

Subsystem: Student Attachment and Industrial Experience

1. Subsystem Definition

Currently industrial attachment is known by several names in different faculties and/or disciplines. The other names for it include: internship, school practice, Community Based Education and Services (COBES), and industrial training. An industrial attachment is a structured, credit bearing work experience in a professional work setting during which the student applies and acquires knowledge and skills. It also provides an enabling platform for a productive linkage between the university and various partners who consume the products and services of the university.

The UZ strives to create opportunities for industrial attachment of its students to improve labour market relevance and exposure. The purpose of industrial attachment is to produce practically oriented graduates whose knowledge, skills, attitudes, values and ethics are consistent with job-related expectations and requirements in industry. In addition, it also links in-school training with on-the-job training, which will provide the student with the opportunity to have an insight into the practical application of their skills, safety consciousness and interpersonal skills in the industry.

By the end of the attachment period the student will be able to:

- (i) Apply the principles and techniques theoretically learnt into real-life problem solving situations.
- (ii) Appreciate the importance of human relationships and work attitudes and the importance of working as a team and as a member of a hierarchy.
- (iii) Understand the constraints of working life and the functional relationships within and between organisations.
- (iv) Be orientated towards work processes and the relationship of work to the rest of society.
- (v) Apply theoretical concepts and school-based skills to practice.
- (vi) Understand work ethics, employment demands, responsibilities and opportunities and develop work attitudes like curiousness, self-confidence, maturity and self-reliance.
- (vii) Obtain knowledge of potential careers and develop new areas of interest.

The university will be able to:

- (i) Establish links with industry for technical development, particularly in the area of product innovation, design and construction.
- (ii) Establish skill gaps and improve quality of training.
- (iii) Obtain materials for teaching and case-studies
- (iv) Have a balanced assessment of trainees.
- (v) Obtain material for case-studies, teaching/lectures

Employers will be able to:

- (i) Know future skills availability
- (ii) Improve the training delivered at training institutions by increasing its industrial relevance
- (iii) Influence the training of future generation of employees

2. Process Outline

Industrial attachment will be implemented through partnership between the University and other partners who consume the University's products and services. This partnership has three key stakeholders namely: the University partners, the University and the students. Commitment to this partnership rests on mutual benefits for all the key partners.

2.1 Attachment Time Frame

The length of the attachment period may vary from one Faculty to the other but ideally it should be standardized across departments within a Faculty. This is meant to facilitate centralised and standardised placement and standardised supervision and assessment processes.

2.2 Roles and responsibilities of the stakeholders

2.2.1 University of Zimbabwe

- Will provide overall institutional management of the programme.

- Shall integrate industrial attachment into the University curricula and have it reviewed periodically.
- Will be responsible for developing a monitoring and evaluation criteria for the industrial attachment program including the code of conduct for students and staff.
- Shall initiate partnership with relevant organizations and concretize this partnership with memoranda of understanding.
- Will be responsible for identifying sites that offer valuable learning experiences to the students and staff.
- Will develop criteria/and or guidelines for selection and training/orientation of the field supervisors.
- Shall build industrial attachment expenses in the University fees structure and budget. Efforts should be made to supplement the budget with internally and externally mobilized funds.
- Will create platforms and mechanisms for sharing experience arising out of the industrial attachment programme by the stakeholders.

2.2.2 University Partners

- Shall participate in the planning, induction, supervision and evaluation of the students on industrial attachment.
- Shall develop clear and well communicated expectations.
- Will provide on-site technical and professional guidance to the students on industrial attachment throughout the industrial attachment period.
- Will provide feedback to the University on the experience of the industrial attachment programme.
- Will commit their organizational facilities and/or resources for effective implementation of the industrial attachment program.
- Will engage in a mutual learning exercise together with the students and staff of the University.
- Will provide students on industrial attachment with a wide range of experiences that go beyond technical skills.

2.2.3 Roles and responsibilities of students

- Shall take industrial attachment as part and parcel of their training at the University and have positive attitude towards learning by practice.

