECTIVES ..... 2

BROAD POLICY PRIORITY OBJECTIVES.....3

GUIDANCE AND COUNSELING POLICY AND PROCEDURES FRAMEWORK.....4

    ❖Health Concerns/ Challenges .....4

    ❖Academic (Teaching, Learning, Research) Concerns /Challenges.....5

    ❖Psycho-Social Concerns /Challenges .....6

    ❖Economic , Financial and Legal Concerns /Challenges ..... 6

    ❖Cross-Cutting Ethical Considerations .....6

COORDINATION, MONITORING AND EVALUATION.....7

## I. Introduction and Process

It is fair to observe that; guidance and counseling practices at the University of Dar es Salaam (UDSM), would have been undertaken informally since the University was established. The initiative to articulate the Guidance and Counseling Policy(GCP), at UDSM in 2015,that is 54 years after it was established in October 1961, suggest that it is now *recognized that there is need to formalize* the offer of what must in the past must have been informal guidance counseling services. The need to formalize the offer of guidance and counseling services was motivated by the fact that, UDSM, was now a more complex institution with tremendous increase in enrolment of students from 14 in 1961 to 21,967 as of 2015 and recruitment of staff from 6 to 7 in 1961 to 2,294 academic and administrative staff in 2015.

The UDSM Guidance and Counseling Policy is in alignment with one of the three pillars on which UDSM Vision 2061 itself is built, namely, “*Inspired and Motivated Staff and Students*”. As envisaged in UDSM Vision 2061, the University would seek to work with its stakeholders in mobilizing resources to ensure that formal guidance and counseling services are made available to UDSM staff and students the better to ensure that they are inspired and motivated in performing their roles in helping the University to realize its Vision and Mission

## II. Policy Origins and Initiatives

This UDSM Guidance and Counseling Policy (GCP) statement initiative is consistent with staff’s and students’ perspective, that the counseling services will enable them to cope with the working environment ;deal with their health related challenges; strengthen collegial relationships, promote institutional harmony and peace, and help them to deal with stressful situations. Indeed, it is a generalized perspective that University Staff and Students alike are vulnerable human beings craving for psychological health as well as physical and mental health so as to realize their full potential.

The policy builds on the UDSM Corporate Strategic Plan (2014- 2023). In particular, on the strategic goal of *Inspiring and Motivating Staff and Students* . With respect to guidance and counseling the UDSM Corporate Strategic Plan observes, by way of setting goals, that:

- ⇒ The Guidance and Counseling Services offered will be improved in terms of their quantity and quality;
- ⇒ Students and staff will be encouraged and inspired to appreciate the social –economic - health challenging demands of academic life;

- ⇒ Serve to identifying those who need the counseling services that need to be offered in decentralized and enhanced manner that will be strengthened.

The policy further builds on the Tanzania Education and Training Policy (2014) that suggests that:

- ⇒ The objective of the policy is to have in education and training guidance and counseling services that are demand driven;
- ⇒ Counseling will be needed and provided to staff of all cadres and students so that they access life skills that will help them to make informed decisions;
- ⇒ The policy priority initiative is to strengthen production and provision of services at all levels of the Education System.

### III. Policy Perspectives

The need to formalize the offer of guidance and counseling demands that decentralized institutions and networks are put in place, procedures to guide the operations of the institutions and networks are articulated, and mechanisms for ensuring resourcing these institutions are clarified. In this regard:

- ↳ The Office of Deputy Vice Chancellor Administration (DVAdmin.) will facilitate the Directorate of Social Services(DSS) to have its mandate extended to include providing counseling to both staff and students that may include issuing a policy directive to that effect.
- ↳ The administration and management of the offer of guidance and counseling services will take into account the diverse and specialized nature of the four key relevant sub-sectors of the counseling, namely:
  - ❖ Health related concerns/challenges;
  - ❖ Academic(teaching learning and research) concerns/challenges;
  - ❖ Psycho-social concerns /challenges
  - ❖ Economic and financial concerns/challenges.
  - ❖ Legal concerns /challenges

