



RQF LEVEL 5



TRADE: All

MODULE CODE: ACCIA501

TEACHER'S GUIDE



MODULE NAME :CCMIA501 INDUSTRIAL ATTACHMENT PROGRAM

Contents

| | |
|---|------------------------------|
| Acronyms | 4 |
| Introduction | 5 |
| CCMIA501: INDUSTRIAL ATTACHMENT PROGRAM (AIP) | 6 |
| Learning Unit 1: DEMONSTRATE SUPERVISORY SKILLS | 6 |
| Learning outcome 1.1: Explore industrial attachment policy. | 7 |
| Learning outcome 1.2: Identify labor contracts | 15 |
| Learning outcome1.3: Identify supervisor's roles and responsibilities. | 18 |
| Learning outcome 1.4: Preparation of technical report as supervisor | 21 |
| Learning outcome 1.5: File work related documents | 26 |
| Learning Unit 2: GET BRIEFED ON INDUSTRIAL ATTACHMENT PROGRAM | 29 |
| Learning outcome 2.1: Set industrial attachment goals. | 31 |
| Learning outcome 2.2: Describe IAP document | 38 |
| Learning outcome 2.3: Explanation about conduction of IAP assessment | 44 |
| Learning Unit 3: DEVELOP ONE'S COMPETENCES AT WORK PLACE..... | 49 |
| Learning outcome 3.1: Develop competencies related to one's field | 50 |
| Learning outcome 3.2: Fill Trainee logbook. | 52 |
| Learning Outcome 3.3 : Describe gained work experience at IAP | 59 |
| References:..... | Error! Bookmark not defined. |

Acronyms

IAP: industrial attachment program

TVET: Technical Vocation Education Training

VTC: Vocation Training Centre

LU: Learning Unit

LO: Learning Outcome

MS: Microsoft

Hrs: Hours

Bsc: Bachelors of science

CBT: Competence Based Training

CBA: Competence Based Assessment

RTB: Rwanda TVET Board

RP: Rwanda Polytechnic

Introduction

Industrial attachment program (IAP) : is program whereby learners/graduates are placed to companies /industries to acquire practical hands on skills through on the job training under the mentorship of company supervisor.

Objectives of the Industrial Attachment Program

To discover what Trainees' knowledge, skills, and attitudes are worth in the real world.

To develop and promote schools – industrial linkages.

To assist the school remains compatible /relevant to the needs of labor market and Industry and thus promoting good relationship between the school and the Corporate World.

To provide a bridge between trainees' studies and the job market.

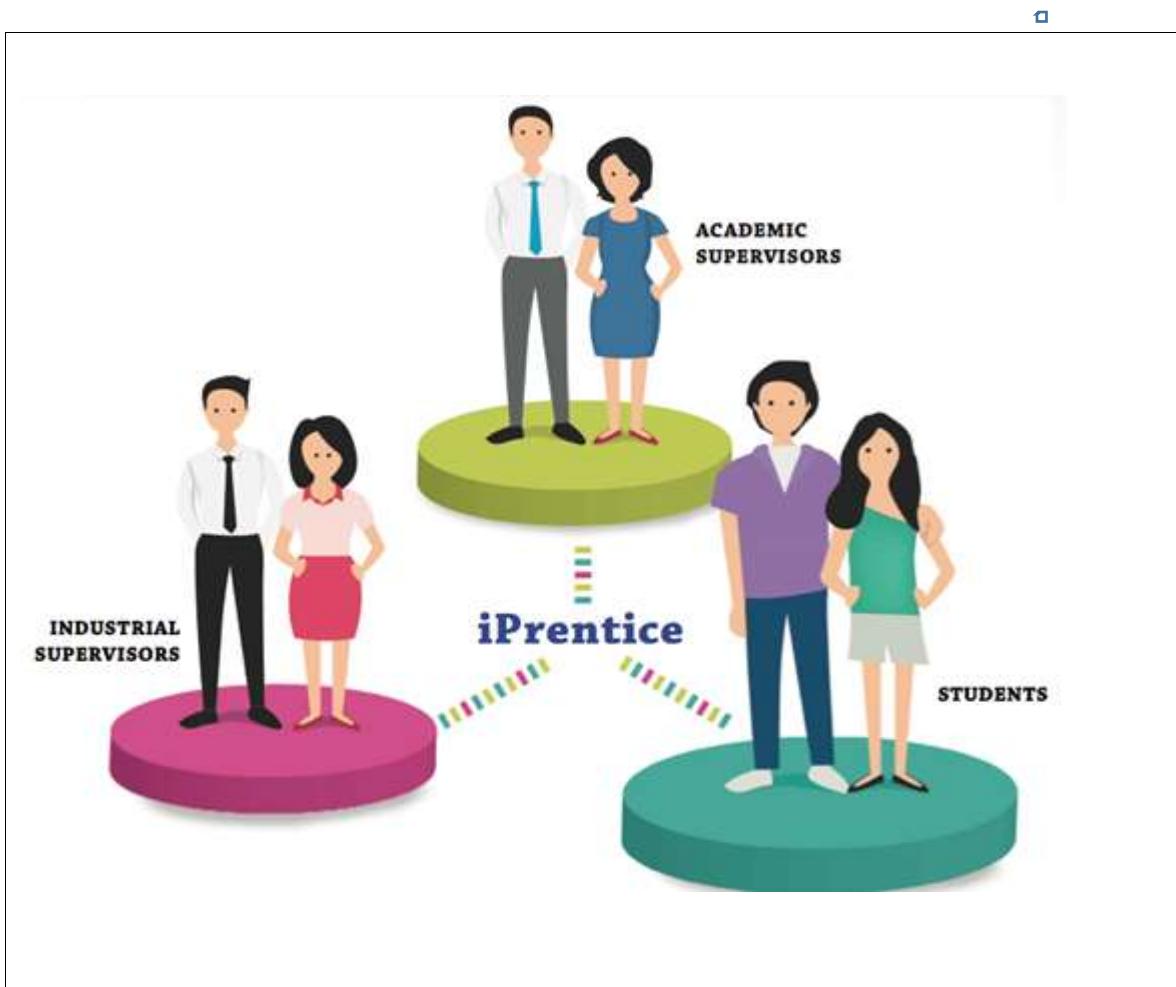
- ✓ Exposing learners to industrial/Business/Social work culture through actual involvement in real work environment.
- ✓ Providing opportunities to learners to apply skills acquired through formed institution in a real work situation.
- ✓ Exposing learners to technologies which are not available to them at the institute.
- ✓ Building confidence in Technical operation, problem solving, team work and working with professional in the world of work

Benefits of Industrial attachment Program

- ✓ IAP allows Trainees to apply what they have learnt from their course of study in the workplace
- ✓ It allows Trainees to pick up life-skills (e.g. communication skills, interpersonal skills, teamwork, etc.) on the job
- ✓ It provides opportunities for Trainees to gain practical experience in the working environment
- ✓ It provides opportunities for Trainees to explore their areas of interests
- ✓ It enables Trainees to gain valuable experience in the relevant industries
- ✓ It encourages the spirit of creativity, innovation and entrepreneurship
- ✓ IAP creates opportunities for future employment with attached company after graduation
- ✓ It facilitates a trainee to make contacts that may be useful when begin looking for a job.

