



**UNITED REPUBLIC OF TANZANIA**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

**MOSHI CO-OPERATIVE UNIVERSITY (MoCU)  
CHUO KIKUU CHA USHIRIKA MOSHI**



**THE STUDENTS GUIDANCE AND COUNSELING POLICY, 2021**  
*(Made under Article 30(2) of the MoCU Charter, 2015)*

**JUNE, 2021**

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## ABBREVIATIONS

BCS	Bureau of Consultancy Services
DCLA	Directorate of Co-operative Library and Archives
DHRMA	Directorate of Human Resource Management and Administration
DoS	Dean of Students
DPF	Directorate of Planning and Finance
DRPS	Directorate of Research and Postgraduate Studies
DUS	Directorate of Undergraduate Studies
FBIS	Faculty of Business and Information Sciences
FCCD	Faculty of Co-operative and Community Development
GBV	Gender Based Violence
GPA	Grade Point Average
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICCE	Institute of Continuing Co-operative Education
IEP	Individual Education Plans
KICoB	Kizumbi Institute of Co-operative and Business Education
MoCU	Moshi Co- operative University
MUCCoBS	Moshi University College of Co-operative and Business Studies
TCU	Tanzania Commission for Universities
URT	United Republic of Tanzania
VC	Vice Chancellor

## **Definition of Terms**

“Guidance”	means guidance of the University students;
“Counselling”	means the counselling of the University students;
“Policy”	means the Guidance and Counselling Policy;
“Students”	means the students of the Moshi Co-operative University;
“University”	means the Moshi Co-operative University
“Department”	means the Guidance and Counselling Department of the University
“Policy Strategies”	means a plan for implementing Guidance and Counselling Policy
“Policy Statement”	means set of expectations put in place to manage implementation of Guidance and Counselling services

## **FOREWORD**

This policy offers a basic set up structure of the Guidance and Counselling services at the Moshi Co-operative University (MoCU). The Universities worldwide strive for their students to acquire quality education and demonstrate professional quality for their future careers on the well-established academic and social development grounds. Globalization and the development of science and technology hampers the current student's welfare rendering e to effectively cope with university studies and environment in general. This in turn makes them vulnerable to among other things economic (e.g. financial crisis) and social problems. Consequently, some University students find themselves suffering from resulting psychological and emotional shocks which necessitates for the need to be offered with some guidance and counselling services.

MoCU is determined to ensure provision of quality education. The transformation of the Co-operative College Moshi into a full-fledged University in 2014 has resulted to a rapid increase of the number of students. MoCU is committed to ensure that students have conducive learning environment. Unfortunately, guidance and counselling services at MoCU have for quite sometimes been offered without a clearly founded guiding policy.

As a result, most of the guidance and counselling services have been offered is likely to affect the effective provision of such highly needed and valued profession. It is high time therefore to have students' guidance and counselling policy document which stipulates the undertaking of guidance and counselling services at the University. This policy borrows some insights from the Students Welfare Policy, 2017; Students Disability Policy, 2017 and Gender Policy, 2020.

It is our hope that this policy shall cater for the needs of university students who intend to excel in academics and professional qualifications. The policy calls for all stakeholders involved in implementing it to commit themselves into translating it into practice, work hard and striving to ensure excellence in delivery of such services.

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**Prof. Alfred S. Sife**  
**Vice Chancellor**

## **PART I**

### **1.0 INTRODUCTION**

#### **1.1 Background Information**

The history of the Moshi Co-operative University (MoCU) dates way back to 5th January 1963 when the then Co-operative College Moshi was established. The College's primary responsibility was training of human resource in the co-operative sector under the then Ministry of Co-operatives and Community Development. The College was subsequently established through the Co-operative College Act, No. 32 of 1964 (Repealed) as an autonomous institution with its own Governing Board. In 2004, the Co-operative College Moshi was transformed into MUCCoBS as the Constituent University College of Sokoine University of Agriculture (SUA) through the Government Notice Number 172 of 2004 (Repealed). MoCU came into being as a result of transforming MUCCoBS to a full-fledged University in September, 2014. The University is governed by its own Charter, made under the Universities Act, No. 7 of 2005. It was accredited by the Tanzania Commission for Universities (TCU) on 7th November, 2018.

