



Industrial Training **Guide**



INDUSTRIAL TRAINING GUIDE

Agriculture Department

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Colofon

The Teaching Agriculture Practically (TAP) programme started in 2019 and is funded by the Belgium government. It focuses on the professional development of teachers and instructors in agricultural education and agri-entrepreneurship education. Partners are the Ministry of Education and Sports, National Teacher Colleges (NTCs) Mubende & Unyama, National Instructors College Abilonino (NICA) and VVOB - education for development. More information at <https://www.vvob.org/en/programmes/uganda-teaching-agriculture-practically>.

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LIST OF ABBREVIATIONS

NIC: National Instructors' College

NTC: National Teacher's College

STPL: Student plot

BTVET: Business, Technical, Vocational Education and Training

OHSE: Occupational Health, Safety and Environment.

INTRODUCTION

This guide belongs to lecturers, as it provides a complete overview on how teaching in agriculture could become more practical with Industrial Training. It is an enormous resource of ideas, examples, and knowledge about Industrial Training and it uses a hands-on approach. Lecturers can use this guide in the preparation of the activities within their course units and related learning activities, leading to a more practical teaching approach, linked to the curriculum objectives.

This guide is also relevant to students, as it helps them to better understand what the college and lecturers aims for with Industrial Training and how the curriculum relates those objectives. But also: how active teaching and learning can be made real, based on the numerous examples, formats, schemes and other tools that are part of the guide. These examples and experiences are useful for when students become teachers as well.

Thirdly, the guide is useful for the partners of the college, in this case the IT hosts. It will give them better insight in the objectives and organisation of IT, as well as hands-on approaches with explanation of their role in the process of that.

National Instructors' College Abilonino (NICA) is a centre of excellence in Technical Teacher and Instructor Education and Technology. The college provides quality technical instructor and skills training responsive to market need in different sectors. These include Agricultural Production, Building and Civil Engineering, Automobile Engineering, Metal Fabrication, Electrical engineering, Leather Tanning and Leather Goods Production and Tailoring and Garment Design.

Before you are awarded with the Diploma in Instructor and Technical Teacher Education (DITTE) in Agriculture Production, you are required to undergo industrial training. Through the industrial training programme, you will be able to demonstrate competences that will include practical skills in industrial agriculture. Industrial training and internship involve several stakeholders ranging from the student-instructors, lecturers or supervisors and the Industrial Training hosts or placement organisations. It also involves other strategic partners who include Kyambogo University, Directorate of Industrial Training and the Department of Teacher/Instructor Education and Training of the Ministry of Education and Sports.

The objective of this guide is to explain what Industrial Training and internship programme is about and how it is organised. It explains how you prepare for it as a student-instructor, lecturer or industrial training host. Another objective is to describe what is expected of all the stakeholders involved regarding assignments, assessment, coaching and mentoring. This guide also highlights the health and safety regulations for all the key stakeholders. It clarifies the roles and expectations of Industrial Training supervisors from NICA, student-instructors and training officers from the host institutions as well as Kyambogo University.

The Teaching Agriculture Practically programme (TAP) from VVOB is explained throughout this guide. Several references are made to the programme innovations that are made together with the lecturers of NICA. The TAP programme is a relevant component of Industrial Training because of the principle of participation. TAP is directed towards helping student-instructors find self-made solutions to their problems which is one of the cardinal principles of Industrial Training because it emphasises, among other things, learning by doing (hands-on learning) and learning through experience instead of passive listening to lecturers or simply observing demonstrations. Student-instructors will also be equipped with the essential skills that they will need in case they want to start up a business of their own and maintain it.





Chapter One:

Industrial Training

This section provides a comprehensive introduction to Industrial Training in order for you to get the basic insight into what the training entails, including the objectives, the required preparations for the training and the expectations towards you during the training to ensure you fully benefit.

1.1 What is Industrial Training?

Activity 1.1.1

As a student-instructor, discuss with a friend an experience when you worked on a farm. It could have been during a school holiday or long vacation. What farming enterprise was it? What did you find interesting at the enterprise where you worked? What challenges did you experience? How did you overcome them? Mention at least two things you learnt while you worked on that farm during holidays or long vacation which are relevant to what you have studied at NICA. Mention any farming practice that you have learnt at NICA you did not know about.

You are going to a farm enterprise to practise what you studied at college. It is something similar to what you did in the farm experience you just shared with your fellow student trainee. Unlike your farm experience which might have been voluntary, your participation in this exercise is mandatory. NICA believes that exposing you to a workplace environment will allow you practise the skills and competences you studied while at college. The experience will also give you the competences you need to compete favourably on the job market. This exercise is called Industrial Training.

As part of the industrial training and internship, there are very important components such as assignments, assessment, coaching and mentoring. For that reason, that necessitates the involvement of other equally important stakeholders such as lecturers or supervisors and the Industrial Training hosts or placement organisations.

There are two Industrial Training sessions, one at the end of each academic year, after school practice. Each session lasts six weeks with an equivalent of 3 Credit Units marked out of 100%. It is a requirement for the partial fulfilment of the award of the Diploma in Instructor and Technical Teacher Education (DITTE) from Kyambogo University. A detailed description of the Industrial Training Course Unit is given in Section 4.3.

Activity 1.1.2

Now that you know what industrial training is about, why do you think it is important for you? Describe the kind of farm or enterprise you would like for industrial training. Why would you prefer such an enterprise? What are your expectations from the exercise?

You will undergo the industrial training exercise in a location that will allow you to practise what you will have studied at college. This will be at a farm, an agro-processing unit, or an organisation that offers farm extension services. You may also undergo your industrial training exercise in an organisation that works with farmers' groups or any other farm input producer, vendor, or a research centre. You will have an opportunity to apply the skills that you learnt at college in real life work situations. You will however need to plan the competences that you need to master and seek guidance from expert trainers on how to execute them. For example, if the skill is castration, you may want to know; why it is important to castrate an animal; the tools you need for such an activity and what procedure that you need to follow. You may also need to know the tools you will require for the exercise and how you will follow up.

Activity 1.1.3

Imagine you are going to visit a friend or relative who lives in a different town from the one you live in. The journey takes you about six hours by bus. After the long journey, you finally reach your destination but your friend is not there because you did not inform them that you were coming. Describe your feelings to a fellow student-instructor.