CCMIA501: INDUSTRIAL ATTACHMENT PROGRAM (AIP)

Learning Unit 1: DEMONSTRATE SUPERVISORY SKILLS



STRUCTURE OF LEARNING UNIT

Learning outcomes:

- 1.1: Explore of industrial attachment policy.
- 1.2: Identify labour contracts
- 1.3: Identify supervisor's roles and responsibilities.:
- 1.4: Prepare of technical report as supervisor
- 1.5: File work related documents.

Learning outcome 1.1: Explore industrial attachment policy.



Duration: 4hrs



Learning outcome 1.1 Objectives:

By the end of the learning outcome, the trainees will be able to:

- ✓ Differentiate accurately the types of work place
- ✓ Differentiate correctly workplace policies and procedure
- ✓ List down correctly the workplace Behaviours and Attitudes



Resources

| Equipment | Tools | Materials |
|-----------|------------------------|---------------------------------|
| Projector | Internet Flash disc | Marker Chalk |
| Computer | | Pens Note book blackboard |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available



1.1.1 National work place policies and procedures

National workplace policies and procedures: Are the local policies and procedures provide employees with a clear understanding of what is expected of them. Policies and procedures provide a fair, predictable and consistent approach to managing the workplace and workplace issues

What is a workplace policy?

- ✓ A policy is a statement which underpins how human resource management issues will be dealt with in an organisation. It communicates an organisation's values and the organisation's expectations of employee behaviours and performance.
- ✓ Workplace policies often reinforce and clarify standard operating procedure in a workplace. Well written policies help employers manage staff more effectively by clearly defining acceptable and unacceptable behaviour in the workplace, and set out the implications of not complying with those policies.
- ✓ A policy may allow discretion in its implementation and the basis of that discretion should be stated as part of the policy. A policy may also be required where there is a diversity of interests and preferences, which could result in vague and conflicting objectives among those who are directly involved.
- ✓ Not all workplace issues require a policy. Many routine matters can be dealt with through simple workplace procedures and processes being put in place.

❖ **Types of Workplace Learning in Rwanda**

- ✓ **Industrial attachment program (IAP)** is program whereby learners/graduates are placed to companies /industries to acquire practical hands on skills through on the job training under the mentorship of company supervisor.
- ✓ **Internship** It is educational learning program, but an own-standing work experience scheme, aimed at easing the entrance into work of a young person. Internships in Rwanda are a known and established instrument used to provide youth with the opportunity to gain **work exposure** and **experience**. It is a Period of supervised training required for qualifying for a profession
- ✓ **Apprenticeship training:** is a structured usually pre-employment training in the real world of work which is longer than attachments and internships which will lead him to employment.

❖ **Benefits of having workplace policies**

- Well-written workplace policies provide the following benefit
 - ✓ Are consistent with the values of the organisation
 - ✓ Comply with employment and other associated legislation
 - ✓ Demonstrate that the organisation is being operated in an efficient and business like manner
 - ✓ Ensure uniformity and consistency in decision-making and operational procedures
 - ✓ Add strength to the position of staff when possible legal actions arise
 - ✓ Save time when a new problem can be handled quickly and effectively through an existing policy
 - ✓ Foster stability and continuity
 - ✓ Maintain the direction of the organisation even during periods of change
 - ✓ Provide the framework for business planning
 - ✓ Assist in assessing performance and establishing accountability
 - ✓ clarify functions and responsibilities

✓ **International workplace policies and procedures**

Are abroad policies and procedures can fulfil employers' obligations and responsibilities under certain legislation such as work health and safety and discrimination legislation. Policies and procedures at the work place provide a fair, predictable and consistent approach to managing the workplace and workplace issues.

Types of international Policies and Procedures Every Workplace Needs

✓ **Polices and Procedures for Attendance**

Absenteeism costs wages for the employee who doesn't show up, wages for a replacement worker, and delays and disruptions to the whole organization. That's why you need to write (and consistently apply) attendance policies.

These documents can include guidelines on tardiness, vacation time, sick leave, appointments and paid volunteer hours. You can also include the amount of notice required before booking time off. Take your corporate culture into consideration when developing these rules.

✓ **Policies and Procedures for Employee Conduct**

This is a broad topic and may require multiple, separate policies. Including guidelines on drugs and alcohol use, smoking, performance management and discipline helps employees know what is and is not acceptable behavior at work.

✓ **Policies and Procedures for Use of Company Property**

The number of ways employees can misuse company property, Renting out the company's equipment to third parties, etc is prohibited.

Employees have to use company property in order to do their jobs. Depending on your industry, this could include electronics, medical equipment, vehicles, tools and uniforms. Include guidelines on how to care for company property, as well as how much (if any) and what types of personal use are permitted using company property.

✓ **Policies and Procedures for Harassment and Discrimination**

With rules in place, you can prevent these incidents and protect both your company and your employees.

Harassment and discrimination affect the entire workplace culture. Keep employees safe and treat them fairly by developing policies and procedures that prohibit behaviors such as:

- Sexual harassment
- Bullying
- Verbal and physical harassment
- Stalking
- Hiring discrimination
- Workplace discrimination

✓ **Policies and Procedures for Internet and Social Media Use**

Make employees aware that any internet use at work is not private. Urge employees to limit personal internet use and ensure everything they do online in the workplace is legal, ethical and appropriate (and explain what these mean). Add guidelines about what is and is not appropriate to post on social media regarding your organization as well.

✓ **Policies and Procedures for Health and Safety**

Without strong health and safety policies that are actually enforced, your employees and your organization are at risk.

Protecting employees' safety and well-being should be every organization's top priority. When writing your health and safety policies, include information about how to deal with illness or injury at work, equipment safety guidelines and how to report a health or safety concern. Also include procedures to follow in the event of a fire or natural disaster.

✓ **Policies and Procedures for Expenses**

If your employees travel or purchase things for work, having an expense reimbursement policy in place is essential. Explain what types of expenses are acceptable for reimbursement (airfare class, transportation, meals, etc.). Include procedures on how to submit a reimbursement claim.