- Shall respect all field supervisors and any other persons they interact with throughout their industrial attachment period regardless of their background training and social differentiation,
- Shall work willingly wherever they are posted/attached.
- Shall develop the day-to-day work plans with their field supervisors.
- Shall spend the industrial attachment funds (subject to availability) in accordance with the budget line items.
- Must read and adhere to the Industrial Attachment Code of Conduct (Sample SA1), and Code of Conduct and rules and regulations of the hosting organization.
- Shall provide reports and other forms of feedback to the University and the host partners. This may include but is not limited to: - Self-evaluation, Program evaluation, Supervisors' evaluation and Site evaluation. A sample format of the industrial attachment report will be provided (Sample SA2).

2.3 Organization of Industrial attachment

Industrial attachment shall be organized through six steps namely, Program management, Budgeting, Pre-placement, Placement, Supervision, and Evaluation.

2.4 Program Management

2.4.1 Senate Sub-Committee

In order to make industrial attachment a University rather than a teaching unit affair, a Senate sub-committee is proposed at management level with the following terms of reference:-

- To co-ordinate and harmonize the industrial attachment activities in all units.
- To review supervision, assessment and final evaluation of the industrial attachment programs in different teaching units periodically.

2.4.2 Faculty committees on industrial attachment

At unit level, there will be a Faculty/School/Institute Industrial Attachment Committee chaired by the Dean. It will comprise of the following:-

- (i) Dean,
- (ii) Heads of department,
- (iii) Industrial Attachment Co-coordinator(s),
- (iv) Three representatives of the private sector,
- (v) One representative of the line ministry, and
- (vi) One representative of any other key stakeholder as each faculty deems necessary.

The terms of reference of the unit level committee shall include:

- (i) To carry out budgeting for industrial attachment and/or
- (ii) To assist the University in identifying funding sources,
- (iii) To review placement and supervision procedures
- (iv) To handle assessment and the final evaluation of industrial attachment
- (v) To mainstream industrial attachment in the academic programs.

2.4.3. Budget

The sponsors of Students and the University should consider industrial attachment as a priority academic activity. The following are recommendations on sustainability measures:-

- The Government of Zimbabwe should show commitment by giving the necessary financial support to industrial attachment.
- The University should cost Industrial Attachment and the fees passed over to the benefactors of the students. The tuition fees whether government or privately sponsored should have the industrial attachment component.
- Teaching units should form partnership with the public and private sector and negotiate how best the partners could support the industrial attachment program.
- In addition to supporting the industrial attachment programs directly, government should offer incentives to participating institutions to offer industrial attachment to students.
- On-site supervisors should be recognized and motivated through appropriate means such as payment of honorarium and/or a letter of recognition.
- Each unit will have an annual industrial attachment budget with appropriate line items.

2.5 Pre-placement

This activity consists of three tasks namely; visits to industrial attachment areas and joint planning, briefing students and re-orientating the academic staff.

2.5.1 Visits to industrial attachment sites and joint planning with the partners

The purpose of the visits is to identify partners/sites and negotiate relationships, roles and responsibilities. The visits should be followed by exchange of communication with the partners to confirm appointment. Academic staff together with the partners should identify suitable sites for students' attachment. The following is the criteria for site selection:-

- Availability of suitable field supervisor(s).
- Availability of supportive facilities to the learning of the student(s).
- Availability of on-going activities to provide learning experiences to the student(s).
- Gender needs.
- Health and safety of the site.

Joint planning should include drawing an action plan for implementation of the program; agree on the evaluation criteria of the students on industrial attachment and modalities for supervision. It also involves training of the field supervisors in specific requirements for supervision and evaluation of the students on industrial attachment. This activity should be carried out during the break between Semester I and II.