Just as it is important to communicate in your social life, the same applies to your professional life. Therefore, in preparation for industrial training, you will need the approval of the industrial training host before you can start. NICA will support you by giving you an introductory letter (annex 4) to accompany your application letter when sourcing for your own industrial training placement. The Industrial Training Office may contact potential hosts and refer you or your fellow student-instructors to the identified places depending on your needs. NICA developed a database of industrial training hosts where you can source contact details of those that match your expected learning objectives. Once you have been accepted by the host institution, ensure that you are at the centre on the first day of commencement of industrial training so that you do not miss out on the orientation exercise. This way, you will have an opportunity to get first-hand information from the training officer during the orientation week.

1.2 What is Teaching Agriculture Practically (TAP)?

In the last subtopic, you were introduced to the concept of industrial training. The TAP programme is directly designed for your lecturers to be able to train you how to teach Agriculture practically. In this subtopic, your lecturers will be handy in ensuring you are also equipped with skills not only to teach Agriculture practically, but to also transfer those skills to your learners.

1.2.1 Objective

Teaching Agriculture Practically (TAP) is supported by VVOB, an organisation that is involved in improving the quality, efficiency and effectiveness of education in countries like Uganda. Through the TAP programme, VVOB works directly with the NICA lecturers from the Department of Agriculture, with the aim of ensuring these lecturers strengthen your professional development as an instructor and educator at certificate level. VVOB also aims at empowering you as a BTVET instructor or lower level secondary teacher with capacity to teach Agriculture practically. Through the programme,

you will develop competencies, skills, and attitudes to learn agriculture practically and thus transfer those skills to your learners in future.

The TAP programme focuses on several principles that ensure its effective implementation and learning outcomes. These include the following:



Participation; through this principle, TAP trains you and your lecturers to find solutions to problems that you may encounter.



Learning by doing; TAP will help you learn better through experience than when you passively listen to lecturers and watch demonstrations.



Through the principle of all stakeholder involvement, you will learn how to relate with different people through interacting with other industrial training stakeholders.



Evaluation; to measure the effectiveness of TAP, there is going to be a need to gauge the skills you will have acquired through the programme. Your facilitator will also assess the practical component of TAP that you will have adopted as a result of those skills.



Creativity; through this principle, you will be inspired to deal with real life challenges and consider new ideas to solve common and upcoming problems.



Experimentation; TAP programme will motivate you to try out new ideas.



You will learn to use locally available materials and learn through collaboration and sharing.



You will learn to use technology in a meaningful way and focus on technical skills.



Innovation; going through the TAP programme will help you come up with better methods of Teaching Agriculture Practically. One such method is learner-centred which is more involving.



You and your fellow student-instructors will be able to use your plots or project sites to learn.



You will relate to the world of work in the agricultural sector during training.



You will be exposed to a variety of agricultural activities.



You will be able to focus on entrepreneurship and learn as you earn.

1.2.2 The role of the TAP programme in Industrial Training

NICA provides you with an industrial training opportunity thus preparing you to effectively teach agriculture to your learners. While supporting industrial training opportunities of NICA, the TAP programme of VVOB identified various challenges that you might encounter in the organisation of the internship. The main problem you might face is the fact that your learning of practical skills may not match the learning objectives of the Agriculture curriculum of NICA and your personal objectives. You may be assigned the same tasks every day or sometimes even deployed for cleaning assignments. In response to this challenge, VVOB supported NICA in the development of a Memorandum of Understanding (MoU) with a set of mutual commitments to increase transparency on your expectations and those of NICA, and the industrial training host. To monitor your learning process, VVOB supported NICA to develop improved tools for preparation of industrial training. VVOB supported NICA to train mentors from industrial training hosts to increase purposeful mentoring and coaching during the exercise. This will also reduce the burden of coaching the increasing number of student-instructors that has previously been the responsibility of a few Agriculture lecturers of NICA.

Another challenge is an imbalance with the number of industrial training hosts that can offer a workplace. Since each of you needs a host in the same period, the hosts are sometimes overwhelmed. That is why VVOB supported NICA to improve the relationship with the industrial training hosts as well as the flow of information through the development of the MoU and a database.

Besides that, VVOB supports NICA with the identification and diversification of new industrial training hosts and partners. Diversification means on the one hand categorically adding medium-scale private farmers, mixed crop, and livestock farmers, B-NGAs etc. VVOB supported NICA in this process by creating synergy with already existing partnerships of Enabel, Rikolto, Broederlijk Delen, Trias, Bos+ etc. On the other hand, diversification means geographically focusing on a zonal approach where you and your fellow student-instructors will be encouraged to undergo industrial training close to your hometown so that you may tackle logistic and financial challenges. VVOB supported

your lecturers with the development of 360-degree virtual agriculture company visits so that you can visit companies and service providers virtually before selecting your host. By so doing, you will learn from virtual exposure visits and each of you will get to know your colleagues' industrial training hosts.

The TAP programme will enable you develop the competences and attitudes in agriculture through working with a service provider in a sector where you do not have experience. This will be through an improved and strengthened 6-week industrial training for the student-instructors of NICA.

1.3 Preparing Student-Instructors

You and your lecturers will prepare for industrial training. Orientation regarding industrial training will take place prior to your Industrial Training. An example of the programme with activities and schedule is presented here.

Session	Topic/Content	Activities	Facilitator
8:30 a.m.	<i>Arrival of Participants</i>		
8:50-9:00 a.m.	<i>Opening Remarks</i>	<i>Presentations</i> <i>Illustrations</i>	<i>Principal/Registrar</i>
Day One	<ul style="list-style-type: none"> <i>Objectives of Industrial Training</i> <i>Expectations during Industrial Training</i> <i>Challenges during Industrial Training</i> <i>Assessment of Industrial Training</i> <i>Logbook (Parts)</i> 	<i>Presentation</i> <i>Illustrations</i> <i>Discussions</i>	<i>Lecturer(s)</i> <i>Industrial Training officer</i>
	<i>Question & Answer Session/Discussions</i>		<i>ALL</i>
Day Two	<ul style="list-style-type: none"> <i>Recap of previous day</i> <i>Filling out a logbook</i> <i>Sample formats for departments</i> 		<i>Lecturer(s)</i> <i>Industrial Training officer</i> <i>HODs</i>
	<i>Question & Answer Session/Discussions</i>		<i>ALL</i>
Day Three	<ul style="list-style-type: none"> <i>Report Writing (Parts, features, steps)</i> <i>Preliminary Parts</i> <i>Body</i> <i>Appendices.</i> <i>Referencing (APA) style</i> <i>Sample Title page/structure of reports</i> 	<i>Presentations</i> <i>Illustrations</i> <i>Discussions</i>	<i>Lecturer(s)</i> <i>Industrial Training officer</i>
	<i>Question & Answer Session/Discussions</i>		<i>ALL</i>
	<i>Summary of key points/expectations/actions</i>	<i>Presentations</i> <i>Illustrations</i> <i>Discussions</i>	<i>ALL/HODs/IT/Officer</i>