✓ Policies and Procedures for Remote Work

With a desire for more flexibility in location and hours, as well as the COVID-19 pandemic, many companies and employees are choosing to work remotely at least some of the time. If you allow employees to work from home, you need two main policies to ensure the set-up is safe and runs smoothly.

First, a general remote work policy should describe who can work remotely and how often. What hours do remote workers need to be available? What communication standards must they meet? Will you provide necessary work equipment or reimburse employees for their purchases

❖ Workplace Behaviours and Attitudes

✓ **Attitude** relates to how you feel about your work and your approach towards work.

✓ **Behaviours** relates to how you do your work and how you get your work done.

• Appropriate workplace attitudes

✓ **Be honest:** Being honest will gain the respect of co-workers.

✓ **Stay positive:** Don't complain or be pulled into negative discussions about work. Rather,

✓ Approach problems positively and help to think about how to improve the situation.

✓ **Believe in yourself and what you do:** Being positive about your job and how you do it will help you to succeed and achieve your goals.

✓ **Self-Confident:** Effective interns are self-confident and able to get the job done.

✓ **Humble Attitude:** As mentioned, self-confidence is important. However, you need to balance that attitude with humility..

• Appropriate workplace Behaviours

✓ **Be punctual:** Attendance and punctuality are essential to keep your job. Let your supervisor know if you are going to be late.

✓ **Manage time well:** Focus on doing your work during work hours; follow break times.

✓ **Be a team player:** Participate proactively and respectfully and listen to the ideas of others as well.

✓ **Keep interactions related to work:** Don't bring your personal problems to work or let them affect how you do your job or interact with others.

✓ **Accepting Guidance:** Another behavior that is important for an intern to be



Theoretical learning Activity

- ✓ Group discussion about workplace **policies**
- ✓ Brainstorm on workplace behaviour and attitude



Points to Remember (Take home message)

- ✓ Types of work place
- ✓ Work place behaviour and attitude.
- ✓ Common work place policies.



Learning outcome 1.1 : Formative assessment

- 1) List down any four work place attitude
- 2) Differentiate between behavior to attitude
- 3) Respond by **True or False**
 - a) To be humble is good attitude at work place
 - b) Internships in Rwanda are a known and established instrument used to provide youth with the opportunity to gain work exposure and experience
 - c) Attitude relates to how you do your work and how you get your work done

Answer : Q1.

- Be honest
- Stay positive
- Believe in yourself and what you do:
- Self-Confident.
- Humble Attitude

Q2) Attitude relates to how you feel about your work and your approach towards work.

Behaviours relates to how you do your work and how you get your work done.

Q3) a) True

b) True

c) False

Learning outcome 1.2: Identify labor contracts

|  Duration: 2hrs | | |
|--|------------|------------|
|  Learning Outcome 1.2: Objectives: By the end of the learning outcome, the trainees will be able to: <ul style="list-style-type: none">✓ Define Cleary the term contract✓ Outline correctly the components of labour contract✓ Differentiate accurately the types of employment contract | | |
|  Resources | | |
| Equipment | Tools | Materials |
| Projector | Internet | Marker |
| Computer | Flash disc | Chalk |
| | | Pens |
| | | Note book |
| | | blackboard |
|  Advance preparation: ➤ Classroom is prepared ➤ Teacher guidance manual are available | | |



- ❖ **Labour contract:** is a legal document outlining the terms of the labour agreement between an employee and employer for defining the right of the two parties. Which will be able to facilitate in resolution of conflicts between two parties.
As an employee at a new organization. Typically, if the contract is a written document, both you and your employer sign it to signify your agreement
- ❖ **Some few things that may be explained in a contact**
 - ✓ Salary information
 - ✓ Duration of employment
 - ✓ Schedule
 - ✓ Medical insurance
 - ✓ Paid terms off (PTO) policy
 - ✓ Sick leave
 - ✓ Retirement plans
 - ✓ Limitation
- ❖ **An employment contract:** is an agreement issued during the hiring or renewal process that establishes the terms of your work relationship
- ❖ **Types of employment contract**
 - ✓ **Written Contracts:** is contract that explain your employment relationship,s specific details to followed by two parties
 - ✓ **Oral or verbal contract:** is a non-written employment agreement which is extended during a discussion about the particularities of your employment relationship.
 - ✓ **Full-time contracts:** are offered to permanent employees who work a full workweek, usually 35 hours or more
 - ✓ **Part-time contracts:** are extended to employees who work a reduced number of hours compared to full-time employees
 - ✓ **A fixed-term contract:** is a highly specific and written contract extended to employees who only work for a set amount of time or until they complete a specific task
 - ✓ **Executive contract:** is contract that include special incentive offers that can attract high quality candidate which can be reserved for upper management role full time employee.
 - ✓ **Union contracts:** are standardized legal agreements typically offered to those who join a local or nationwide union of workers.
 - ✓ **Confidentiality or non-compete contract:** is agreement between employer and employee that prevent employees from working for competitors and protect a company's assets or confidential information from being shared with external parties.



Points to Remember (Take home message)

- ✓ Types of employment contract
- ✓ Things that may be explained in a contact



Learning outcome 1.2: Formative assessment

- 1) Outline any four important information That should contained in contact
- 2) Highlight any four types of employment contract
- 3) What do we mean by labor contract

Answer :

❖ **1. few things that may be explained in a contact**

- ✓ Salary information
- ✓ Duration of employment
- ✓ Schedule
- ✓ Medical insurance
- ✓ Paid terms off (PTO) policy
- ✓ Sick leave

2.Types of employment contract

- ✓ Written Contracts
- ✓ Oral or verbal contract
- ✓ Full-time contracts
- ✓ Part-time contracts
- ✓ A fixed-term contract
- ✓ Executive contract:

3.Labour contract: is a legal document outlining the terms of the labour agreement between an employee and employer for defining the right of the two parties.

Learning outcome1.3: Identify supervisor's roles and responsibilities.



Duration: 2hrs



Learning Outcome 1.3: Objectives:

By the end of the learning outcome, the trainees will be able to:

- ✓ Define clearly the term supervisor
- ✓ Identify correctly the responsibilities of good supervisor
- ✓ Identify the requirements of good supervisor



Resources

| Equipment | Tools | Materials |
|-----------|------------------------|---------------------------------|
| Projector | Internet Flash disc | Marker Chalk |
| Computer | | Pens Note book blackboard |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available

Who is supervisor?

Supervisors: are professionals who oversee the day-to-day operations of an organization which is responsible for coaching, resolving issues and serving as a link between subordinates and upper management.