MoCU is located in Moshi Municipality, on the foot of Mount Kilimanjaro along Sokoine Road. The University has an Institute located in Shinyanga Region along Tabora Road, namely Kizumbi Institute of Co-operative and Business Education (KICoB). In addition, the University operates 13 regional offices catering for all regions in Tanzania. These offices are in Mtwara (serving Mtwara and Lindi regions), Mbeya (serving Mbeya, Rukwa and Songwe regions), Kilimanjaro (serving Kilimanjaro, and Arusha regions), Shinyanga (serving Shinyanga and Simiyu regions), Mwanza (serving Mwanza, Geita, Mara and Kagera regions), Iringa (serving Iringa and Njombe regions), Dodoma (serving Dodoma and Morogoro regions), Coast (serving Coast, Dar-es-Salaam regions; Unguja and Pemba Islands), Singida (serving for Singida and Manyara regions), Ruvuma, Tanga, Tabora and Kigoma (serving for Kigoma and Katavi regions).

#### **1.2 Vision**

To become an academic institution committed to supporting co-operative and business development.

### **1.3 Mission**

To promote sustainable co-operative and business development through quality training, research and advisory services.

### **1.4 Motto**

“Ushirika ni Biashara”

## **PART II**

### **2.0 RATIONALE AND OBJECTIVES OF THE POLICY**

#### **2.1 Rationale**

The challenge of education today is to offer school experiences that provide students with opportunities to develop the understandings, skills, and attitudes necessary to become lifelong learners, capable of identifying and solving problems and dealing with change. Guidance and counselling are oriented to help students understand themselves, become self-sufficient in making realistic and positive selections and grow in human relationships and concerns. This implies that education system should not only aim at fostering academic prosperity but all-around development of individual person.

Guidance and counselling in University system is a philosophy and a service geared towards the overall development of students. As a philosophy it is believed that guidance and counselling services is needed by every individual as each individual is unique and needs assistance in solving his/her problems related to academic, career, personal or social development within or outside the university context to better help such individuals understand themselves. Nonetheless, the guidance and counselling services at MoCU have for long time been offered without a clear guiding policy document. This has rendered the services offered insufficient as counselors use personal experiences in providing such services.

There has been a growing need for an organised guidance and counselling services at MoCU resulting from growing need to encourage and facilitate students’ academic, social, emotional and personal development. This is due to the fact that MoCU students’ number has continued to grow from time to time with a growing global guidance and counselling challenges. The globalisation forces and rapid growth and influence of science and



technology among University students necessitate this as well. In order to match with such scenario, there is a need to have in place a guidance and counselling policy document which is informative, planned and organised to cater for the needs of all MoCU students.

Along the same lines, this policy for student's guidance and counselling is considered to be an appropriate initiative for providing parallel professional, systematic and psychological assistance to students at MoCU. It is therefore expected that this policy document provides great value to all stakeholders responsible for students' guidance and counselling services at MoCU and elsewhere.

## **2.2 Objectives**

The Policy sets out the University's commitment to students in the provision of effective guidance and counselling service, presenting a framework to contribute the provision of guidance and counselling services that suit development of the core three domains of human development (cognitive, personal/social, and career development) among students and other beneficiaries of the services. To this end, it outlines the University's duties and the options available to students who seek guidance and counselling services during their studies at MoCU.

### **The specific objectives are to:**

- i) Enable the provision of effective guidance and counselling services that cater for the needy and affected students i.e. those with physical challenges, social, economic, and psychological needs, problems of drugs abuse and alcoholism, homosexuality, and other related challenges;
- ii) Respond to students emotional, social, intellectual, academic and career needs in a developmentally appropriate manner;
- iii) Reduce indiscipline cases among students and instigate efficient time management competence in learners;
- iv) Promote capacity for psychological independence in learners and empower them to take reasonable initiatives to actualize themselves;

- v) Develop and improve awareness of their own self and feelings,-ability to express their feelings as well as providing services that will re-educate the way of judging themselves and others;
- vi) Assist students to make choices and to make transitions in the educational, social and personal aspects of their lives;
- vii) Provide a support on student's academic progress through a variety of interventions which may include individual assessments, goal setting, assisting with the development of Individual Education Plans (IEP), study habits and organisational skills;
- viii) Develop students' ability on establishing meaningful relationships with others as well as creating awareness and positive acceptance of life challenges.

### **2.3 Scope of the Policy**

The provisions of guidance and counselling services to students shall apply to all eligible students. The Policy incorporates issues of access, equity, relevance and quality.