1.4 Selecting Industrial Training hosts

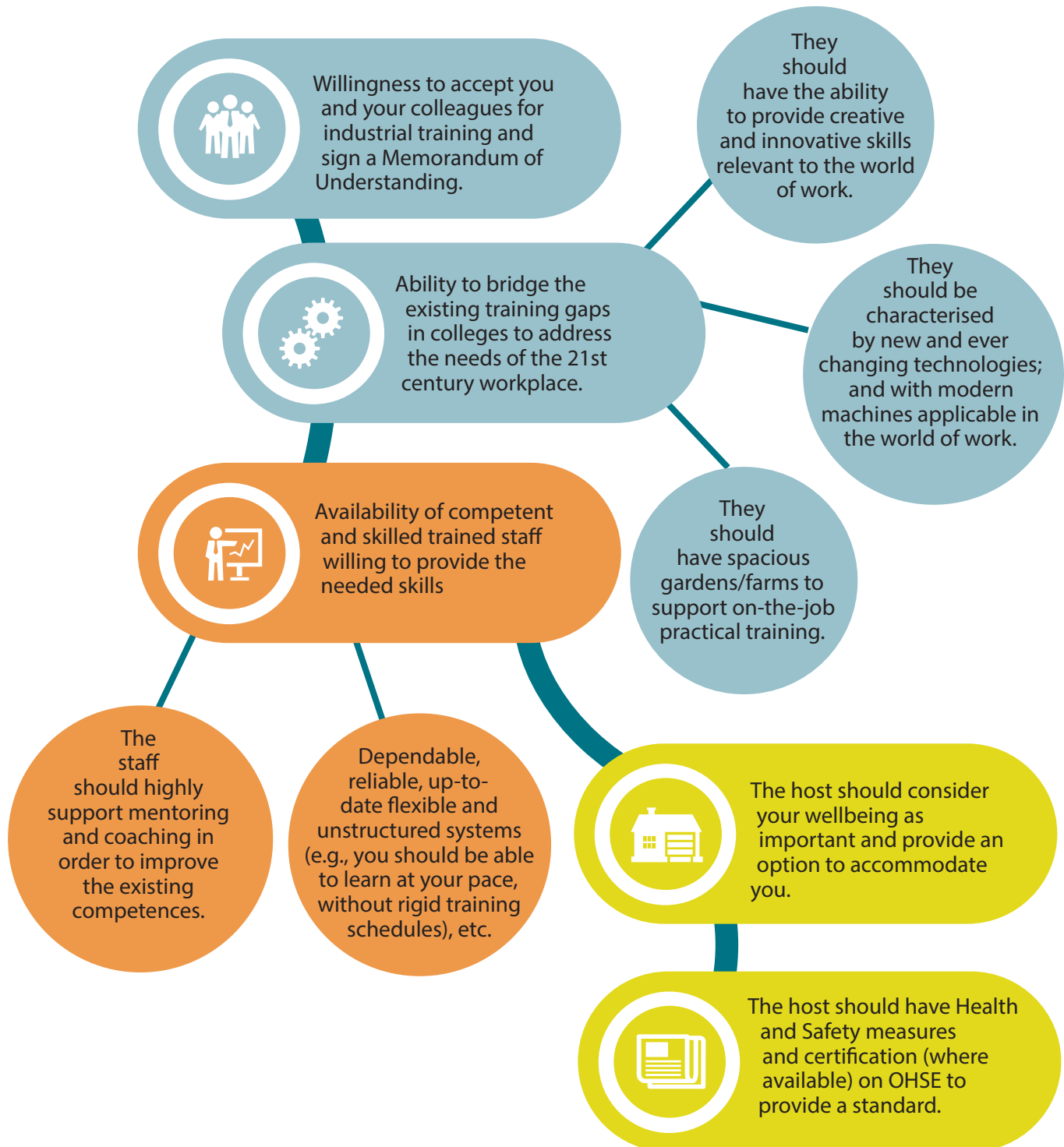
Having known that industrial training is mandatory, you have also learnt that finding the enterprise that is going to host you for the exercise is entirely your responsibility. For effective industrial training, you are required to select a training location which will offer you a rich learning experience. If you do

your Industrial Training at an institution of a relative, make sure you declare this conflict of interest in your application letter and add a motivation why you nevertheless like to do your internship there. In this sub-topic therefore, you are going to find the necessary support that you will need to find the host that will suit your needs.

1.4.1 Quality standards of the industrial training host

Industrial training hosts are key stakeholders in your work-based learning and helping you develop industrial skills and competences.

NICA lecturers have defined the following criteria that need to be guaranteed by industrial training hosts to enhance effective learning environment:



Within the TAP programme, NICA selects industrial training hosts that meet the above criteria. The NICA staff visit the industrial training host in order to complete the formalities which include signing a Memorandum of Understanding between the two parties. It is only after this that the industrial training host is added to the NICA database.

1.4.2 Industrial Training database

When you are moving to a new place, you need direction or some sort of map to help you find it. Similarly, finding an industrial training host on your own can be a daunting experience. This is why the industrial training officer at NICA will guide you in your effort to select a suitable industrial training host. To support this process, NICA has worked with the TAP programme to develop a database, an online platform with information concerning the industrial training hosts.

The online platform includes the following information

- The district where the host is located
- The agricultural sub-sectors the host offers, for instance; annual crops, perennial crops, animal husbandry and processing / transformation.
- The technology or modern equipment the host uses
- Whether the host offers accommodation and the cost implication of using the service.