❖ Responsibilities of supervisor are the following:

- ✓ Set goals for performance and deadlines in ways that comply with company's plans and vision and communicate them to subordinates
- ✓ Organize workflow and ensure that employees understand their duties
- ✓ Monitor employee productivity and provide constructive feedback and coaching
- ✓ Receive complaints and resolve problems
- ✓ Maintain timekeeping and personnel records
- ✓ Pass on information from upper management to employees and vice versa
- ✓ Prepare and submit performance reports
- ✓ Decide on reward and promotion based on performance

Requirements and skills of a good supervisor

- ✓ Proven experience as supervisor or relevant role
- ✓ Familiarity with company policies and legal guidelines of the field
- ✓ Ability to learn a variety of job descriptions
- ✓ Excellent communication and interpersonal skills
- ✓ Outstanding organizational and leadership skills
- ✓ Good knowledge of MS Office
- ✓ Diploma/Certificate in first line management or relevant field
- ✓ High school diploma; BSc/BA in management or relevant discipline will be considered an advantage



Theoretical learning Activity

- ✓ Group discussion on responsibility

- ✓ Group discussion on requirements of good supervisor



Points to Remember (Take home message)

- Identification of supervisor's role
- Identification of responsibilities of a supervisor



Learning outcome 1.3: Formative assessment

- 1) Outline any four responsibilities of supervisor at work place
- 2) Name any five requirements of good supervisor

Answer :

Q1) Responsibilities of supervisor at work place

1. Receive complaints and resolve problems
2. Maintain timekeeping and personnel records
3. Pass on information from upper management to employees and vice versa
4. Prepare and submit performance reports
5. Decide on reward and promotion based on performance

Q2) Requirements and skills of a good supervisor

1. Proven experience as supervisor or relevant role
2. Familiarity with company policies and legal guidelines of the field
3. Ability to learn a variety of job descriptions
4. Excellent communication and interpersonal skills
5. Outstanding organizational and leadership skills

Learning outcome 1.4: Preparation of technical report as supervisor



Duration: 2hrs



Learning Outcome 1.4: Objectives:

By the end of the learning outcome, the trainees will be able to:

- ✓ Outline Clearly steps of technical report preparation
- ✓ Demonstrate accurately format of technical report
- ✓ Highlight Clearly the requirements of good report



Resources

| Equipment | Tools | Materials |
|-----------|------------------------|-------------------|
| Projector | Internet Flash disc | Chalk |
| Computer | Black board | Pens Note book |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available



❖ **Technical report:** is a report that describe the process, progress, or results of technical or scientific research that can include depth experimental details, data, and results.

❖ **steps in making technical report**

- ✓ Gather the necessary information about professional activities
- ✓ Explain the work you have done
- ✓ Mention any problems you encountered and explain how you solved them
- ✓ Specify what you hope to accomplish next workday.

❖ **Format of technical report**

- ✓ **The title page:** is page comes first when you write your report which contains the title of the report, the date and the institution details plus supervisor.
- ✓ **Introduction:** This one highlight the main aims of the paper to understand the purpose of your report. You can also comment on the flow of the report so that the reader can know what to expect.
- ✓ **The summary:** You have write an overview of the whole report including the results and conclusions made.
- ✓ **Experimental details:** This is the part that you need to state every detail of the experiment starting from the equipment that you used to the procedure for your work.
- ✓ **Results and discussions:** this is where you are expected to explain the results that you obtained from your work
- ✓ **The body:** the body is the most important part of your report because it carries your content.
- ✓ **Conclusions:** write a summary of the main points in the body of your report and give your overview

❖ **Requirements of good technical report**

- ✓ Clarity
- ✓ Accuracy
- ✓ Comprehensiveness
- ✓ Accessibility
- ✓ Conciseness
- ✓ Correctnes



Theoretical learning Activity

- ✓ Group discussion on steps of making a technical report
- ✓ Brainstorm on format of technical report
- ✓ Group discussion on requirements of good technical report



Points to Remember (Take home message)

- ✓ Requirements of good technical report
- ✓ Format of good technical report



Learning outcome 1.4 : Formative assessment

- 1) Highlight any four steps of making a good technical report
- 2) Highlight any three requirements of good technical report
- 3) Name the elements of a well prepared technical report

Answer:

Q1) steps in making technical report

- ✓ Gather the necessary information about professional activities
- ✓ Explain the work you have done
- ✓ Mention any problems you encountered and explain how you solved them
- ✓ Specify what you hope to accomplish next workday.

Q2) Requirements of good technical report

- ✓ Clarity
- ✓ Accuracy
- ✓ Comprehensiveness
- ✓ Accessibility
- ✓ Conciseness
- ✓ Correctness

Q3) Elements of good technical report

- ✓ The title page
- ✓ Introduction
- ✓ The summary

- ✓ Experimental details
- ✓ Results and discussions
- ✓ The body
- ✓ Conclusions

Learning outcome 1.5: File work related documents



Duration: 1hrs



Learning Outcome 1.5: Objectives:

By the end of the learning outcome, the trainees will be able to:

- ✓ Highlight accurately the ways of filing a working document
- ✓ Identify Cleary the considerations filing technics of working document
- ✓ Identify accurately the requirements of good report



Resources

| Equipment | Tools | Materials |
|------------------|--|---|
| Projector | Internet | Marker |
| Computer | Flash disc Blackboard | Chalk Pens Note book |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available



❖ **filing cabinet**

A filing cabinet (or sometimes file cabinet in American English) is a piece of office furniture usually used to store paper documents in file folders. In the most simple context, it is an enclosure for drawers in which items are stored. The two most common forms of filing cabinets are vertical files and lateral file

✓ **Different ways to file documents in a filing cabinet**

- Alphabetical
- Category or Level
- Date
- Numerical
- Combination

❖ **Things to put in considerations in filing techniques**

- ✓ Avoid saving unnecessary documents.
- ✓ Follow a consistent method for naming your files and folders.
- ✓ Store related documents together, whatever their type.
- ✓ Separate ongoing work from completed work.
- ✓ Avoid overfilling folders.
- ✓ Organize documents by date.
- ✓ Make digital copies of paper documents.



Theoretical learning Activity

- ✓ Group discussion on filing work
- ✓ Group discussion on filing ways
- ✓ Brainstorm on considerations in filing techniques



Points to Remember (Take home message)

- ✓ Different ways to file documents in a filing cabinet
- ✓ Filing techniques



Learning outcome 1.5 : Formative assessment

- 1) What are the filing techniques you know
- 2) Respond by **Yes or No**
 - a) Category is one of the different ways to file documents in a filing cabinet
 - b) Separate ongoing work from completed work while filing
 - c) Saving unnecessary documents is always avoided in filing

Answer:

1) Things to put in considerations in filing techniques

- ✓ Avoid saving unnecessary documents.
- ✓ Follow a consistent method for naming your files and folders.
- ✓ Store related documents together, whatever their type.
- ✓ Separate ongoing work from completed work.
- ✓ Avoid overfilling folders.
- ✓ Organize documents by date.
- ✓ Make digital copies of paper documents.