- ↳ The principle of bottom–up decentralized provision will guide the offer of counseling services the better to take into the need for efficiency, effectiveness and equity in provision and sensitivity to personal/ individual propensities (i.e. while quite rightly according dignity to every individual dignity and offering service in equal measure, it is necessary to acknowledge that individuals are different in temperament and psycho-social needs.)
- ↳ The key principle that will guide the resourcing of the offer of guidance and counseling services will be taking into account the synergic network of specialized teaching and research competencies available in support units constituting UDSM, the better to ensure equitable quality provision and value for money.
- ↳ The budget to cover the cost of offering guidance and counseling services will be recognized by the University planning and financing organs at all relevant teaching and support units thus reflected in the relevant budgets.
- ↳ With respect to human and financial resourcing, the four principal sub-sectors of guidance and counseling service delivery will be encouraged to explore possible partnerships with relevant stakeholders, both public and private including clergy, in service provision and its financing.

#### IV. Broad Policy Priority Objectives

The broad priority objectives of this policy are to formalize and strengthen staff and learner support so as to cover a range of services that will be offered to university staff and learners, including:

- ⇒ **Counseling:** covering areas of life that may impinge on study success namely health problems, dealing with unsympathetic spouses and friends or employers/teachers/supervisors etc.
- ⇒ **Guidance and Advice:** covering such areas as career choice and guidance, course choice, further study options after graduation, staff dissatisfiers and satisfiers
- ⇒ **Administrative and Legal Support;** covering such issues of clarification of regulations, procedures, processes and relevant laws so as to gain financial, legal aid and rectification of operational failures etc.

- ⇒ **Academic Support**; covering the Support that a teacher provides to a learner as an integral part of their academic study of a course, including feedback on their performance, clarification of areas where they indicate they have difficulties . This objective will include advice to staff on activities/tasks of similar nature like; upgrading, on-job training and mentoring.
- ⇒ **Study Support**; covering such areas as learning skills(writing skills, note-taking, on- line learning, revision and examination skills) and reading styles (e.g. use of generic approach).

## V. Guidance and Counseling Policy and Procedures Framework

Listed hereunder are what will constitute the *guidance and counseling service milestones* , as well as what will constitute permitted/agreed upon procedural frameworks that will guide the offering the relevant services:

### A. Health Concerns/Challenges

- 1) The relevant University health service delivery units will *assign staff* , to be specifically responsible for offering counseling services;
- 2) The relevant University health service delivery units will design, cost and implement counseling programmes for students and staff targeting challenges related to ill health concerns relating to diabetes, HIV/AIDS, high blood pressure and psychic disorders.
- 3) The relevant University health service delivery units will design, cost and implement Health Information, Education and Communication Service (HIECS) as an awareness raising mechanism
- 4) The relevant University health service delivery units will design, cost and implement a Health Information Management System (HIMS) as a database;
- 5) The relevant University health service delivery units will follow up on health related concerns identified by the office of the Dean of Students as well as students and staff unions.

## **B. Academic (Teaching , Learning and Research ) Concerns /Challenges**

- 1) Colleges, Schools and Institutes will each establish Guidance and Counseling Liaison Committees (GCLS) with representatives drawn from relevant disciplinary cluster;
- 2) The established guidance and counseling liaison Committees (GCLS) will be facilitated by the relevant colleges, schools and institutes to design, cost and implement counseling programmes for students and staff targeting challenges related to academic underperformance and low productivity manifested in absenteeism, incidences of professional misconduct and work related stress;
- 3) Colleges, Schools and Institutes will design cost and implement an Academic Under-achievement Information, Education and Communication Service (AUIECS) as an awareness raising mechanism;
- 4) Colleges, Schools and Institutes will design, cost and implement an Academic Under-achievement Information, Education and Communication Service (AUIECS) as a database;
- 5) Colleges, Schools and Institutes will follow up on academic underachievement related concerns that are identified by the office of the Dean of Students as well as by relevant students and staff unions.

## **C. Psycho-Social Concerns/Challenges**

- 1) The office of the Deputy Vice Chancellor responsible for Administration will facilitate the establishment of a Psycho-Social Guidance and Counseling Unit in one of the three Departments of Sociology, Psychology and Education Psychology/Sociology with its staff, who will be intenerate drawn from the same three Departments.
- 2) The established Psycho-social Guidance and Counseling Unit will be facilitated by the Office of the Deputy Vice Chancellor Administration to design, cost and implement guidance and counseling programmes for students and staff targeting concerns of psycho-social nature such as the effects of sexual harassment, alcohol and drug abuse as well as various forms of discrimination and exclusion including stigmatization and bullying.