- If the host provides meals
- Who the training officer (mentor) is.
- If the host has a gender policy
- Whether the host incorporates climate smart agriculture
- Pictures of the location
- Memorandum of Understanding

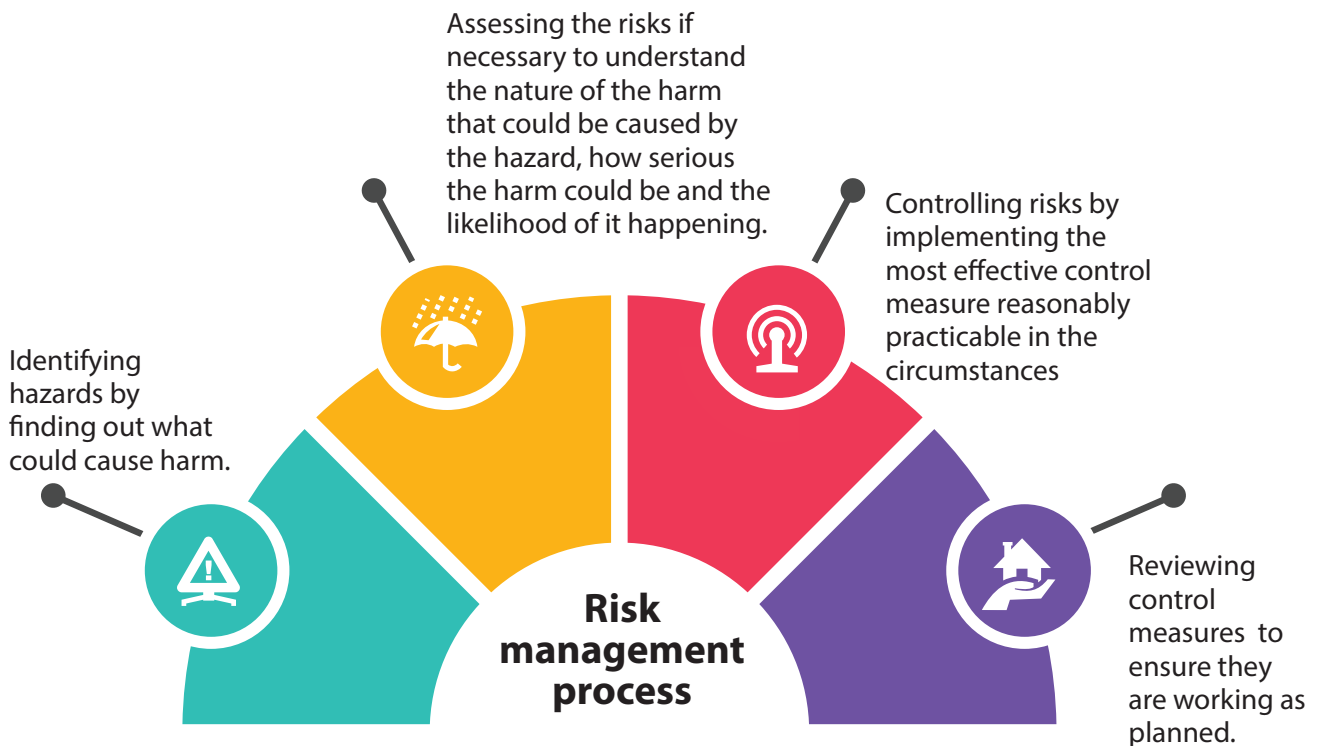
With this information, you are better placed to select an industrial training host.

1.4.3 Workplace health, safety, and discipline

Occupational health and safety are some of the fundamental issues that you and your industrial training host must observe during the industrial training exercise. Both the college and industrial training host have a specific list of safety equipment and gear that you must have and use during the exercise. It is imperative that you follow the specific safety requirements at a workplace for the different tasks you will be undertaking.

In all these, it is important to note that a safe and healthy workplace does not happen by chance or guesswork. You and your co-workers must think about what could go wrong at the workplace and what the consequences could be. You must then do whatever you can and is reasonably practical to eliminate or at least minimise the health and safety risks arising from the work you are embarking on within the organisation.

The process of eliminating or minimising health and safety risks is called risk management and involves four steps:



The above safety protocols should be discussed with the industrial training hosts to prepare students for the specific requirements from their hosts. It is always good to prepare for the worst-case scenario by ensuring adequate emergency kits are in place and the safety protocols are observed and enforced by everyone.

How do you relate with each stakeholder during industrial training? It is important that you maintain a cordial working relationship with your peers and other colleagues during the Industrial Training exercise. This is to encourage cross learning and peer-to-peer support as a capacity building approach.

In order to maintain effective relationships at the industrial training places, observe the following as you train:



Understand the different roles assigned to you by your supervisors and learn from people who have been in the industry for long.



Appreciate that not everyone is equally talented and that competence levels vary from one person to the other. This means that you need to focus on learning and supporting your colleagues as opposed to criticising what they are doing. Learn to build on each other's strong points to minimise the weaknesses.



Respect other students' and workers' opinions. Instead of shooting down people's opinions, offer them positive reinforcement.



As much as possible, participate in group activities because they lead to team building and promotion.



Appreciate diversity and inclusion. Be mindful and appreciate ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies of colleagues and not use the same to stigmatise and prejudice others.



Use peaceful means to solve conflicts as violence would otherwise escalate the problem. Where dialogue between two people seems not to be working, please seek for third party mediation.

