



**BANK OF TANZANIA ACADEMY**

**STUDENTS' GUIDANCE AND COUNSELLING POLICY**

**September, 2023**

## DOCUMENT CONTROL

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### APPROVALS

<b>APPROVAL LEVEL</b>	<b>DATE</b>
BOT Academy Management	02/10/2023
Students' Welfare Committee (SWC)	06/10/2023
Advisory Board (ADB)	

## **1. Introduction**

The Bank of Tanzania Academy, as it was formerly known as the Bank of Tanzania Training Institute, is located in Mwanza at Capri Point along the Railway Road. The Academy was established in 1991 as one of the Bank of Tanzania's operational units with a mandate to provide short-term training programmes for the Bank of Tanzania staff. Following the liberalization of the banking sector in Tanzania from 1990 to 2000s, the Academy's mandate was expanded to provide training programmes for banking and other financial institutions, as a result of the Bank of Tanzania's new supervisory role. Over a decade, from the 2000s to the 2010s, the Academy experienced spontaneous growth to transcend national borders and thus became a regional institution, providing training programmes for regional central banks in the East African- Community (EAC) and the Southern African Development Community (SADC).

Despite providing short courses for the Bank of Tanzania, banks and financial institutions, and the regional central banks, the country's financial institutions face numerous challenges including unethical practices and a lack of professionalism. As a strategy to address these challenges, the Bank of Tanzania embarked on a rigorous transformation of the Academy to fill the existing gap in the financial sector. This required the Academy's transformation from its traditional mandate of offering only short-term programs to the introduction of long-term competency-based programmes.

Due to the necessary transformation, the Bank of Tanzania Academy has been fully registered and accredited by the National Council for Technical and Vocational Education Training (NACTVET). In pursuit of the transformation objectives, the Academy commenced offering the Ordinary Diploma in Banking Practice and Supervision in the academic year 2020/2021. Alongside the same transformation objectives, the Academy commence offering Postgraduate Diploma in Banking Management in the Academic year 2022/2023. In addition to the long-term programmes, the Academy focuses on teaching specialised skills through several certification programmes such as Certified Currency Management Professionals and many others, which are in the pipeline.

## **2. Strengthening Guidance and Counselling Services**

Currently, students obtain Guidance and Counselling services from the staff dealing with students' welfare in hostels and instructors who provide academic, social and career guidance. Thus, there is a need for having a special unit dealing with students' welfare, guidance and counselling services with a professional counsellor.

## **3. Rationale of the Policy**

Guidance and Counselling is an important tool in a student's life whether in an educational setting or a social setting. This tool is oriented to help students understand themselves, and become self-sufficient in making realistic and positive decisions that shape their human relationships and concerns. Guidance and Counselling can provide a good basis for a broader education life as they can be used as therapy for individuals with specific personal

problems, or they can be the foundation of a more general 'life skills training programme' for a student who, though not suffering from any particular problem should be assisted in building up his or her resources to cope effectively with their future lives (Stokes, 1986).

The Bank of Tanzania Academy as one among other higher learning institutions in Tanzania is guaranteed the availability and accessibility of guidance and counselling services. These services will not only create individuals with knowledge of solving financial problems but also, as human beings, they will be unique in being able to solve their academic, career, personal or social needs within or outside the Academy context.

The Academy has been offering Guidance and Counselling services since the establishment of long-term programmes in September 2020, through academic advisors and a student help-seeking culture. Instructors and other administrative staff have been responsible for guiding the students in academic and non-academic matters with regard to their developmental changes while at the Academy.

However, due to several global forces and the rapid growth of science and technology, Guidance and Counselling services have been extremely crucial to the student's daily life, hence there is a need for formalizing them by establishing a specific policy document which is informative, planned, and organized to cater the needs of all the students at the Academy. Thus, we expect that this policy document will be of great value to all the students, Bank of Tanzania Academy staff and the majority of stakeholders.

Counselling and guidance can provide a good basis for broader education for life. While being non-medical and non-psychiatric, it can be used as therapy for individuals with specific personal problems, or it can be the foundation of a more general "life skills training programme" for the student who, though not suffering from any particular problem, should be assisted in building up his/her resources to cope effectively with their future lives.