#### **The Policy shall apply to:**

- i) All eligible students of the Moshi Co-operative University;
- ii) Provider(s) of guidance and counselling of Moshi Co-operative University;
- iii) All University staff including academicians and administrators who closely interact with students in process of learning; and
- iv) Any external professional invited for the services related to guidance and counselling to students.

## **PART III**

### **3.0 POLICY ISSUES, STATEMENTS AND STRATEGIES**

#### **3.1 Students Academic Achievement**

Students' excellence is affected by materialistic and non-materialistic factors such as conducive learning environment including competent lecturers, teaching infrastructures, guidance and counselling on academic prosperity, etc. Where learning environment is conducive, students' academic achievement is normally high. There has been lack of understanding on significance of motivation for successful learning among some students at MoCU which results into poor academic performance in terms of low-Grade Point Average (GPA), probations, repeating a year and discontinuation. In order for a student to be able to achieve academic excellence guidance is required. Currently there is no prescribed policy, guidelines or any other directives on the same.

##### **3.1.1 Policy Statement**

The University shall provide guidance and counselling services to all students pertaining to academic activities.

##### **3. 1.2 Strategies**

###### **The University will:**

- i) Organise a comprehensive orientation programme that will be accompanied with continuous students' sensitisation, seminars and follow ups;
- ii) Avail necessary documents to students including the University Almanac, Prospectus, Students Disciplinary Rules, Dress Code, General University Admission, Registration and Examination Regulations, etc;
- iii) Assign each student with academic advisors;
- iv) Facilitate provision of effective guidance and counselling services that enables students to acquire the attitudes, knowledge and skills that contribute to effective learning at university and across the life span; and

#### **3.2 Students Personal Development**

A student's academic success will depend not only on the facilities and systems put in place by the University but also on his/her personal initiative towards personal growth.

Personal initiatives to improve one's life in several aspects are significant in helping a student to achieve intended outcomes. At the University student's personal development is affected by among others, self-responsibility, self-discipline and hard work. The University is determined to address such challenges. Moreover, there is limited platform and directives for students' personal development at MoCU.

### **3.2.1 Policy Statement**

The University encourages every student to pursue personal development initiatives with a view to becoming a better person in different aspects of life. Where necessary, the University shall support student-led activities which aim to enhance their personal development skills.

### **3.2.3 Strategies**

#### **a) The University will:**

- i) Where necessary provide training on personal development skills, attitude, and knowledge through the classroom and other forums that may help students to understand and respect others;
- ii) Materially support activities organised for enhancing students' personal development skills such as interventional program on self-awareness, relationship and citizenship, life skills and social interaction, etc. and
- iii) Facilitate students to organise inter- and intra-University personal development activities through their groups e.g. debate, writing competitive project proposals, etc.

### **3.3 Students Social Development**

MoCU draws its students from diverse society backgrounds with both positive and negative life experiences, different status, culture, interests, personalities, etc. The University has noted that communities with such diversities are more likely to develop individualism and/or social classes. Such tendencies are observed in their process of relationship building, peer help-seeking, communication, resolving interpersonal conflict, and the like among students. Thus, promoting student's social development skills to build positive relationships with peers, trainers and community around them is of paramount importance.

### **3.3.1 Policy Statement**

The University shall provide guidance and counselling services that are designed and tailored to promote social development of students.

### **3.3.2 Strategies**

#### **a) The University will:**

- i) Where necessary provide training on social development skills through the classroom sessions, out of class sessions, enhancement of student's interaction with both national and international community and other forums;
- ii) Materially support activities organised for enhancing students' social development skills;
- iii) Direct the University staff responsible for guidance and counselling to encourage students to engage in various social interaction activities like sports and games, conferences, community charity events, etc.;
- iv) Build capacity to relevant University staff responsible for guidance and counselling on different ways of promoting social development to students: and
- v) Enact procedures and guidelines that students have to adhere to when seeking assistance on challenges related to social development.

### **3.4 Students Career Guidance**

Students' career guidance is a prerequisite for preparing students to face the labour markets. Most students have failed to link their studies with future careers and have remained unaware of what has to come after completion of their studies. The students have had no regular programmes on career guidance and there were limited arrangements on students' career guidance at the University level.

#### **3.4.1 Policy Statement**

The University shall ensure that students' career guidance is part and parcel of its undertakings.

#### **3.4.3 Strategies**

The University will:

- i) Put in place career guidance programmes for its student's community;
- ii) Allocate career advisers to the students;
- iii) Arrange and actively participate in career days with potential employers;
- iv) Invite guest speakers from different organisations for career related seminars;
- v) Link the prize giving ceremony to career guidance and employer identification;
- vi) Encourage and where necessary support students to undertake study visits to different organisations; and
- vii) Strive to provide innovative and entrepreneurial training to students;
- viii) Encourage and support students to establish academic clubs.