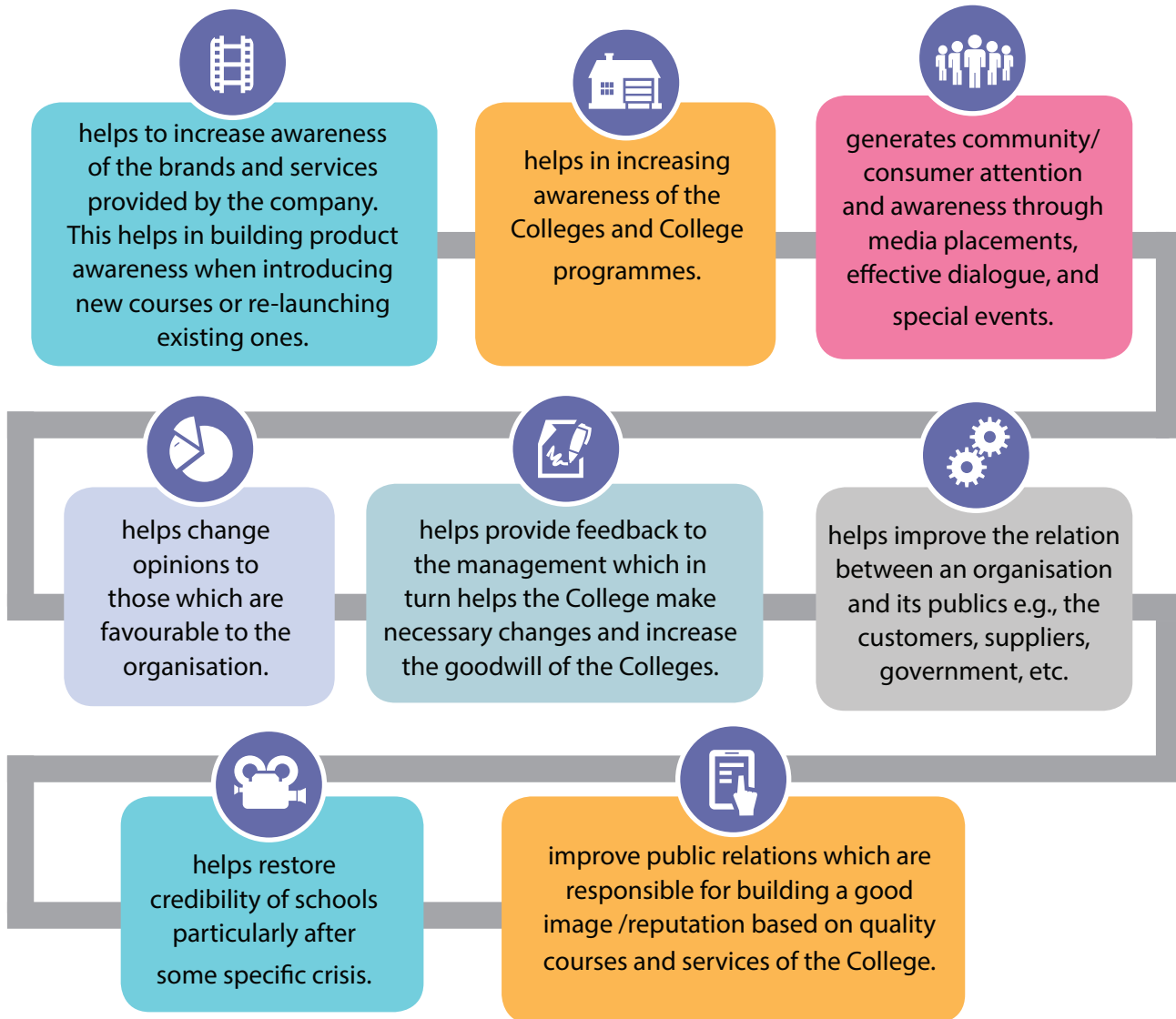
With regards to safety and rules at the workplace, you should:

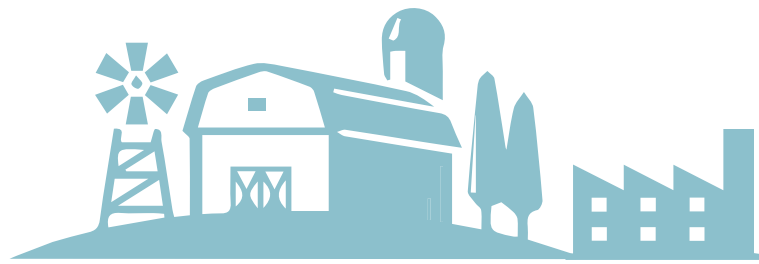
- Always put on safety gear.
- Follow guidelines of the firm.
- Follow work principles to avoid causing accidents.

1.4.4 Public relations

The way you and your supervisor behave while at the host farm or industry affects the public image of your college. It is important that you treat the training officer and the members of the community with respect.

Creating a likeable and acceptable company image to the public by management of information is important because it:





Chapter Two:

Portfolio

The Industrial Training portfolio is a systematic collection of daily and weekly assignments that demonstrate your activities, accomplishments, and achievements during the 6-week industrial training.

Your supervisor from NICA awards points for your Industrial Training. 50 points are granted by your visiting supervisor from NICA during two visits while you are doing Industrial training. The portfolio is marked on 30 points at the end of your Industrial Training. The report is graded on 20 points at the end of your Industrial Training. More information on the assessment can be found in chapter 4 and in annex 1.

In the following sections, the different parts of the portfolio are further elaborated. The first section explains how you can plan your activities guided by three exercises in the portfolio on personal objectives, application letter and planning of weekly activities. The second section explains what a logbook is and how you will use it to report the daily and weekly activities. The third section explains new assignments that are included in the portfolio and inspired by the TAP programme. The various sections of the portfolio are building blocks towards the final report which is further elaborated on in Chapter Three. The goal of the portfolio is to contribute to effective learning and assessment.



It contains the activities undertaken in planning the industrial training. It specifies the personal tasks and objectives you intend to achieve. You therefore have to identify those objectives as reflected in the competences you want to acquire. This will be done by filling in a template to guide you. You will also need to write an application letter to the Industrial Training host where you intend to conduct your training.



You will also be required to plan and review your weekly activities at the industrial training centre under the guidance of your training officer.



You will also carry out logbook activities which include daily reports and weekly summaries. These are necessary when making follow-up, monitoring and compiling data for assessment purposes.



You will as well be introduced to activities inspired by the TAP principles to help you get awareness of the challenges faced during industrial training and how you can respond to those challenges. These principles include community outreach and entrepreneurship; peer feedback; and innovation and creativity.

2.1 Planning Industrial Training activities

What do you intend to achieve at the end of your industrial training period? In planning for Industrial Training activities, you have personal objectives that you want to learn during industrial training. Besides that, the curriculum content and institution of the industrial training host will provide several tasks and activities to accomplish. According to the curriculum in year one, you undergo internship on a crop farm. In year two your focus shifts to livestock. Planning activities becomes important so that you know which competences you want to acquire and those you are expected to acquire in order to qualify with a certificate as an Agricultural Instructor. Three exercises in the portfolio will guide you in this planning exercise.

2.1.1 Identifying personal objectives

The first exercise (see figure 1) in the portfolio encourages you to write down three competences (knowledge, skills, and attitudes) that you want to practise in the agricultural sub-sector of your choice. Fill in this template while preparing for Industrial training.

<i>Skill = Learning how to do something or perform</i>	<i>Knowledge = Learning facts and concepts</i>	<i>Attitude = Behavior, motivation, values, and appreciation</i>
- Milking	- Having the knowledge regarding the existing bacteria on the udders. - Important to rinse the udders before milking.	- Coming on time in the morning and in the evening for milking. - Being gentle with the cows being milked
- Etc.		