- 3) The established Psycho-social Guidance and Counseling Unit will be facilitated by the office of the Deputy Vice Chancellor for Administration to design, cost and implement a Psycho – Social Challenges Information, Education and Communication Service ( PSCIECS) as an awareness raising mechanism.
- 4) The established Psycho-social Guidance and Counseling Unit will be facilitated by the Office of Deputy Vice Chancellor for Administration to design, cost and implement a Psycho-Social Guidance and Counseling Information Management System (PSGCIMS) as a database;
- 5) The established Psycho-social Guidance and Counseling Unit will follow up on concerns of psycho-social nature identified by the office of the Dean of Students as well as by students' union, staff unions and the relevant teaching and learning units .

#### **D. Economic, Financial and Legal Concerns/Challenges**

- 1) The University of Dar es Salaam Entrepreneurship Centre (UDEC) will establish an Economic and Financial Challenges Advisory Unit that will organize entrepreneurial clinics for needy students and staff.
- 2) The relevant Legal/Law Schools at the University of Dar es Salaam will establish Legal Aid/Challenges Advisory Units that will administer legal aid and support to students and staff.
- 3) The office of the Dean of Students will design, cost and implement Students' Economic and Financial Challenges Advisory Service plan/programme that will involve the establishment of an Help Desk Service to provide information to students in need of advice on how to handle economic, financial and legal challenges;
- 4) The office of the Deputy Vice Chancellor for Administration will design, cost and implement a staff Economic, Financial and Legal challenges Advisory Service involving the establishment of an Help Desk Service to provide information to staff in need of advice on how to handle economic, financial and legal challenges.

#### **VI. Cross – Cutting Ethical Considerations**

The policy and procedural framework and the options adopted there in will be guided by the under listed overarching ethical considerations. Adherence to these considerations will be the responsibility of the University administrative unit tasked with the implementation of the relevant policy option.

## **udsm Guidance and Counseling Policy (2018)**

- 1) There will be protection of persons guided and counseled from the effects of guidance and counseling;
- 2) There will be insistence on securing consent from persons counseled;
- 3) There will be assurance of confidentiality;
- 4) There will be assurance of avoidance of unethical use of information gained during guidance and counseling sessions;
- 5) There will be assurance of a credible offer of the option of anonymity to individuals guided and counseled.

### **VII. Coordination, Monitoring and Evaluation**

1. The office of the Deputy Vice Chancellor for Administration will assume overall responsibility for coordination, monitoring and evaluation of the delivery of guidance and counseling services for students and staff implemented at UDSM.
2. In discharging the overall responsibility for coordinating, monitoring and evaluation, the Deputy Vice Chancellor for Administration may devolve power to follow up on the said responsibility to the office of the Director of Social Services whose responsibilities may thus be extended to the extent that the Deputy Vice Chancellor for Administration considers appropriate.
3. There will be an Intra-Institutional Guidance and Counseling Steering Committee (IGCSS) appointed by the Deputy Vice Chancellor to be chaired by the Director of Social Services;
4. The role of the IGCSS will be to:
  - a) Oversee and monitor implementation of UDSM Guidance and Counseling Policy and Procedures;
  - b) Provide higher level coordination of the activities of lower level implementing agencies /units;
  - c) Ensure consistency with broad UDSM policies and laws;

- d) Institute an annual joint stakeholders review process that operates in alignment with the UDSM commitment to the Guidance and Counseling Policy and its Budget support.
5. As part of its coordinating role, the Intra- Institutional Guidance and Counseling Steering Committee coordinated by the Office of the Director of Social Services, will design, cost and implement a Communication Strategy and Action Plan that will clarify how the office of the Dean of Students will work with various Counseling Units at UDSM.

***Footnote:** The office of the Dean of Students currently functions as an administrative clearing house that assists students to be linked to units inside and outside the University, to which the students may go to access the relevant guidance and counseling services. It may be recalled that in the past, Faculty Deans and Heads of Department used to assign every first degree student, an Academic Advisor drawn from the academic staff of the relevant Faculty.*