2.5.2 Briefing of the students

Before the placement, students should be briefed a week before they do the end of Semester II examination, so that they can appreciate industrial attachment as an integral part of their training programs. In such briefing, the following areas shall be addressed:

- The purpose of the industrial attachment program.
- Basic requirements in terms of equipment and materials.
- Code of conduct expected of the students during the industrial attachment
- Roles of the various supervisors (academic and field supervisors)
- Grading/evaluation of the industrial attachment program

- Various channels of communication for students on industrial attachments e.g. where and how to report when they have problems.
- The final industrial attachment report format.
- When and how to hand over materials/equipment lent to them by the host organization during industrial attachment.
- Other matters concerning their welfare during the industrial attachment
- Health and safety issues

2.5.3 Re-orientation of the academic staff

Since all the academic staff will participate in supervision of the students on industrial attachment, they should all be involved in the planning and organization of the exercise. They should be well re-oriented on the following:-

- The purpose of the industrial attachment program
- What the task involves
- Development and review of the monitoring and evaluation/assessment criteria.

This activity should be carried out before the visits to the attachment sites. This is because some of the staff will be involved in the pre-placement preparations.

2.6 Placement

2.6.1 Duration and timing

The year of study that students will go for industrial attachment depends on the design of the academic program. The period for industrial attachment varies between 3 and 6 months in total. It is optional for students to spread their attachment depending on its suitability for the study area pursued and the availability of opportunities. It is recommended that all teaching units conduct their industrial attachment at the end of the second semester and each period of industrial attachment should last at least eight (8) weeks per year. While cognizant of the cost of the industrial attachment program, it is nevertheless preferable that students have industrial attachment at least twice but not more than thrice during their training at the University. This is considered to be the adequate period for students to have a first experience, conceptualize those experiences in their training and try out what they have learnt in another way (in the second industrial attachment).

2.6.2 Posting

The process of posting students for industrial attachment will include:

- Identifying suitable candidates for each site.
- Preparing letters of introduction and other necessary documents e.g. guidelines for industrial attachment report writing, students' evaluation forms, log books and journals.

2.6.3 Students' records

- Students on industrial attachment will be required to keep notebooks (or log books) where they will enter their daily records of the activities they are engaged in as well as new knowledge and innovations learnt (Sample SA3).
- The on-site supervisor shall assess the daily records in the logbook. In addition, the student's logbooks shall be assessed and signed by the academic supervisors each time they visit the student in the field.
- At the end of the industrial attachment period, the student shall produce a report of their industrial attachment experiences based on guidelines (Sample SA2) and a completed program assessment form (Sample SA4).
- All University policies and procedures apply throughout the duration of the field work. It is the Field Work Supervisor's responsibility to ensure that people involved in the field work are aware of all relevant policies. The University shall develop suitable penalties for students who do not comply with the guidelines.

2.7 Supervision

- There will be two distinct levels of supervision: site level day-to-day supervision by the field supervisor and the academic supervisor from the University.
- Each site/student will be visited 2-3 times by the academic supervisors, each visit lasting 2-3 days or more.
- During the visit, the academic supervisor will interact with the student on industrial attachment, field supervisor /other relevant officials and also visit the attachment sites to acquaint himself/herself with the activities of the student.

2.8. Requirements for On-Site and Academic Supervisors

2.8.1. On-site supervisors

On-site supervisors will:

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

2.8.2. Academic supervisors

- Supervision will be done by qualified academic staff i.e. 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, the on-site supervisor and the industrial 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.

2.9 Evaluation

- Given the duration and intensity of the industrial attachment program and the rigor of assessment (by field supervisor, academic supervisor, industrial attachment report), industrial attachment should carry an overall weighting of at least two taught courses.
- The industrial attachment, being part and parcel of the academic program, must be assessed, graded and the grades should contribute towards the award of a candidate.
- The industrial attachment grades should appear on the student transcript as an independent course.