Example template: Competences student-instructors want to practise

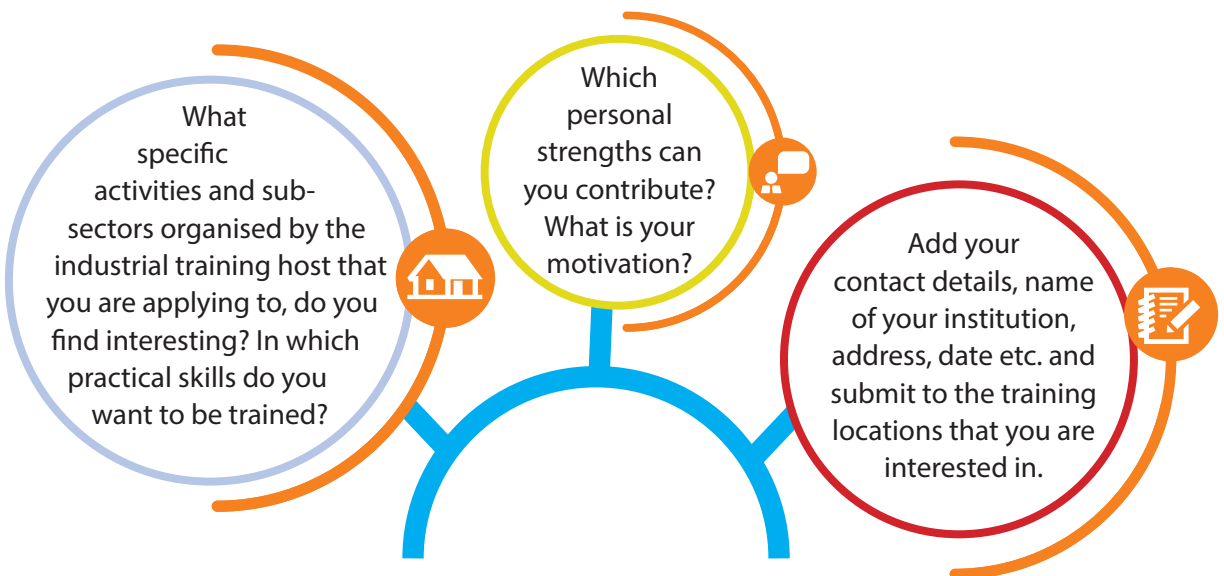
Innovation by the TAP programme: By including this exercise in the portfolio, the TAP programme encourages you to learn in a goal-oriented way with personal objectives. TAP believes the learning experience will become more effective and will increase your motivation since it is driven by passion and urgency. TAP also encourages you to be exposed to a variety of agricultural activities of your interest thus taking charge of your practical journey.

In a latter phase of the portfolio, you are invited to look back and reflect on the skills you intended to learn and the ones you effectively learnt. This matches the TAP principle of evaluation, where the effectiveness of the quality of Teaching Agriculture is practically measured in terms of the changes brought about in the skills acquired and adopted practical components.

2.1.2 Application letter to the Industrial Training host

In the second exercise, write an application letter to the Industrial Training host where you intend to conduct industrial training and copy a final version to the portfolio. Your application letter will be complemented by the introductory letter (annex 4) from NICA in which expectations towards the IT-host are clarified.

The letter should answer the following questions:



Innovation by the TAP programme: This exercise was included during the TAP programme, to encourage you and your colleagues to learn in a goal-oriented way with personal objectives that match those of the enterprise you are being trained from. NICA believes that learning experience will become more effective when the Industrial Training host is more aware of your expectations. You also need to be exposed to a variety of agricultural activities of your interest and be in the driver's seat of your practical journey. By explicitly mentioning the specific activities, sub-sectors and the practical skills you are interested in, an emphasis is laid on a more goal-oriented learning approach. Your expectations are more transparent, and the Industrial Training host can actively engage in offering you a tailored-based learning process. It matches the TAP principle of relating the industrial training experience to the world of work in the agricultural sector. This does not only apply to the actual internship, but also encourages you to practise writing application letters for future jobs indicating your professional strengths, motivation and interest.

2.1.3 Planning weekly activities

This exercise encourages you to plan weekly activities with your training officer at your industrial training host farm. Work with your training officer to review the planning at the end of each week. You can adjust changes made to the planning, if any. Be flexible in case there are changes within the plan as management may guide you. The learning areas may become out of bounds due to certain unforeseen conditions. In such a case, have a discussion with the trainer and review the planning. Report these changes in the weekly summaries. At the end of every week, indicate what went well and what did not. What could have made it better? How will you do it differently next time?

WK	Task	Activities to be carried out	What went well and what did not? What could have made it better? How will you do it differently next time? Fill this column in weekly after completion.
2	Castration	Restraining and cleaning	It was carried out according to plan.
		Castrating and treating	
		Tracking	
3	Populating the fishpond	Filling pond with water	It could not happen, because there was no rain this week and there was lack of water.
		Filling pond with fish	
4	Etc.		

Example template: Planning weekly activities

It is important to plan activities so that you know which competences you want to acquire and those you are expected to acquire to achieve the certificate as an Agricultural Instructor.

Innovation by the TAP programme: This exercise was included during the TAP programme, to encourage a more structured and goal-oriented cooperation between you and the training officer. When you identify weekly plans together, you set mutual goals, simplify mutual expectations and therefore a better working relationship. When you write this on paper, both you and your trainer are able to take charge of the learning process. It stimulates you to be creative and be immersed in a variety of agricultural activities and create diversity in the programme. It also increases stakeholder involvement which boosts public relations.

2.2 Logbook activities

Fill in daily report and weekly summaries which add up to a logbook. It is an important building block towards the final report that you are required to write (see Chapter Three). It contributes to a more effective follow up, more thorough monitoring system and increased qualitative data for examination purposes when assessing.

2.2.1 Daily detail report

Complete the daily worksheet of the logbook after the day's work. Fill in the template by indicating the agricultural sub-sector in which you completed certain tasks. The task is the major job that you performed. Describe the activities you performed in a chronological manner according to the sequence of operations. The activities are sub-tasks that are carried out to accomplish tasks.

By recording them, it is easy to follow up and revise the procedure later. Include which skills you practised and what went well as well as what did not. Note the equipment or tools that you used to perform the activity. Include the health and safety precautions you followed. A logbook is an important document for examination purposes. You will fill it in daily and ensure a detailed follow-up is possible.

Worksheet code = date with nr	21/04/2021 - 1			
Which specific tasks did you do today with which activities?	Time	Tasks	Activities	
	8 – 10 A.M	CONSTRUCTING A GRAIN GRANARY	Make a well detailed structural plan	
			Identify suitable materials for construction	
	10 – 12 A.M		Identify the site for construction	
			Clear the selected area	
	2 – 4 P.M		Interpret and transfer structural plan	
	4 P.M – 5 P.M		Construct granary following structural plan	
	Sub-sector(s)	Carpentry in agriculture using locally available materials		
	Practised skills: What went well and what did not?	Drawing a plan. I faced some challenges with doing the mathematics regarding the right measurements. Transferring the structural plan to the location went very well.		
	Equipment, tools, materials used	Timber, iron sheets, rat guards, sickle, hoe, axe, measuring tape, timber, rat guards, concrete blocks.		
	Remarks on safety and health	For clearing the selected area, it is important to wear gum boots.		

Example template: Daily worksheet for Logbook

2.2.2 Weekly Summary

Fill in the report every day with the main tasks carried out. The training officer will sign at the end of each week, assess you, and write down some comments. The visiting supervisors will check the signed reports for the past weeks during industrial training and for all the six weeks after industrial training during your meeting with them.

Example template: Weekly summary

Name:		Date:
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		

Training Officer's Assessment: <i>Excellent - Very good - Good - Satisfactory - Weak</i>	<i>Signature of the Training Officer</i>	<i>Signature of the Student-Instructor</i>
<i>Comments:</i>		

2.3 Activities inspired by TAP principles

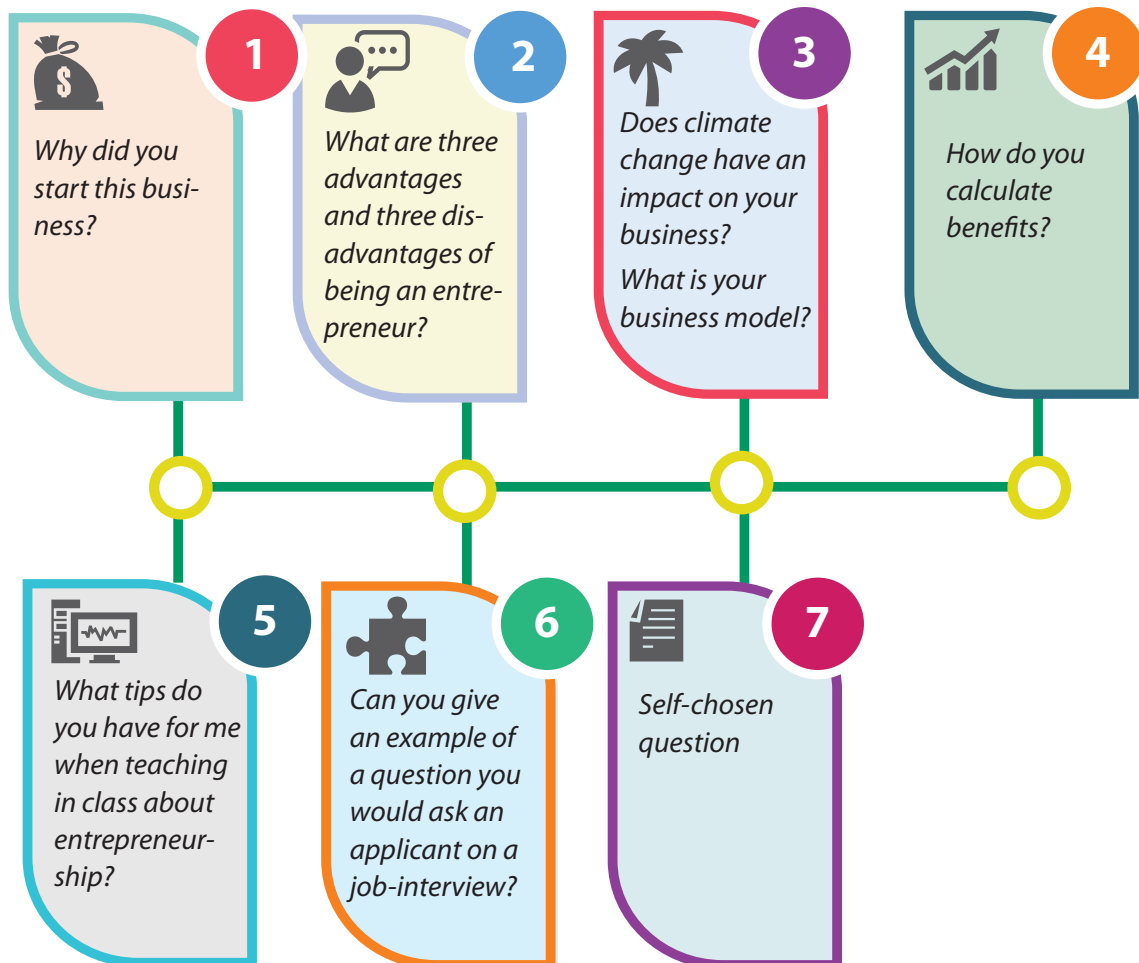
In response to various challenges that you, your lecturers and industrial training hosts experience during industrial training, in the following sections, VVOB explains the exercises that were added during TAP. After this, VVOB elaborates the final report that you will hand in after your Industrial training internships.

2.3.1 Community Outreach and Entrepreneurship

One of the TAP principles is the focus on entrepreneurship. Another one is to encourage stakeholder involvement including lecturers, instructors, farm managers, student-instructors, college administration, governing council, and the community.

To encourage you to learn more about the entrepreneurial side and/or community outreach of your industrial training host, an exercise is included where you are encouraged to have a conversation with a colleague on one of these topics. To guide the conversation, examples of interview questions have been shown here. You may however ask other questions. Write the answers in your portfolio.

Option 1: Conversation with entrepreneur



Option 2: Conversation on Community outreach

1  According to you, what are three advantages and three disadvantages of working here?

2  Which impact do you target?

3  How do you reach out to your neighbouring community? How do you put the work you do into practice?

4  Do you generate income, or how are you funded?

5  What tips do you have for me when teaching in class about community outreach?

6  Can you give an example of a question you would ask an applicant on a job-interview?

7  Self-chosen question

2.3.2 Self-assessment

Your host supervisor may not have the time to give you the amount of support you might expect during the industrial training. This could be because you may have turned up in bigger numbers than the host institution expected or because apart from supporting you, they have other duties. It is against this background that the TAP programme added an exercise on self-assessment. Since you and your fellow student-instructors are being trained to become instructors in the future, you need to practice self-reflection. By using this exercise, you are able to kill several birds with one stone. You may need to ask one another questions to yourself and record the answers to your portfolio:

- What do you consider as your personal strengths?
- Which challenges do you face during your internship and how can you improve?
- What do you contribute to the organisation that other workers do not?

2.3.3 Innovation and Creativity

One of the TAP principles is stimulating creativity, innovation, and experimentation. That is why an exercise was included in the portfolio on this topic. You and your fellow student-instructors are asked which innovation you would execute if you would be the boss in the coming years.