- 2) a) yes
- b) yes
- c) No

Learning Unit 2: GET BRIEFED ON INDUSTRIAL ATTACHMENT PROGRAM



STRUCTURE OF LEARNING UNIT

Learning outcomes:

- 2.1:** Set industrial attachment goals
- 2.2:** Describe IAP documents
- 2.3:** Explain how IAP assessment is conducted

Learning outcome 2.1: Set industrial attachment goals.



Duration: 2hrs



Learning outcome 2.1 objectives:

By the end of the learning outcome, the trainees will be able to:

1. Define properly the term goal used in IAP
2. Describe effectively five criteria of smart goals as applied in IAP
3. list out properly industrial attachment objectives
4. Identify perfectly the requirement of good supervisor



Resources

| Equipment | Tools | Materials |
|-----------|------------------------|-------------------|
| Projector | Internet Flash disc | Marker Chalk |
| Computer | Blackboard | Pens Note book |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available



What is goal?

Goals are a great way to gain motivation during your internship and to make sure you learn as much as possible in a short period of time.

IAP goals are the skills and insight you want to gain through your experience. You should set these when you first begin your internship so you know what you want to accomplish and can make sure you are actively working toward it. You might decide your objectives on your own or together with your supervisor. These goals provide evidence of what you learned so you can use it to your advantage when searching for a new job.

The SMART in SMART goals stands for Specific, Measurable, Achievable, Relevant, and Time-Bound. In order to be a SMART goal, the goal needs to meet all five of these criteria. Defining these parameters as they pertain to your goal helps ensure that your objectives are attainable within a certain time frame.



want to achieve while on work placement. Get them to consider a range of ideas. Look at the areas on the strengths and skills that may need developing. Prioritise those that will be of most benefit for the future, help them to be realistic.

Establish what specific goal(s) the learner wants to achieve while on work placement. Get them to consider a range of ideas. Look at the areas on the strengths and skills that may need developing. Prioritise those that will be of most benefit for the future, help them to be realistic. Far better to achieve one goal well giving a real sense of achievement.

Some goals to focus on:

- ✓ To understand real life situations.
- ✓ To develop skills in the application of theory to practical work situations.
- ✓ To develop skills and techniques in the careers.
- ✓ To increase sense of responsibility.
- ✓ To have higher levels of academic performance.
- ✓ To enhance the ability to improve students' creativity skills and sharing ideas.
- ✓ To build a good communication skill



- ❖ The following is a list of some objectives which the industrial attachment might fulfill for both the students and the organization:
 - ✓ Enhance the student's awareness of public service awareness
 - ✓ Allow students the opportunity to work in the area of intended specialization
 - ✓ Provide the student the opportunity to relate theory to practice
 - ✓ Give the students in-service orientation to a career area they may wish to pursue
 - ✓ Enhance student's understanding of organizational and group processes
 - ✓ To expose the student to the behavior of organizations both in the internal and external environment and encourage them to productive whilst developing future workers
 - ✓ To afford the student the opportunity to develop hands on experience in the world of work and its intricacies, hence making students employable and become productive immediately after arriving at the work place

Requirements for On-Site and Academic Supervisors

The on-site and academic supervisors need to meet the following requirements for achieving the required goals.

❖ **Requirements of On-site supervisors will:**

- ✓ Be persons with relevant practical experience.
- ✓ Show willingness to have regular contact with the student on field attachment.
- ✓ Have reasonable ethical and professional conduct.
- ✓ Be willing to engage in a learning experience with the student on field attachment.

❖ **Requirement fulfilled by Academic supervisors**

- ✓ Supervision will be done by qualified academic staff i.e. assistant lecturer and above.
- ✓ Schedules of the academic supervisors will be communicated to the partners and/or field supervisors in advance.
- ✓ The supervision reports will be written on the spot and copies given to the student and the field attachment coordinator.
- ✓ The University shall develop penalties for academic supervisors whose performance in the field will be found wanting or in breach of professional conduct.

❖ **The goals of industrial attachment will be achieved if the students gain the following:**

- ✓ Will acquire new knowledge and practical experiences,
- ✓ Will improve their confidence in problem solving
- ✓ Opportunity to relate to different categories of people likely to be met in the real-life situation.
- ✓ Will gain exposure to the demands and challenges of the work place.
- ✓ Will get opportunity to meet and work with potential employers.
- ✓ Will have improved appreciation of the profession and therefore better work ethics.



Theoretical learning Activity

- ✓ Group discussion on goals of industrial attachment



Points to Remember (Take home message)

- ✓ Goals of industrial attachment
- ✓ Requirement of academic and on site supervisor



Learning outcome 2.1 : Formative assessment

- 1) Outline any five goals of industrial attachment
- 2) What are two requirements that should be fulfilled by a supervisor

Answer: Q1)

- Will acquire new knowledge and practical experiences,
- Will improve their confidence in problem solving
- Opportunity to relate to different categories of people likely to be met in the real-life situation.
- Will gain exposure to the demands and challenges of the work place.

2) Supervision will be done by qualified staff.

Schedules of the academic supervisors will be communicated to the partners and/or field supervisors in advance

Learning outcome 2.2: Describe IAP document



Duration: 2hrs



Learning outcome 2.2 objectives:

By the end of the learning outcome, the trainees will be able to:

- ✓ Identify properly IAP document
- ✓ Describe perfectly IAP document



Resources

| Equipment | Tools | Materials |
|-----------|------------------------|-----------------|
| Projector | Internet Flash disc | Marker Chalk |
| Computer | Blackboard | Pens |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available



- **IAP DOCUMENT**

Sheet/ industrial attachment logbook

An industrial attachment logbook is a document that is supposed to be filled by students indicating the tasks that they have been carrying out in their attachment workplace.

The main purpose of the logbook is to document the student's daily activities in the attachment place.

The attachment Logbook is divided into days and weeks.

Most tvet schools require trainees to take 1 month in their place of attachment.

✓ **How to fill industrial attachment logbook**

Filling an industrial attachment logbook should not be something that should stress you. All that you have to do is to indicate each day what you have been doing.

You might be attached to the engineering, administration, business procurement, accounting, human resource, audit, marketing and communication, information technology, finance, sales, supply chain, logistics, operations, or corporate affairs department.