2.9.1 Students' Assessment

Marks for the industrial attachment performance will be distributed between assessment by the on-site supervisor, academic supervisor and industrial attachment report. In view of the

purpose of the industrial attachment program as providing practical orientation, the assessment by the on-site-supervisor, who is best placed to monitor and assess the students' daily performance, should be given prominence. The marks for industrial attachment shall be distributed as follows:

- Assessment by the on-site field supervisor based on agreed criteria will carry not more than 50% (Sample SA5).
- Perceived benefits/value to all parties
- Organization and coordination
- Supervision
- Sustainability.

2.9.2 Overall evaluation

For continued partnership academic supervisors should evaluate the industrial attachment program annually based on:

- Perceived benefits/value to all parties
- Organization and coordination
- Supervision
- Sustainability.

2.10 Academic Supervisor Visits

The student is assigned an academic supervisor from the teaching staff. This supervisor will visit the student at least 2-3 times during their attachment preferably when they are in their last quarter of the placement. The academic supervisor would:-

- Have an informal discussion with the student to facilitate understanding of the context of the attachment.
- Have a private discussion with the Field Supervisor.
- Leave a copy of the feedback form (Sample SA5) with the Field Supervisor. This form will be the tool by which the field supervisor will assess the student and will form an important component of the final assessment.
- If (s)he finds it necessary/possible, have a short tour of the organisation that the student is attached in.

2.11 Assessment Requirements

Within two weeks of the university's opening date students should submit the following to their respective academic supervisors:

- (i) The feedback form from the host supervisor in a **SEALED** envelope (or by other means, such as through e_mail). The student is responsible for ensuring that such feedback has been sent to the university_side supervisor.
- (ii) Attachment report.
- (iii) Logbook

2.12 Attachment Reports

Students are required to submit a spiral bound report printed on A4 paper describing their placement. The Academic Supervisor will grade it by considering the completeness of presentation with evidence of technical writing skills.

The report should draw on material from the logbook which is also due for submission along with the host supervisor's feedback reports.

The report should:

- Be spellchecked with proper usage of grammar.
- Be properly paginated. Note that the formatting of the document is marked.
- Be written in a technical style
- Have a table of contents, appropriate referencing, figure and table captions, etc.
- Have appropriate structure
- Be written in the third person
- Be concise: 12 – 15 A4 pages (excluding the cover page, table of contents page, appendices and any diagrams), of font Times New Roman, size 12, 1.5 line spacing.

2.13 Evaluation

- The Academic Supervisor will mark the final report. The marks for the technical section will be adjusted to take into account the Academic Supervisor's visit to the host organization and feedback from the Field Supervisor. The feedback form caters for 50% of the final mark.

- The student should ensure that the learning outcomes described under each heading in the marking scheme are addressed, so far as is reasonably practicable, in the report.

Note that the report should be comprehensive as any activity carried out in the attachment but not mentioned in the report cannot be given any marks.

The proposed marks distribution is shown below:-

Item	Mark
1. Executive Summary	Mark
2. Introduction	
3. Description of Attachment	
4. Content of report describes the intern experience: original thought, content, structure, layout and quality of presentation	
5. Impact of the internship	
6. Conclusions & Recommendations	
7. References and appendices	
8. Typed, Times New Roman 12 pt, 1.5 spacing	
9. Grammar, spelling, and punctuation	
Total points possible	50