#### **4. Objectives of the Policy**

The Bank of Tanzania Academy believes that a student having any cognitive, personal, social and career challenge, should not, in itself be a barrier to a student succeeding in, or completing a programme. With that said, the Academy is committed to being flexible, whilst, at the same time, making sure that any accommodations made for the student do not compromise academic standards. Therefore, the policy is set by the following objectives:

- i. Provision of effective guidance and counselling services that cater for the needy and affected students i.e. social, economic, and psychological needs, drug abuse, sexual harassment, alcoholism, 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. Develop and improve awareness of their self and feelings, ability to express their feelings as well as providing services that will re-educate the way of judging themselves and others;
- v. Provide support on students' academic progress through different interventions like goal setting, study habits, and organisational skills.

## **5. Governance of the Policy**

The provisions of this Policy shall become operational after being approved by the Advisory Body and shall remain valid until repealed by the same authority. The offices Human Resource and Administration Division, the Head of the Division of the Academic, and the Head of the Division of Finance and Administration shall be the major actors in the implementation of the Students' Guidance and Counselling policy. The Heads of the Divisions shall be responsible to the Deputy Principal of Academics, Research, and Consultancy (DP-ARC) and the Deputy Principal Finance Planning and Administration (DP-PFA) for the implementation of this Policy.

On a day-to-day basis, the Head of Division Academics shall be responsible to the DR-ARC for the implementation of all matters related to career guidance and counselling as articulated in this Policy. On the other hand, the Human Resource and Administration Division shall be responsible to the DR-PFA. Notwithstanding the distinction between the actors highlighted above, the successful implementation of this Policy will require active participation and collaboration by all stakeholders at all levels.

## **6. Scope of the Policy**

The Guidance and Counselling policy applies to all full-time students enrolled in programmes offered by the Bank of Tanzania Academy. The policy includes issues of access, inclusion, equity, relevance and quality; and it shall apply to;

- i. All staff at the Bank of Tanzania Academy;
- ii. Guidance and Counselling providers;
- iii. Any external professional invited for the services related to Guidance and Counselling.

## **7. Policy Issues, Statements and Strategies**

The Bank of Tanzania Academy need to formalize students' affairs matters through this policy by strengthening the following areas:

- i. Human Resource and Students' Welfare Department
- ii. Guidance and counselling service
- iii. Services to Students with special need
- iv. Sexual harassment
- v. Accommodation Services

- vi. Students Health Services
- vii. Games and Sports
- viii. Students' Government, Judicatory and Control Services
- ix. Students Funeral Services

## **7.1. Human Resource and Students' Welfare Department**

### **7.1.1. Situational Analysis**

At the Bank of Tanzania Academy, the Human Resource and Administration Division in collaboration with the Banking Department is coordinating students' affairs and services. The Human Resource and Administration Division is experiencing a shortage of staff and a lack of professionals to handle the students' affairs. This implies that there is a need to allocate more staff in a particular division especially staff with counsel and guidance skills.

### **7.1.2. Policy Issue**

A need to strengthen the Human Resource and Administration Division to enable it to handle students' affairs and services in a manner that is comprehensive and sustainable.

### **7.1.3. Policy Statement**

The Bank of Tanzania Academy shall endeavour to provide quality support services to its diverse and growing student population in a manner that is comprehensive and sustainable.

### **7.1.4. Strategies**

Strengthen the capacity of the Human Resource and Administration Division to effectively handle students' affairs and related activities.

### **7.1.5. Operational Procedures**

- i. Allocation of staff to the Human Resource and Administration Division
- ii. Allocation of financial resources to support students' welfare services
- iii. Promote staff capacity building for effectively carrying out their students' welfare responsibilities
- iv. The responsibilities of staff under the Human Resource and Administration Division will be in accordance with the job descriptions determined by the Bank from time to time.

## **7.2. Guidance and counselling service**

### **7.2.1. Situational Analysis:**

Counselling and guidance service at the Bank of Tanzania Academy is currently offered informally by the instructors. This directly implies that the major counselling and guidance

services offered leave a gap in psychological, health and social issues matters. Additionally, the instructors involved in counselling are not professional counsellors and they have not been exposed to counselling-related short courses.

### **7.2.2. Policy Issue**

Inadequate counselling services offered to the students

### **7.2.3. Policy Statement**

The Bank of Tanzania Academy is committed to strengthening the Students' and Welfare division for the effective provision of counselling and guidance services to students of diverse backgrounds.

### **7.2.4. Strategies**

- i. The Academy shall employ a professional counsellor to provide the services once a month.
- ii. Strengthening the capacity of instructors by exposing them to different counselling and guidance short courses.

### **7.2.5. Operational Procedures**

- i. Organize and budget for counselling and guidance short courses for instructors and other staff dealing with students' welfare;
- ii. Provision of group counselling to students at least once per quarter;
- iii. Encourage students to engage in various social interaction activities including sports and games, conferences and community charity events;
- iv. Allocate academic advisors to the students, who will meet from time to time and provide progress of their students in department meetings;
- v. Organize career day at least once in a year;
- vi. Invite guest speakers from different organisations for career-related seminars;
- vii. Encourage and where necessary support students to undertake study visits to different areas;
- viii. Encourage and support students to establish academic clubs;
- ix. Making follow-ups on peer education;
- x. Provide para-counselling seminars to staff.

## **7.3. Services to Students with Special Needs**

### **7.3.1. Situational Analysis**

The Bank of Tanzania Academy has not enrolled students with special needs. However, the regulator requires all institutions to have supportive infrastructures for special needs students and the Academy abide by continuing to improve infrastructures to support special needs students whenever the situation occurs. Nevertheless, it has been noticed that some of the infrastructures especially those located at Nyerere road premises are not supportive of students who are physically challenged.

### **7.3.2. Policy Issues**

A need to continue improving infrastructure for assisting students with special needs.

### **7.3.3. Policy Statement**

The Bank of Tanzania Academy is committed to improving infrastructures that support students with special needs.

### **7.3.4. Strategies**

- i. Strengthen the Human Resource and Administration Division to provide appropriate needs, guidance and counselling to students with special needs;
- ii. The Academy application system should have a mandatory field for identifying students with special needs;
- iii. Budget allocation for infrastructure improvements and other facilities to cater for students with special needs;
- iv. Promote mutual respect between students with special needs and the rest of the community.

### **7.3.5. Operational Procedures**

- i. Instructors should be flexible and customize learning approaches, technologies, teaching rooms and resources whenever required to accommodate student(s) with special needs;
- ii. It is mandatory for instructors to attend pedagogical training on how to handle students with special needs within one year from his/her employment date;
- iii. The Students' Welfare division should identify and establish requirements for students with special needs and inform respective organs for appropriate assistance;
- iv. Provide necessary support gear to students with special needs;
- v. Allocation of funds whenever required to support students with special needs.

## **7.4. Sexual Harassment**

The Bank of Tanzania Academy has never received a reporting case regarding sexual harassment. However, sexual harassment generates short-term and long-term effects that can cause devastating physical and psychological injuries to the health, confidence, morale and performance of the individuals affected by it. Following an increasing number of sexual harassment cases in Tanzanian higher learning institutions and the world at large, the Bank of Tanzania Academy and many other institutions are committed to zero cases of sexual harassment.

### **7.4.1. Policy Issues**

Proper policy and procedure to handle sexual harassment cases.

### **7.4.2. Policy Statement**

The Bank of Tanzania Academy is committed to properly handling sexual harassment cases.



### **7.4.3. Strategies**

- i. Take appropriate corrective actions, including discharge from the Academy any student or employee or terminating a contract with the service provider who is declared in a sexual harassment claim.
- ii. Establishing an effective mechanism that strongly encourages anyone who feels that she/he has been a victim of sexual harassment that has happened within or outside the Academy to bring such incidents to the attention of relevant officers or organs.

### **7.4.4. Operational Procedures**

- i. Conduct continuous education, information and sensitization to the Bank of Tanzania Academy community on sexual harassment every year new admissions and recruitment take place;
- ii. Create a proper and independent channel for communicating sexual harassment incidents.

## **7.5. Accommodation services**

### **7.5.1. Situational Analysis:**

Currently, the Bank of Tanzania Academy does not have its premises for students' accommodation, instead, the Academy hire private premises for students' accommodation service. Off-campus accommodation causes students to face numerous challenges including un-favourable neighbours, low standard housing, lack of privacy, high rent and failure to attend some classes in time because they are located far from the Academy. Further, the accommodation lacks a matron or patron to handle the students' issues.

### **7.5.2. Policy Issue**

Lack of academy-owned accommodation for students.

### **7.5.3. Policy Statement**

The academy is committed to providing safe and well-maintained accommodation facilities for students.

### **7.5.4. Strategies**

- i. Budget allocation to build the academy-owned accommodation for students;
- ii. Secure safe and affordable off-campus accommodation facilities for students.

### **7.5.5. Operational Procedures**

- i. Upon budget allocation, the Academy will build accommodation facilities for students;
- ii. Secure and manage reasonably priced accommodation in private housing facilities;
- iii. Allocate available premises of the Bank as students' accommodation whenever the premises are available and seem fit for students' accommodation.

## **7.6. Health and Medical-Related Issues**

### **7.6.1. Situational Analysis**

The Bank of Tanzania Academy Students' by Law requires each student to be a member of the National Health Insurance Fund (NHIF) or other similar insurance schemes in each year of his/her studies. Further, the Academy ensure that the students have first aid service on campus. Even though the Academy made some efforts to improve health issues, still the students are facing various challenges. These challenges include a lack of proper channels to communicate whenever a student falls sick and no funds being set aside to cover other expenses which are not covered by NHIF like emergency transport to the health facility and food support when a student is hospitalized.

### **7.6.2. Policy Issues**

The need for access to health care services by students

#### **Policy Statements:**

- i. The Academy shall enforce measures for all students to have health care insurance coverage;
- ii. The Students' Welfare Division shall ensure that students admitted to the hospital access medical treatment and care appropriately.

### **7.6.3. Strategies**

- i. Budget allocation to cover emergency and other costs which are not covered by NHIF;
- ii. Advocate for health insurance coverage for all students;
- iii. Create a proper channel of communication in case students fall sick;

### **7.6.4. Operational procedure**

- i. Allocate facilities for attending to sick students;
- ii. Encourage students' sports bonanza at least once per semester;
- iii. Strive to create a safe environment for students around the campus and in the classrooms by ensuring a clean and disease-free environment;
- iv. Provide education and necessary information on health and medical-related issues through the orientation course during registration.

## **7.7. Games and Sports**

### **7.7.1. Situational Analysis**

The Bank of Tanzania Academy has basketball and a volleyball pitch with adequate sports gear available for students. In addition, the academy allocates one staff to handle students' sports activities and the master class timetable includes sports and games sessions. The major challenge that students face is the unavailability of a football pitch, which results in students incurring costs of hiring from other institutions or the public.

### **7.7.2. Policy issue:**

Inadequate sporting facilities

### **7.7.3. Policy statement:**

The Bank of Tanzania Academy shall ensure students access to favourable sports facilities.

### **7.7.4. Strategies**

- i. Set aside budget for the construction and maintenance of sports facilities
- ii. Advocate for the employment of sports Tutors

### **7.7.5. Operational procedures**

- i. Budget allocation for maintenance of available sports facilities;
- ii. Enter a Memorandum of Understanding (MoU) with other neighbouring institutions for students' access to sports facilities;
- iii. Ensure the master class timetable has sports and games sessions;
- iv. Allocate staff to coordinate students' sports activities.

## **7.8. Student's Funeral Services**

### **7.8.1. Situation Analysis**

The Bank of Tanzania Academy has never experienced a death incident, which involves students. Further, the Academy doesn't have a well-established policy to handle funeral matters. This situation needs to be formalized to ensure proper handling of students' bereavement and related matters.

### **7.8.2. Policy Issue**

Lack of formal procedure and documentation to handle students' bereavement and related matters.