At the end of your attachment period, you will be required to write an attachment report by your learning institution. The information that you filled in in the logbook will help you in writing your attachment report.

It is therefore important that you fill in your logbook while you are in your attached workplace.

| DAY | DESCRIPTION OF WORK DONE |
|-------|--------------------------|
| Mon. | |
| Tues. | |

- **Types of Logbook**

There are three types of logbooks

- ✓ **Trainee logbook:** this is a book which contains the agreement between TVET Centre and the Company about the activities to be performed; the learner records his/her daily activities and presence during the time of Industrial attachment.
- ✓ **Trainer / School Manager logbook:** this is the document used by trainer or school manager during the visit of trainees at the company. It contains a form where he/she records all find information during the visit that will be used in interview at the end of IAP.
- ✓ **Company supervisor logbook:** through this a company supervisor evaluates learner performance during the industrial attachment period in company.

❖ **Elements of tranee IAP Logbooks**

- ✓ **IAP list of competencies to be developed:** these are the list of competence that will be developed during the industrial attachment program
- ✓ **IAP attendance sheet:** it is a provided place where a student will sign in during their industrial attachment program.
- ✓ **IAP agreement:** is an agreement between TVET school and different companies for facilitating the students during industrial attachment.
- ✓ **IAP report form:** this is a form that can be filled by the student for showing the daily working activities
 - **Weekly report:**
 - ✓ This document is filled every day by trainee on the basis of the IAP agreement between the TVET center and the company.
 - ✓ It is a tool in which trainee use to keep track on the work performed, tools, equipment and methodology used during the industrial attachment period.
 - ✓ Trainer should verify if the document is filled and contained the stamp and signature of company supervisor at the end of every week as a confirmation. Signatures and stamp in logbook show that the supervisors of intern had made a good follow up to his intern during the period of IAP.
- In checking the completeness of this document, trainer should take attention on the following:
 - List of activities performed: during the IAP period, the trainee is requested to give a brief description of all performed activities on the weekly basis.
- ✓ **IAP Evaluation form:** is a form provided by institution which will help company supervisor to evaluate the trainees for showing their performance on site.

- ✓ **List of activities performed:** during the IAP period, the trainee is requested to give a brief description of all performed activities on the weekly basis
- Tools used:** trainee is supposed to report every day on the weekly report the used tools, equipment and machinery.
- Techniques or methods used:** During the IAP period, intern is requested to report every day on the performed activities with the used techniques and methods.

The company supervisor fills out the form and gives feedback on all relevant aspects by respecting the criteria of assessment.

- Technical competences on 20 %
- Appropriate attitude on the workplace on 20 %
- Quality of work on 15 %
- The total marks allocated to trainee in the 1st phase of IAP are calculated on 55 %.
- ✓ **IAP interview form:** is form filled by the school supervisors after the student completing the industrial attachment for assessing the knowledge of students about the tasks performed during industrial assessment.



Theoretical learning Activity

- ✓ Brainstorm on identification of industrial attachment
- ✓ Group discussion on description of IAP document



Points to Remember (Take home message)

- ✓ Elements of log book
- ✓ IAP Weekly report activities content



Learning out come 2.2 : Formative assessment

- 1) Identify any three logbook elements document a trainee should have
- 2) Discuss on any two IAP document you know

Answer: 1)

- IAP attendance sheet
- IAP agreement
- IAP report form
- **2) IAP attendance sheet:** it is provided place where a student will sign in during their industrial attachment program.
- **IAP agreement:** is an agreement between TVET school and different companies for facilitating the students during industrial attachment.
- **IAP report form:** this is form that can be filled by the student for showing the daily working activities



Duration: 2hrs



Learning outcome 2.2: objectives:

By the end of the learning outcome, the trainees will be able to:

1. Identify types of assessment
2. highlight characteristics of a good formative assessment



Resources

| Equipment | Tools | Materials |
|-----------|------------------------|-------------------|
| Projector | Internet Flash disc | Marker Chalk |
| Computer | Blackboard | Pens Note book |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available

Learning outcome 2.3: Explanation about conduction of IAP assessment



Duration: 3hrs



Learning outcome 2.3 objectives:

By the end of the learning outcome, the trainees will be able to:

- ✓ Identify correctly the types of written assessment
- ✓ Identify perfectly characteristics good formative assessment
- ✓ Identify accurately the supporting document used by july during interview



Resources

| Equipment | Tools | Materials |
|-----------|------------------------|-------------------|
| Projector | Internet Flash disc | Marker Chalk |
| Computer | Blackboard | Pens Note book |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available



- ❖ **Written tests:** are tests that are administered on paper or on a computer where a test taker could respond to specific items by writing or typing within a given space for assessing his/her knowledge on something.

There are three types of written tests

- ✓ **Formative assessment** is a process of evaluating the students' knowledge as they learn. It is a method of on-going assessment and it involves putting together a series of quick-fire questions and exercises to help you monitor the learner's progress during the course. This one can be assessed at each learning outcome.

Characteristics of Formative assessment

1. It evaluates the learning process and the learner's progress at the same time.
2. A formative assessment is collaborative as it measures the student's progress and the effectiveness of the teaching method.
3. Formative assessments are interwoven with the ongoing teaching and learning process.
4. It is a fluid method of evaluation. The student's progress is not measured against a standard or benchmark unlike what you will find with summative assessment methods.
5. Formative assessment requires the instructors and the students to become intentional learners.
6. The aim of formative assessment is to gather actionable feedback that improves the overall teaching and learning process.
7. It is a diagnostic method of evaluation.
8. Results from formative assessments are immediately made available.

- ✓ **Summative assessment:** is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardized criteria.
- ✓ **Integrated assessment (IA):** is a scientific approach used for assessing hand on skills of student after completion of each specific module

❖ **Performance evidence (marked by company supervisor)**

These are the evidence that can be shown by means of written statement or by picture for keeping what a trainees done for long period as evidences

Supervisor result and comment

The supervisor will assess the competences performed within the IAP period.

The results and comment from company supervisor come through the evaluation done during the 1st phase of IAP assessment in the company about the monitored trainee' activities. Trainer will consider and use the information from company which is written in the company supervisor's logbook. This activity will respect the criteria of assessment and the total result of this phase is calculated on 55 %.

The following criteria should include in the supervisor assessment form

- ✓ Technical competencies (20 points)
- ⊕ Job routines
- ⊕ Use of tools and equipment
- ✓ Appropriate attitude on the workplace (20 points)
- ⊕ Individual attitudes
- ⊕ Social attitudes
- ⊕ Organizational skills
- ⊕ Rules and regulations
- ✓ Quality of work (15 points)
- ⊕ Technical competencies
- ⊕ Attitudes
- ⊕ Quality of work



Theoretical learning Activity

- ✓ Group discussion on types of assessment
- ✓ Group discussion on characteristics of formative assessment



Points to Remember (Take home message)

- ✓ Types of written assessments
- ✓ Definition of assessment



Learning outcome 2.3 : Formative assessment

- 1) What do we mean by the term written test
- 2) Highlight any four characteristics of good formative assessment
- 3) Differentiate summative assessment to integrated assessment

Answer: Q1)

- ❖ **Written tests:** are tests that are administered on paper or on a computer where a test taker could respond to specific items by writing or typing within a given space for assessing his/her knowledge on some thing.

Q2) Characteristics of Formative assessment

1. It evaluates the learning process and the learner's progress at the same time.
2. Formative assessments are interwoven with the ongoing teaching and learning process.
3. It is a diagnostic method of evaluation.
4. Results from formative assessments are immediately made available.

Q3) Summative assessment :is any method of evaluation performed at the end of a unit that allows a teacher to measure a student's understanding, typically against standardized criteria while **Integrated assessment (IA)**: is a scientific approach used for assessing hand on skills of student after completion of each specific module

Learning Unit 3: DEVELOP ONE'S COMPETENCES AT WORK PLACE



STRUCTURE OF LEARNING UNIT

Learning outcomes:

- 3.1:** Develop competencies related to one's field.
- 3.2:** Fill Trainee logbook.
- 3.3:** Describe gained work experience

Learning outcome 3.1: Develop competencies related to one's field



Duration: 2hr



Learning outcome 3.1 Objectives:

By the end of the learning outcome, the trainees will be able to:

- ✓ Know properly the required competences on his/her field
- ✓ Highlight correctly the factors that can basing on while choosing IAP



Resources

| Equipment | Tools | Materials |
|-----------|------------------------|-------------------|
| Projector | Internet Flash disc | Marker Chalk |
| Computer | Blackboard | Pens Note book |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available



- ❖ **Industrial attachment** refers to the work experience that is relevant to professional development prior to the graduation.
- ❖ In Industrial attachment Trainee join the company which is relevant to his/her career; Trainee will complete the industrial attachment in particular **time**
- ❖ **Criteria to follow when choosing a company for IAP**
- ✓ **Required competences:**

The competences to be accomplished during the Industrial attachment must be related to a trainee's trade (occupation), it is important for trainees to know all required competences which must be performed during the industrial attachment.

- ✓ **Company services:**

In selecting company, trainee has to choose the one which will facilitate him/her to put into practice in maximum his/her competences. Therefore, it is important that to make a choice based on his/her interests and career

- ✓ **Company location**

The industrial attachment location must offer the opportunity to participate in the work process; a trainee has to choose a company located nearest his/her family for living facilitation purpose. A dedicated workspace location is strongly recommended.



Theoretical learning Activity

- ✓ Group discussion on criteria basing on while choosing the place where the IAP will take



Points to Remember (Take home message)

- ✓ Criteria to follow when choosing a company for IAP



Learning outcome 3.2 : Formative assessment

- 1) List three factors to consider while choosing the place where the IAP will take place.

Answer:

Factors to consider while choosing the pale where the IAP will take place

- ✓ Required competences:
- ✓ Company services:
- ✓ Company location

Learning outcome 3.2: Fill Trainee logbook.



Duration: 4hrs



Learning outcome : 3.2 Objectives:

By the end of the learning outcome, the trainees will be able to:

1. identify Cleary instructions to fill a log book
2. Differentiate accurately the types of IAP report
- 3.list out perfectly the importance of IAP reporting documents
4. Differentiate perfectly IAP evaluation form and interview form

| | | |
|-----------|-----------|-----------|
| | | |
| | | |
| | Resources | |
| Equipment | Tools | Materials |

| | | |
|------------------|-------------------|------------------|
| Projector | Internet | Marker |
| Computer | Flash disc | Chalk |
| | Blackboard | Pens |
| | | Note book |



Instructions for Filling a trainee's Log Book

The following some important and core instructions that each student must take note of when filling a report logbook:

- ✓ This logbook must be filled carefully using blue ink
- ✓ Be sure that the Training Officer checks your work and certify it with a signature or stamp, and date
- ✓ The student should do well to list out the tools and equipment that were used for the work.
- ✓ Using diagrams to aid your explanation of work is very important
- ✓ The student must make sure he or her submits the log book to and Assessment form to his or her HOD.
- ✓ Please make sure that you don't miss out any daily activities.
- ✓ Finally, make sure that no page of your log book should be missing out.

Reporting: is a presenting of a statement of a student's level of achievement from IAP during a prescribed period of time where the summaries of reports may be delivered orally, complete reports are almost always in the form of written documents.

❖ **Types of report**

- ✓ **Daily report:** this is a report sheet filled every day by a trainee in which he/she has written a brief description of all activities performed per day, the tools/equipment and methodology used to perform that activity, and number of working hours per day.
- ✓ **Weekly report:** This is a report that a trainee fills in daily to report the activities performed, the tools or equipment used and number of hours in the whole week.

Weekly report templates

Date: from _____ to _____

| | Brief description of activities performed | | Tools, machinery, equipment and methodology | No. of hours per day |
|--------------------|--|--|--|-----------------------------|
| | Monday | | | |
| | Tuesday | | | |
| | Wednesday | | | |
| | Thursday | | | |
| | Friday | | | |
| | Saturday | | | |
| Total hours | | | | |

Signature and stamp from Company Supervisor

❖ **Importance of IAP reporting documents**

- ✓ Accountability Reasons
- ✓ IA Program Monitoring and Evaluation Reasons
- ✓ To Check on Progress
- ✓ To Identify Needed Program Changes
- ✓ To Assess Productivity and Results
- ✓ To Monitor Resource Utilization
- ✓ To Decide Future Support
- ✓ To Document Program Impacts
- ✓ IA Program Improvement Reasons
- ✓ Sharing the Lessons Learned from IAP with Others

IAP evaluation form: This a form provided by the school to a company supervisor in order to be filled at the end of IAP for providing scores according to performed work during IAP before a trainee returning to school

The company supervisor fill out the form and gives feedback on relevant aspects by respecting the following criterior:

- ✓ Technical competence on 20 %
- ✓ Appropriate attitude on the work place 20%
- ✓ Quality of work on 15%

The total marks provided by the company supervisor in IAP is 55%

IAP interview: This is a tool used by the trainer or other supervisor for assessing skills and knowledge acquired by the trainee from industrial attachment by asking them some oral questions.

❖ **The intern/ trainee interview form**

This is to guide trainee in preparing the interview.