3. Student Attachment and Industrial Experience Performance Benchmarks

Benchmark Item	Objectively Verifiable Indicator	Means of Verification
3.1 Attachment Time Frame	Each Faculty establishes the Attachment Time Frame uniform for all	Faculty records on attachment policy. departments in Faculty
3.2 Roles and responsibilities of the stakeholders 3.2.1 University of Zimbabwe	Industrial attachment embedded in overall institutional setup; including curriculum, funding and partnership agreements with industry	University policy on industrial attachment posted on UZ website
3.2.2 University Partners	University Partners participating in the planning, induction, supervision and evaluation of the students on industrial attachment	Co-supervision reports from University Partners kept in respective Faculties
3.2.3 Roles and responsibilities of students	Students carrying out Industrial Attachment in accordance with UZ Attachment Code of Conduct.	Attachment diaries and reports of students lodged with Faculty offices
3.3 Organization of Industrial Attachment	UZ Attachment handbook in place	Records of UZ Administration and posting on the UZ website
3.4 Program Management 3.4.1 Senate Sub-Committee	Senate sub-Committee on attachment established with clear terms of reference and procedures	Proceedings of the Senate meetings kept at UZ Central Administration
3.4.2 Faculty committees on industrial attachment	Faculty Committees on attachment established with clear terms of reference and procedures	Proceedings of Faculty Committee kept at Faculty offices
3.4.3. Budget	A clear funding policy on industrial attachment in place with budgeting system incorporating the costs	Policy and budget documents from Bursar's office
3.5 Pre-placement 3.5.1 Visits to industrial attachment sites and joint planning with the partners	The respective UZ staff should visit all placement sites to identify partners/sites and negotiate relationships, roles and responsibilities.	Joint implementation plan signed and lodged with Faculty office
3.5.2 Briefing of the students	Before Departure, all students to be briefed so that they can appreciate industrial attachment as an integral part of their training programs.	Student briefing guidelines and timetables kept at Faculty office
3.5.3 Re-orientation of the academic staff	All academic staff attend re-orientation course designed and run by UTLC	Course attendance records kept at UTLC and Faculty offices

Benchmark Item	Objectively Verifiable Indicator	Means of Verification
3.6 Placement		
3.6.1 Duration and timing	Duration and timing of industrial attachment specified in Faculty Handbook on attachments	Faculty Handbook on attachment kept at Faculty offices and placed on Faculty websites
3.6.2 Posting	All students posted appropriately with all formalities completed	Records at Faculty office
3.7 Supervision	Each site/student will be visited 2-3 times by the academic supervisors, each visit lasting 2-3 days or more	Field visit reports kept at Departmental and Faculty offices
3.8. Requirements for On-Site and Academic Supervisors		
3.8.1. On-site supervisors	On-site supervisor with relevant practical experience in place before student placement	CV of On-site supervisor kept at Faculty/Departmental office
3.8.2. Academic supervisors	Suitably qualified Academic Supervisor in place and active in the field	Field reports by Academic Supervisor (Lecturer and above) kept at Faculty/Departmental offices
3.9 Evaluation	Industrial attachment recognised as a course and carrying an overall weighting of at least two taught courses.	Student records kept at the UZ Records Office
3.9.1 Students' Assessment	Industrial attachment performance based on assessment by the on-site supervisor, academic supervisor and industrial attachment report.	Student assessment marks kept at Departmental offices
3.9.2 Overall evaluation	Student assessed based on an agreed criteria set by Faculty	Assessment criteria and marks kept at Faculty/Departmental offices
3.10 Academic Supervisor Visits	Academic Supervisor visits the student at least three times during attachment and leaves and leaves a feedback form.	Completed feedback forms kept at Faculty/Departmental offices
3.11 Assessment Requirements	Within two weeks of the university's opening date students submits the feedback form from the host supervisor in a SEALED envelope, Attachment Report and Training Logbook	Attachment records kept at Faculty office
3.12 Attachment Reports	Students to submit 5 bound copies of Attachment Reports in a given format.	Attachment records kept at Faculty office
3.13 Evaluation	Industrial Attachment to be marked according to the criteria set by the Faculty	Industrial Attachment Assessment criteria/guidelines kept at Faculty offices

Appendices

Sample SA1: Industrial Attachment Code of Conduct

Students who are accepted for this industrial attachment are privileged and should be proud of this opportunity. The student is the University's 'ambassador' to the company or organization during industrial attachment. Misconduct by the student may jeopardize the opportunities of other candidates whom the company or organization may wish to take in future. Thus, the reputation of the University must be upheld at all times. Students must set a good example in behaviour and personal appearance and are expected to conduct themselves sensibly and with dignity during attachments and portray themselves as responsible and respectable citizens of the future.