### **7.8.3. Policy Statements**

- i. The Bank of Tanzania Academy shall take responsibility for transporting the body of the deceased student to the place of domicile or elsewhere within Tanzania as may be proposed by the family members;
- ii. The Bank of Tanzania shall cover subsistence allowance as per the Bank of Tanzania Financial Regulations for two staff who will be transporting the body of the deceased student;
- iii. Two students from the Bank of Tanzania Academy Students Organization (BASO) shall represent the students' community and the Academy shall cover their expenses;
- iv. The Bank of Tanzania Academy shall respect the family's decision on how to

- handle one's funeral services.
- v. The Bank of Tanzania Academy shall be responsible for preserving the body at the mortuary, buying a coffin and its accessories or shall pay an equivalent amount to the bereaved family.

#### **7.8.4. Operational Procedures:**

- i. Every student should pay TZS 10,000/= as a contribution to cover Students' welfare matters. The amount will be paid by the student once throughout his/her period of study at the Academy;
- ii. Budget allocation to cover subsistence allowance of staff and student representatives;
- iii. Contributions from students and staff may also be used to support funeral arrangements.

#### **7.9. The Students' Guidance and Counselling Management Committee**

To advance the objectives outlined in this policy, a Students' Guidance and Counselling Management Committee (SGCMC) shall be established. This committee will be responsible for overseeing and coordinating guidance and counselling initiatives. Specifically, the Academy's SGCMC members are indicated in **Table 1**.

**Table 1: Academy SGCMC Members**

<b>S/N</b>	<b>Title</b>	<b>Position</b>
1.	Deputy Principal – ARC	Chairperson
2.	Deputy Principal – PFA	Member
3.	Manager Quality Assurance	Member
4.	Heads of Divisions	Member
5.	Assistant Manager - HRA	Secretary

The SGCMC shall meet at least once a quarter and shall be responsible to the Principal Academy. The quorum of the meeting shall be at least half of the members. The SGCMC shall have the following functions:

- i. To oversee the implementation of the student's personal and career counselling policy.
- ii. To offer guidance and directives on career development opportunities and industry trends.
- iii. To receive and deliberate on quarterly progress reports on personal/career guidance and counselling activities from the divisions.
- iv. Deliberate on matters and challenges facing the provision of personal/career guidance and counselling activities and make recommendations to the Principal.

### 7.9.1. The Role of Different Stakeholders

The success of the Students' Guidance and Counselling Policy depends on the resolute commitment of every BOT Academy community member. Some key stakeholders with their responsibilities to spearhead the process of counselling activities are indicated in **Table 2**.

**Table 2: Roles of Stakeholders to the Students' Guidance and Counselling - Policy Implementation**

SN	Responsible Office	Responsibilities
1.	Principal	Overall coordination of the implementation of the Students' Guidance and Counselling Policy
2.	Office of the Deputy Principal -ARC	Oversee and coordinate Career guidance and counselling activities.
3.	Office of the Deputy Principal - PFA	(i) Coordination and strengthening of the Counselling Unit. (ii) Mobilization of adequate financial resources for the implementation of Counselling activities.
4.	Head of Division HRA	(i) Engage career communities as a way to organize and cluster occupations and industries. (ii) Assess students' career development needs and organize career events. (iii) Translating the Counselling Policy into implementable programmes. (iv) Deal with day-to-day guidance and counselling activities
5.	Head of Division Academic	Coordinate internships of students. Deal with day-to-day guidance and counselling activities

6.	Students' Guidance and Counselling Management Committees (SGCMCs)	<ul style="list-style-type: none"> <li>(i) To offer guidance on career development opportunities and industry trends.</li> <li>(ii) Review quarterly progress reports on personal and career counselling activities.</li> </ul>
7.	Office of the Deputy Principal Planning, Finance and Administration	Review the Counselling Policy upon directives from higher authority.
8.	Academic Advisors	Deal with day-to-day guidance and counselling activities

### **7.10. Policy Amendments and Revisions**

The Students' Guidance and Counselling Policy shall be reviewed after every three years to assess its effectiveness and relevance in dealing with guidance and counselling services at the Academy. It is also subject to reviews and alterations at any time, as conditions and circumstances may be deemed appropriate.