### **3.5 Guidance and Counselling Services**

Guidance and counselling services are critical to any University community and particularly to the University students. There are multiple issues (social, economic, political, cultural etc.) facing students while in their academic undertakings. Some students have encountered disruptions to their mental state resulting from a range of factors e.g. family instabilities, illnesses, loss of loved ones, social relationships, alcohol and drug abuse and poor academic performance. There are evidences of these problems contributing significantly to the students' bad performance. Guidance and counselling services have been availed to students by the University over the years now. However, there were no formal policies, programmes and strategies for the provision of the services at the University. Limited number of students accessed the services.

#### **3.5.1 Policy Statement**

The University shall put in place an effective and efficient guidance and counselling system for its students.

#### **3.5.2 Strategies**

The University will:

- i) Establish students' guidance and counselling programmes;
- ii) Strengthen its Guidance and Counselling Department by ensuring presence of sufficient and qualified counselors and other key resources such as sufficient office space, office facilities e.g. furniture, computers, printers, etc. to enable smooth conducting of guidance and counselling services;

- iii) Allocate academic advisors to all students;
- iv) Guide students on the appropriate course of actions to be undertaken on their varying encounters;
- v) Strengthen the office of the Dean of Students as the overall overseer of student affairs;
- vi) Expand advisory and student support services by ensuring the presence of a learning support advisors, family welfare advisors and students with special needs/disability officers.
- vii) Use it is available pool of guidance and counselling staff and whenever necessary hire experts on the same to ensure that students are provided with appropriate and sufficient guidance and counselling services; and
- viii) Provide referrals for additional specialised support services through relevant University authorities.

### **3.6 Students at Risk and Vulnerable Situations**

Given the fact that students at Universities are away from their families, they can easily be tempted to engage in practices that may expose them into risk and vulnerable circumstances. At risk and vulnerable University students include those identified as emotionally and behaviorally challenging resulting from either potential dropout, poor performance in academics, family problems, neglected, unresolved problems and concerns, peer pressure and conformity, etc. These situations are more likely to make students enter into risk practices like drug abuse, alcoholism, sexual ventures, sexual harassment, and others tempted into homosexuality. At MoCU there have been indicators of such situations among some students. Nevertheless, there is limited policy platform for addressing such challenges.

#### **3.6.1 Policy Statement**

The University shall use the existing governance instruments and office of the Dean of Students to ensure preventive and control measures for students to engage in risk behaviors.

### **3.5.3 Strategies**

#### **(a) The University will:**

- i) Provide counselling to students who are already affected by alcohol and drug abuse through its Guidance and Counselling Department and the Dean of Students.
- ii) Provide medical services and advice to students whose health have been affected as a result of alcohol, drug abuse, gender-based violence (GBV) and other undesirable acts such as homosexuality through its medical services facilities;
- iii) Provide education to students on the effects of alcohol, drug abuse and homosexuality acts and related matters;
- iv) Ensure that sale of alcohol on campus is done by authorised people and is sold at a prescribed time and to adults only;
- v) Ensure that prohibited alcoholic drinks, and any other forms of restricted depressants are not sold on campus;
- vi) Ensure students are fully aware of the disciplinary actions that may be taken by the University resulting from them being engaging in drugs, alcohol use and homosexuality practices;
- vii) Enforce provisions on sexual harassment in the Staff Code of Conduct and Student Disciplinary Rules;
- viii) Formulate a team for tracking and reporting on drugs use, alcoholism, homosexuality and other undesirable behaviours at the University;
- ix) Provide students referrals for additional specialised support services relating to drugs abuse, alcoholism, homosexuality, sexual harassment, etc.; and
- x) Put in place directives and guidelines to students on reporting of issues that can expose students at risk situations.

### **3.7 Students with Special Needs**

Of recent years there have been an increasing number of students with special needs who are admitted in higher learning institutions in Tanzania. This is mainly due to deliberate government efforts to ensure inclusive education and the general awareness among communities on the importance of educating children regardless of their status. Nevertheless, the increasing number of such students has not matched with the required



infrastructure to facilitate smooth living and learning environment in Universities. MoCU is no exception on this. It is from this realisation that the University strongly supports and advocate for the concept of inclusion and hence committed at helping all students to realise their full potential regardless of their physical, social, emotional and other challenges.