General Regulations

- The appropriate uniforms if provided by the organization / company must be worn at all times. Otherwise decent and respectable dressing is expected from all students undertaking attachment.
- Cleanliness of the organization / company's grounds, offices, workshops and toilets should be the concern of every student on attachment.
- Students are not allowed to bring or consume alcoholic beverages whilst on attachment and nor any foodstuffs other than in designated area.
- Smoking in offices and workshops is strictly forbidden, unless allowed by the organization / company.
- Use of drugs (narcotics) is illegal.
- Students who have been absent for more than 20% of the attachment period will have their attachments stopped. Genuine cases may be considered for extension.
- Students whilst on attachment must not make unnecessary noise that may disturb the activities of the organization / company.
- Students will be liable, for full replacement cost for wilful damage to organization's / company's property, plus 50% for the inconvenience and dependent on the circumstances may be disciplined.
- Students must carry at all times their training institutions admission card for identification. If organizations / companies have provided you with one, it must be carried at all times and be made visible to everyone.
- Organizations / companies will not be held responsible for loss or damage of student's property. Students are advised not to carry important and/or expensive articles to work.
- Students are not allowed to make or receive telephone calls in workshops, offices, and other facilities at any time except if allowed by the organization or company. Personal mobile phones must be switched off while attending meetings or undertaking training activities.

- Fire-fighting equipment must not be tampered with. The penalty is suspension or expulsion from the attachment exercise, which may lead to further expulsion from the training institution.
- Students must adhere to the rules and regulations of the organization / company they are attached to.
- No student shall make any public statement on matters concerning the organization / company without specific written authority from the Director, Manager or Proprietor of the organization / company.
- Students must enter and leave the organization's / company's premises only via the designated entrance and exit routes.
- Students may buy food in the cafeteria, if available, but ALL crockery and cutlery must remain in the cafeteria.
- Regular attendance and punctuality at work are of paramount importance and must be observed whilst undertaking attachments.
- If students would like to request a day off, sick leave, or delay for work, students must request for it in advance either by a letter, email or a phone call.
- Failure to adhere to all above regulations by students shall lead to serious disciplinary action.

Attendance

Students must familiarize themselves with the organization's / company's working hours and must ensure full compliance to those periods. Punctuality and attendance are assessed in the final report.

Safety in the Workshop

1. Safety regulations must be enforced where appropriate.
2. Overall / aprons and trousers must be worn where instructed.
3. Long hair must be secured or fastened, and head scarves worn when operating.
4. It is the responsibility of every worker to ensure the health and safety of his fellow worker whilst at work.
5. Health and safety risks and hazards where present must be reported to the Training Supervisor.
6. All female technical students must wear trousers where appropriate.
7. Safety goggles and / or leather aprons must be worn as required.

THE ORGANISATION'S / COMPANY'S CODE OF CONDUCT SUPERSEDES THIS CODE OF CONDUCT. ONLY WHERE A CODE OF CONDUCT IS NOT AVAILABLE OR THE EXISTING CODE OF CONDUCT DOES NOT ELABORATE ON CERTAIN ISSUES SHOULD THIS CODE OF CONDUCT BE REFERRED TO.

This regulation is subject to change at anytime deemed necessary by University management.

Sample SA2: Industrial Attachment Report

Following is a proposed general guideline of the sections expected in the Industrial Attachment Report:

1. Title Page
2. Acknowledgements
3. Abstract
4. Introduction

The student should place the attachment in context by describing the organisational structure and commercial environment of the company. It should include:

- 4.1 A history of the organization
 - 4.2 The area the student was attached to within the organisation
 - 4.3 The objectives of attachment
5. The technical section
 - 5.1 This provides a breakdown of the technical work undertaken during the placement. If the student worked on more than one project during their placement they should describe each in turn (even if they were running simultaneously). Any formal training undertaken should be summarised. The student may use material from their logbooks and any reports made to their organisations.
 - 5.2 Challenges, how the student dealt with them and Lessons Learnt. The Lessons Learnt section is reflective and is written in the first person describing the technical and non_technical experience gained throughout the attachment.
 - 5.3 Conclusions chapter, giving prominence to the student's successes during the placement and recapping on the main points of the technical chapters.
- 5.4 Recommendations
6. Appendices – charts, graphs, pictures, computer codes, company statements, company forms, etc
 - 6.1 Log of activities the student undertook (they can make a copy of their logbook and attach it to the report)
 - 6.2 Any relevant references (manuals, text, the internet etc)
7. Any other relevant documentation or text which should be concise with details not described in the body of the report.