The jury composed of at least 2 trainers and if possible the company supervisor for assessing trainee.

➤ **The following criteria will be checked:**

- ✓ **Technical competencies:** the trainee has to summarize the main activities performed during the industrial attachment, the equipment used and the activities planned which are not done
- ✓ **Attitudes:** the trainee explain the difficulties/ challenges faced during the industrial attachment, the attitudes improved and the activities that he/she thinks done well
- ✓ **Quality of work:** the trainee describes in detail how he/she completed the tasks realized, explain the feedback given by supervisor if there is any.
- ✓ **Supporting documents:** the trainee submits all supporting documents and will be checked by the jury

The supporting documents in which the jury member will check and use during interview are:

- ✓ Weekly report sheet
- ✓ Attendance sheet
- ✓ Trainer company visit form
- ✓ Company supervisor evaluation form



Theoretical learning Activity

- ✓ Brainstorm about IAP report forms within groups
- ✓ Group discussion on supporting document used by the jury member during interview
- ✓ Brainstorm on the assessment to be evaluated during IAP



Points to Remember (Take home message)

- ✓ Instruction of filling logbook
- ✓ Types of report
- ✓ Importance of IAP reporting documents
- ✓ Supporting documents in which the jury member will check and use during interview



Learning outcome 3.2 : formative assessment

- 1) Respond by **True or False**
 - a) To Identify Needed Program Changes is one of the importance of reporting document.
 - b) The jury is composed of at least 2 trainers and 2 company supervisors
 - c) Technical competence should have 20 % of the IAP marks for the jury of trainer

Answer:

 - a) **True**
 - b) **False**

Learning Outcome 3.3: Describe gained work experience at IAP



Duration: 6hrs



Learning outcome 3.3: objectives:

By the end of the learning outcome, the trainees will be able to:

1. Explain correctly the competence related to ones field
2. Describe clearly the key skills from working experience



Resources

| Equipment | Tools | Materials |
|-----------|------------|-----------|
| Projector | Internet | Marker |
| Computer | Flash disk | Chalk |
| | Blackboard | Pens |
| | | Note book |



Advance preparation:

- Classroom is prepared
- Teacher guidance manual are available



IAP list of competencies to be developed

A competency list usually comprises an overview of work-related competencies that could be completed and prepare you in real life of work.

A competency list is frequently used by organisations to ascertain the competencies staff need to have. It goes without saying that this can vary from role to role or from role group to role group. A competency list is often used when hiring staff, though also when it comes to career development or growth within the organisation.

Each trade should have its unique list of competencies

Core Competencies

- ✓ **Self-Awareness:** Understanding your emotions and thoughts and how they influence your behavior. Skills include: identifying emotions, self-perception, recognizing strengths, self-confidence, and self-efficacy.
- ✓ **Self-Management:** The ability to regulate your emotions and behaviors in different situations and to set and work toward goals. Skills include: executive function and self-regulation, stress-management, and self-discipline.
- ✓ **Responsible Decision-Making:** The ability to make positive choices and take responsibility for positive and negative outcomes.
- ✓ Skills include: identifying problems, analyzing situations, solving problems, and reflection.
- ✓ **Social Awareness:** The ability to take the perspective of and empathize with others.
- ✓ Skills include: empathy, appreciating differences, and respect

Networking : This means having to learn how to create and develop professional relationships with colleagues, managers is important skill that you will use for the entire duration of your career. It can also lead to a multitude of opportunities. If you impress with your attitude and your ability during those three months, then this could convert into a permanent job role that will be waiting for you when you graduate



Theoretical learning Activity

- ✓ Brainstorm about IAP forms within groups)
- ✓ Group discussion on supporting document used by the jury member during interview
- ✓ Brainstorm on the assessment to be evaluated during IAP



Points to Remember (Take home message)

- ✓ Key skills gained from experience:



Learning outcome 3.3 : Formative assessment

- 1) List out any five key skills gained from work experience
- 2) Choose one element which are not a key skills obtained from work experience
 - a) Networking
 - b) Coping skills
 - c) Attitudes
 - d) Leadership skills
 - e) Negotiating skills

Answer :

Q1) Key skills gain from working experience

- ✓ Problem-solving skills
- ✓ Maturity:
- ✓ Teamwork
- ✓ Practical skills
- ✓ Self-confidence and self-esteem

Q2) Attitude

References

S., Fulop, L. and Lilley, S. (2009). *Management and Organization*. 2nd ed. Palgrave MacMillan.

Askenas, R., Ulrich, D., Jick, T., & Kerr, S. (1995). *the boundaryless organization: Breaking down the chains of organizational structure*. San Francisco,: CA: Jossey-Bass.

Dr Sarojni Choy & Sandra Haukka. (2022). *Industrial Attachments for Instructors in TVET Delivery*, . Queensland University of Technology.

GYAN, G. (2017, FEBRUARY 13). *iamanentrepreneur*. Retrieved from iamantrepreneur.in: <https://iamanentrepreneur.in/guru-gyan/importance-mapping-organisation-structure/>

Luther, C. (2019, March 05). *Small Business*. Retrieved from smallbusiness.chron.com: <https://smallbusiness.chron.com/different-ways-file-documents-filing-cabinet-57513.html>

Lynch, A. (2021, 03 15). *edraw*. Retrieved from www.edrawsoft.com: <https://www.edrawsoft.com/why-use-orgchart.html>

M., E. (2011, October 12). *Difference Between Factory and Industry*. Retrieved from Difference Between Similar Terms and Objects.: <http://www.differencebetween.net/business/difference-between-factory-and-industry/>.

Olivia. (2011, May 2). *www.differencebetween*. Retrieved from www.differencebetween.com: <https://www.differencebetween.com/difference-between-company-and-vs-industry/>

Patrick Gleeson, P. D. (2019, February 05). *smallbusiness*. Retrieved from smallbusiness.chron.com: <https://smallbusiness.chron.com/purpose-organizational-structure-3812.html>

Rathi, A. (2014, November 19). *Harvard Bussiness Review*. Retrieved from hbr.org: <https://hbr.org/2014/11/to-encourage-innovation-make-it-a-competition>

Skyler, H. (2018, October 25). *bizfluent*. Retrieved from bizfluent.com: <https://bizfluent.com/how-5093085-write-daily-report.html>

Strathmore & JKUAT. (2022). *University Internship Guides*. Retrieved from eeducationgroup: <https://www.eeducationgroup.com/importance-of-industrial-attachmentinternships-for-students-or-interns/>

Ward, S. (2021, May 22). *Live About*. Retrieved from www.liveabout.com: <https://www.liveabout.com/creating-a-document-management-system-2948084>