Despite such commitment the University has been offering services to students with special needs without a clearly documented policy guideline pertaining to students who require some special or privileged treatment in order to live a comfortable and convenient life. These include, but not limited to, students with disabilities and those suffering from certain types of diseases.

### **3.7.1 Policy Statement**

The University shall continually improve its environment to create an inclusive environment and intervene to help students with special needs. Such improvements will be made to meet emerging needs of all students that will be identified by the University as 'students with special needs.'

### **3.7.2 Strategies**

(a) The University will:

- i) Identify all students with special needs and the nature of their needs;
- ii) Identify various forms of personal and societal barriers encountering students with special needs;
- iii) Where necessary and possible provide assistance and or priority to students with special needs in their effort to access services or use University facilities;
- iv) Identify and foster the particular goals they seek to achieve and facilitate its achievement;
- v) Enhance provision of effective guidance and counselling to enable them access resources in the environment that they may need in order to achieve their self-selected goals;
- vi) Take action against any person who discriminates or harass students with special needs; and

- vii) Making referrals to appropriate specialists on students needing special treatments or follow ups.

### **3.8 Sexual Harassment**

Over decades, there has been a growing awareness worldwide of the existence and extent of sexual harassment in the working and learning places to both men and women. Concurrently, the awareness about sexual harassment's detrimental effects on society and organisations has also been on the rise. This being the case, Tanzania has not been left out as it has joined the international efforts to eradicate such detrimental behavior. Despite this growing knowledge and awareness, cases and reports on sexual harassment have been on the rise in Tanzania and in higher learning institutions in particular. MoCU will not tolerate the presence of undesirable sexual advances, request for sexual favors, homosexuality and other undesirable verbal or physical contacts. The University firmly acknowledges that if not properly addressed, sexual harassment may have a huge impact on the welfare of students because it can negatively interfere with their academic as well as social activities. Despite such awareness there has not been clearly clarified policy guidelines focusing at addressing all forms of sexual harassment conduct at the University.

#### **3.8.1 Policy Statement**

The University shall enforce its rules on prohibition and punishment of sexual and other forms of harassment against students.

#### **3.8.2 Strategies**

(a) The University will:

- i) Enforce provisions on sexual harassment in the Student Disciplinary Rules;
- ii) Enforce provisions on sexual harassment in the Staff Code of Conduct;
- iii) Report gross forms of sexual harassment to the Police; and
- iv) Provide counselling to victims of sexual harassment.
- v) Assign the Dean of Students Office including the Department of Guidance and Counselling on the roles to educate students on the indicators of sexual harassment and means to avoid them.

### **3.9 Health and Medical Related Issues**

Under normal circumstances students who are healthy are at a lower risk for school problems than those who are unhealthy. Thus, students with good health tend to perform better in studies and other activities than those with poor health. This is to say that University communities like MoCU and others which are comprised of students, staff and other community members from diverse places are not immune from exposure to various health related challenges. Thus, given such circumstances, University students may be exposed to both communicable and non-communicable illnesses such as HIV/AIDS, diabetes, tuberculosis (TB), etc. Such illnesses if not properly handled may impair quality of life and general students' academic performance. It is from this realisation that MoCU has established health facilities to offer health services to University staff, students and surrounding community. Despite having such key facilities there is a policy gap on how health and other medical related aspects can be effectively offered to students.

#### **3.9.1 Policy Statement**

The University shall mainstream health and medical related issues in its internal policies, rules and regulations for the purpose of ensuring that students are well informed on health and medical related matters including prevention, transmission, and care for the sick ones.

#### **3.8.3 Strategies**

(a) The University will:

- i) Provide education and necessary information on health and medical related issues to students;
- ii) Provide care and treatment to students suffering from various health related challenges in accordance with the existing University policies and other relevant national policies and laws;
- iii) Ensure students encountering health related challenges receive quality health care from its medical facilities, and where necessary the facilities will refer them to referral hospitals.
- iv) Provide effective counselling services that renew the hope of living and boost-up self-esteem to students with health challenges including those living with HIV/AIDS, the physically challenged students among others;

- v) Take action against any person who will discriminate a student based on his/her health challenge/status such as physically challenged students, HIV/AIDS positive students, etc.;
- vi) Provide directives and guidelines on how to identify, seek care and report health related challenges e.g. a disease outbreak while in campus or elsewhere;
- vii) Build capacity of the existing health facilities to manage and ensure quality medical care to students;
- viii) Streamline a procedure for provision of medical and health related education to students.