Sample SA3: Sample Logbook

Daily Detailed Description of Work

<i>Sequence of operation of the Job</i>		
No.	Operation	Tool, equipment, etc
Signature of Field Supervisor		

Sample SA4: Student Evaluation Form

This evaluation form should be completed as soon as the field attachment ends and handed to the field attachment coordinator.

1. What do you consider to be the major strengths of the field attachment?
.....
.....
2. How have you specifically benefited from participating in this field attachment?
.....
.....
3. How do you think the district/organization/community you were attached to benefited from your field attachment activities?
.....
.....
4. How do you think the community/organization benefited from the field attachment?
.....
.....
5. How relevant is the field attachment to your degree program?
.....
.....
6. What constraints have you experienced during the field attachment period and how do you think those constraints could be overcome?
7. What changes, if any, would you wish to see in the organization and management of the field attachment program to make it more effective?
.....
.....
8. What kind of knowledge do you think would have enabled you to perform better during the field attachment?
.....
.....
9. What skills do you think would have enabled you to perform better during the field attachment?
.....
.....
10. How adequate was your field supervision?
.....
.....
11. How do you think the field attachment program could be appropriately evaluated?

Constraint	How to overcome the constraint

Sample SA5: Student Assessment Form by the Field Supervisors

Note to the field supervisor: The purpose of this evaluation is to help students on field attachment to further develop their job performance. You are encouraged to discuss your responses with the student in a positive and objective manner, just as you would review job performance with your employees/colleagues. You are provided with 10 criteria in the table below upon which to base your assessment of the student and award him/her the appropriate grade on the 1 to 10 scales.

Field attachment site/place?

Student's Name:

	Needs Improvement 1 2 3			Average 4 5		Above Average 6 7 8			Outstanding 9 10	
Criteria	1	2	3	4	5	6	7	8	9	10
Organizes work well/attends regularly	1	2	3	4	5	6	7	8	9	10
Completes assigned tasks on time/punctual at work	1	2	3	4	5	6	7	8	9	10
Has initiative/resourcefulness	1	2	3	4	5	6	7	8	9	10
Accuracy of work	1	2	3	4	5	6	7	8	9	10
Adapts to working conditions	1	2	3	4	5	6	7	8	9	10
Has ability to get along with others at work	1	2	3	4	5	6	7	8	9	10
Follows up on assignments	1	2	3	4	5	6	7	8	9	10
Has ability to communicate with superiors	1	2	3	4	5	6	7	8	9	10
Has ability to apply theory in practice	1	2	3	4	5	6	7	8	9	10
Has ability to judge or take decisions	1	2	3	4	5	6	7	8	9	10

2. What do you consider to be the strength of this student in terms of technical competence?

.....

3. How would you describe this student's personality to others?

.....

4. What aspects of job performance (weakness) should this student seek to improve?

.....

5. Are there any special skills you would like to see in the student attached to your firm?

.....

6. What aspects of knowledge would you recommend this student to acquire in order to be more effective in delivery of related services under the current field situation?

.....
.....

7. What do you see as the benefits the student has derived from this field attachment?

.....
.....

8. How has your organization benefited from having the student on field attachment?

.....
.....

9. What problems if any have you experienced with the student?

.....
.....

10. Would you consider having a student on field attachment next year?

.....
.....

11. Give any suggestions that would improve the field attachment to the benefit of the University /partners as well as the students.

.....
.....

Signature of the Field Supervisor

Name:

Designation:

Date: