


The Catholic University of Eastern Africa

TITLE	AUTHOR
PROCEDURE FOR NEEDS ASSESSMENT INTERVENTION FOR CUEA STUDENTS (CUEA/DVC AA/DOS/07)	TITLE OF HEAD OF FUNCTION DEAN OF STUDENTS
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NOTE: 1. Write amendments on the page provided (Clause 0.2) 2. Controlled copies of this document will be in the DVC Academics and Dean of Students Office.	

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0. CONTENTS AND RECORD OF CHANGES

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0.2 Record of Changes

No.	Date	Details of Changes		Authorization
	<i>(dd-mm-yy)</i>	<i>Page</i>	<i>Clause/sub clause</i>	<i>Title</i>
1.	21.11.2018	1-7	Review of procedure	Dean of Students

0.3 Distribution / Circulation

This standard operating procedure is available on CUEA servers for authorized users


1.0 PURPOSE

To ensure that students in training identify a need either in their University, community, churches or schools, run a needs assessment and develop interventions to address them.

2.0 SCOPE

This procedure shall be used by CUEA CUPCA members either in their University, community, churches or schools

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3.0 REFERENCES

- 3.1 CUEA Quality management manual
- 3.2 Student Handbook
- 3.3 CUPCA Constitution

4.0 DEFINITION OF TERMS

- 4.1 CUPCA: Catholic University Peers Counselors Association.
- 4.2 Peer Counselors: Persons who are trained to offer guidance/advice to their colleagues, friends, age mates or people that they share a common interest.
- 4.3 Needs Assessment: Fact finding mission on social issues/challenges that affect communities like CUEA University, churches or schools.
- 4.4 Needs Assessment Intervention: A response to the social issues/challenges that are found pressing after needs assessment. It is done through training and seminars.


5.0 PRINCIPAL RESPONSIBILITIES

The University Counselor has the overall responsibility of ensuring that this procedure remains adequate for its intended purpose and it is effectively applied.

6.0 METHOD

- 6.1 The CUPCA Chairperson shall convene a meeting with the members and shall issue the needs assessment tool CUEA/DVC AA/DOS/07/fm 01 and present it to the members
- 6.2 The members will be given an introductory letter by the University counsellor which they take with them to different venue of their need assessment and administer the tool.
- 6.3 They will collect the filled assessment tool and identify the most pressing issues in order to come up the interventions to address them.

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6.4 The students will then run a seminar or a workshop of the identified need after consultation and approval from the counsellors on the content of their workshop / seminar.

6.5 The student after the workshop will compile a report and hand it to the counselling office.

7.0 APPENDICES

Needs assessment Form

7.1 CONTEXT


7.1.1 External / Internal Factors

(a)	External Factors	Identified Risk / Opportunity
(i)	Hostile communities that may not be receptive	Discouragement of the students
(ii)	Over dependence for help on the students beyond their capacity	High stress levels
(iii)	Meeting venues which are not favorable for the training	Proper learning will be hampered.
(b)	Internal Factors	Identified Risk / Opportunity
(i)	Time, trying to balance this training and the academic timetable of the University	High Stress levels
(ii)	Some students may fear to stand in front of people to run a workshop/seminar.	High anxiety levels
(iii)	Inadequate resources to run the workshop/seminars	The learning will not take place

7.1.2 Relevant Interested Parties

	Party	Needs and Expectations
(i)	Students	Enhancement of good self-esteem and confidence
(ii)	Community	Well-groomed youth, students and informed communities on pertinent issues.
(iii)	CUEA	Good University self-image and students retention


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7.2 RISK ANALYSIS AND CONTROL

No	Risk	Cause	Risk Assessment			Risk Level	Control / Treatment
			Likelihood	Impact	Likelihood / Impact		
	Discouragement of the students	Hostile communities that may not be receptive	1	1	1	Low	one on one mentoring session
	High stress levels	Over dependence for help on the students beyond their capacity	2	1	2	Low	Assertive training
	Proper learning will be hampered.	Meeting venues which are not favorable for the training	2	2	4	Medium	Earlier planning two weeks before the workshop/ seminar
	High Stress levels	Time, trying to balance this training and the academic timetable of the University	2	3	6	Medium	Train the peer counsellors on time management and prioritizing of activities
	High anxiety levels	Some students may fear to stand in front of people to run a workshop/seminar.	3	3	9	High	Counsellors to role play with the peer counsellors on communication and facilitation skills.
	The learning will not take place	Inadequate resources to run the workshop/seminars	2	1	2	Low	proper planning of resources two weeks before the activity.

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7.3 REQUIRED ORGANIZATIONAL KNOWLEDGE

- Yearly reports
- Workshop / Seminar reports

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