### **3.10 Students Peer-Helping**

Peer helpings is simply a process of helping others learn appropriate behaviors. It is widely acknowledged that peer helping among students is one of the best learning practices among peers. Despite this importance, at present there is no a clearly defined policy guidelines on the conduct of the same at MoCU. The University believes that peer helping programmes among students enhance the effectiveness of the total guidance and counselling services. Students or peer helpers assist with one-to-one helping relationships, group leadership, group discussions, tutoring, mentoring and many other assisting natures.

#### **3.10.1 Policy Statement**

The University encourages the use of peer helpers as a means of increasing the effectiveness of the guidance and counselling services by expanding the services provision among students.

#### **3.10.2 Strategies**

The University will:

- i) Encourage and train students' peer helpers in various aspects such as conflict resolution, assisting students with special needs, helping students at risk, etc.
- ii) Encourage peer helper trainers, leadership/cross-age group helpers, community and volunteer peer helpers, etc.; and

- iii) Train and encourage students peer helpers in alerting University counselors, Dean of Student or any other University authorities or official on serious problems such as potential students' riots, activism and or extremist behaviours, etc.

## **PART IV**

### **4.0 PROFESSIONAL PRACTICES OF GUIDANCE AND COUNSELLING**

#### **4.1 Confidentiality and Record Keeping**

##### **4.1.1 Confidentiality**

Each individual is entitled to privacy in his/her session/meeting with the guidance and counselling provider. To make the provision of guidance and counselling meaningful there should be the fundamental ethical and legal obligation owed by guidance and counselling provider to students (clients). All students have a right to confidentiality in their dealings with the person who render guidance and counselling. The right is not universal, however, and there are some cases in which for the student's best interest confidentiality cannot be guaranteed, for instance in the case of abuse, bullying, and risk to another student's life. Therefore, a guidance and counselling provider is required to maximise confidentiality on sensitive information given and discussed by the student for the sake of assuring privacy and comfortability of sharing.

##### **4.1.2 Recording keeping**

Sometimes the sustenance of guidance and counselling service is manifested with the extent the counselor or helper is informed with the issue. Then, in provision of guidance and counselling the provider is required to maintain records to track the sequence and nature of the services provided within a counselling/helping relationship. The purpose of these records is to enhance the counselling process and is not intended to be a means of "gathering evidence" to diagnose or to further a legal case. It is the responsibility of the guidance and counselling provider to inform student, as appropriate, that counselling records are kept and of the purpose of such records. Information collected for such records is maintained and controlled in a responsible and efficient manner that is governed by strict rules of confidentiality.

## **4.2 Referral**

The guidance and counselling provider may also refer a student to an external, appropriately qualified professional. A referral may occur after the guidance and counselling officer or academics has made an informed decision that the student's situation requires assistance beyond the provider's professional understanding. If the student is referred to an outside resource/professional, it is his/her responsibility to follow-up the services. Nonetheless, an external referral shall only be instituted to students following appropriate University authorities/channels.

## **PART V**

### **5.0 POLICY IMPLEMENTATION AND ENFORCEMENT**

The implementation of the Policy shall be effective from the date of its approval by the University Council. The Policy shall remain valid and binding until when it is revoked. The overall responsibility of the Policy enforcement shall be mandated to the Dean of Students in the Department of Guidance and Counselling.

## **PART VI**

### **6.0 MONITORING, EVALUATION AND REVIEW**

#### **6.1 Policy Monitoring and Evaluation**

Monitoring of the Policy implementation is an ongoing activity that shall be mandated to the Deputy Vice Chancellor- Administration who from time to time shall monitor the progress and performance of Policy enforcement. Regular and timely monitoring of progress regarding implementation of this Policy and associated action plans shall be carried out by the appropriate department mandated to oversee its implementation.

#### **6.2 Effective Date and Review**

This policy shall become effective upon its approval by the University Council and may be reviewed when need arises.

#### **6.3 Approval of the Policy**

This Policy was approved by the Council on.....2021.

## **DOCUMENTS REFERRED**

Moshi Co-operative University (MoCU) Gender Policy, 2020.

Moshi Co-operative University (MoCU) Students Welfare Policy, 2017.

Moshi Co-operative University (MoCU) Students Disability Policy, 2017.

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United Republic of Tanzania (URT), The Universities Act, No. 7 of 2005.