A definition of innovation is formulated by the NICA instructors of the agricultural department:

- I) *An action with the aim of improving efficiency and effectiveness of activities e.g., new technology or theoretical/practical knowledge that student-instructor applies in the Industrial Training context.*
- II) *When the student-instructor performs something differently, adds a new idea to the enterprise or practises activities that the Training Officer has never initiated.*



Chapter Three: Report

The College report writing format follows the structure provided by Kyambogo University. Visit the library at NICA and research about the different forms of report writing, and brainstorm with your colleagues on the best method suitable for your training. Your report must flow. It should have the parts and features of a good report and proper procedure of writing, together with attachments and appendices. It should talk about your 6 weeks experience at the training facility. You will hand it in to your head of department three weeks after the official end of the industrial training exercise who will acknowledge receipt in writing. You will hand in two copies of the industrial training report together with your portfolio. If any page or part is missing, it will invalidate all information contained therein.

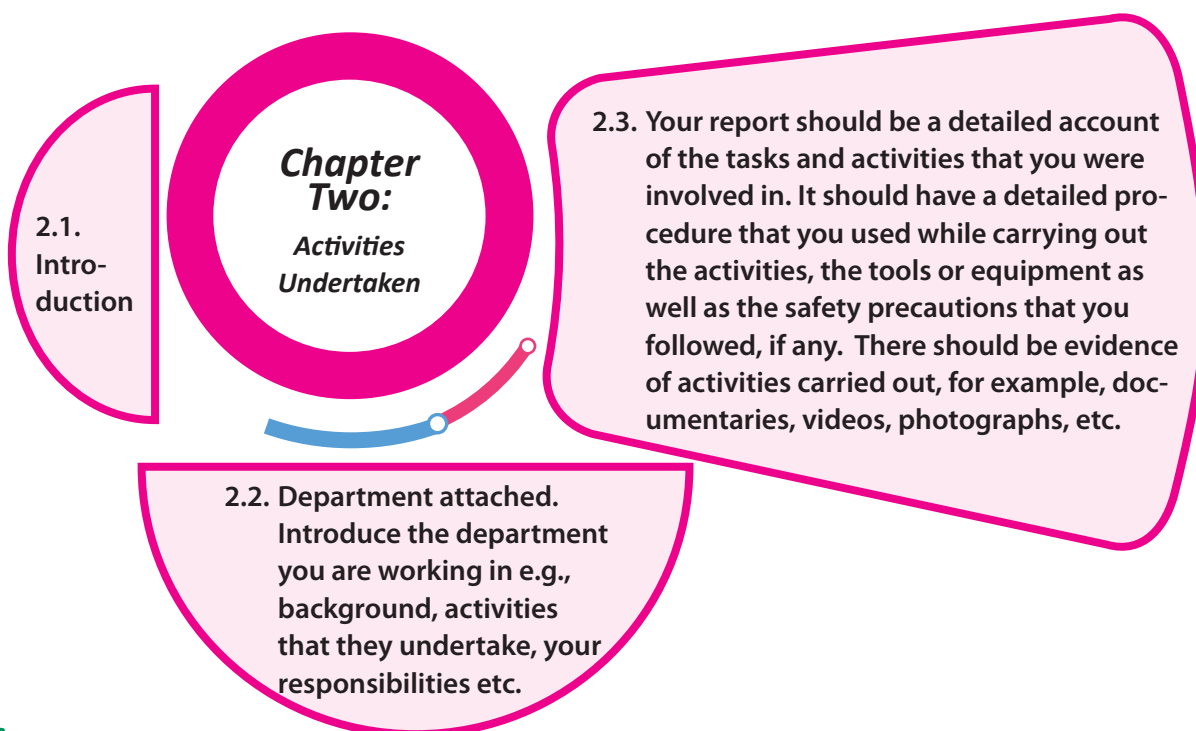
Your supervisor from NICA awards points for your Industrial Training. 50 points are granted by your visiting supervisor from NICA during their visit to your IT-station while you are doing Industrial training. The portfolio is marked on 30 points at the end of your Industrial Training. The report is graded on 20 points at the end of your Industrial Training. More information on the assessment can be found in chapter 4 and in annex 2.

Innovation by the TAP programme: You are expected to hand in a report, three weeks after the final day of your internship. By collecting data for the report on a weekly basis, you are encouraged to learn in a more goal-oriented way but also prepare the building blocks that you will use for your final report. The portfolio provides documentation of what you are required to report for the six weeks of training. Outlines from the daily and weekly reports of the logbook are, for example, transferred to the report in a descriptive way. Other assignments that are included in the portfolio developed during the TAP programme that are aligned with the report will be discussed in the following section.

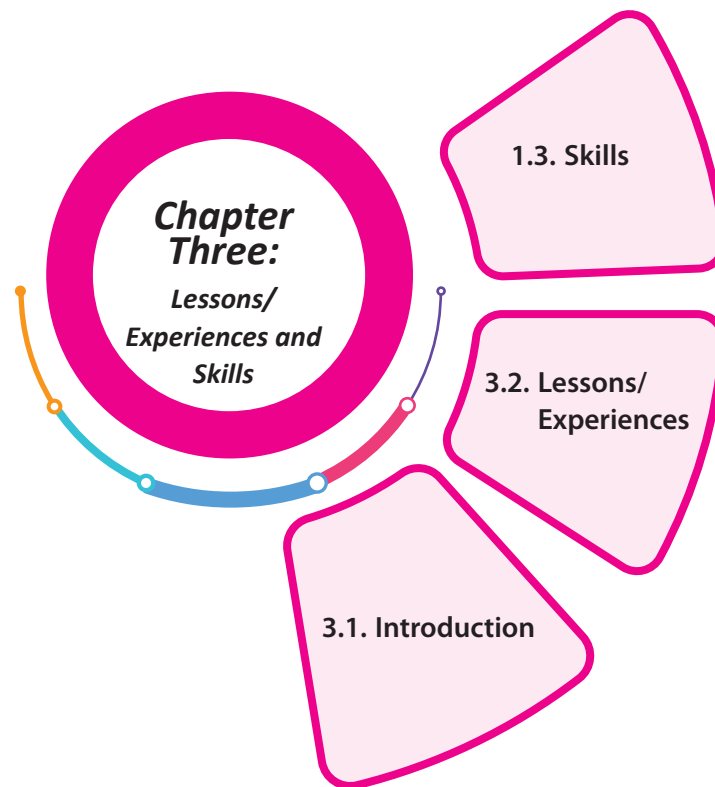
The following structure is to be followed concerning the chapters.



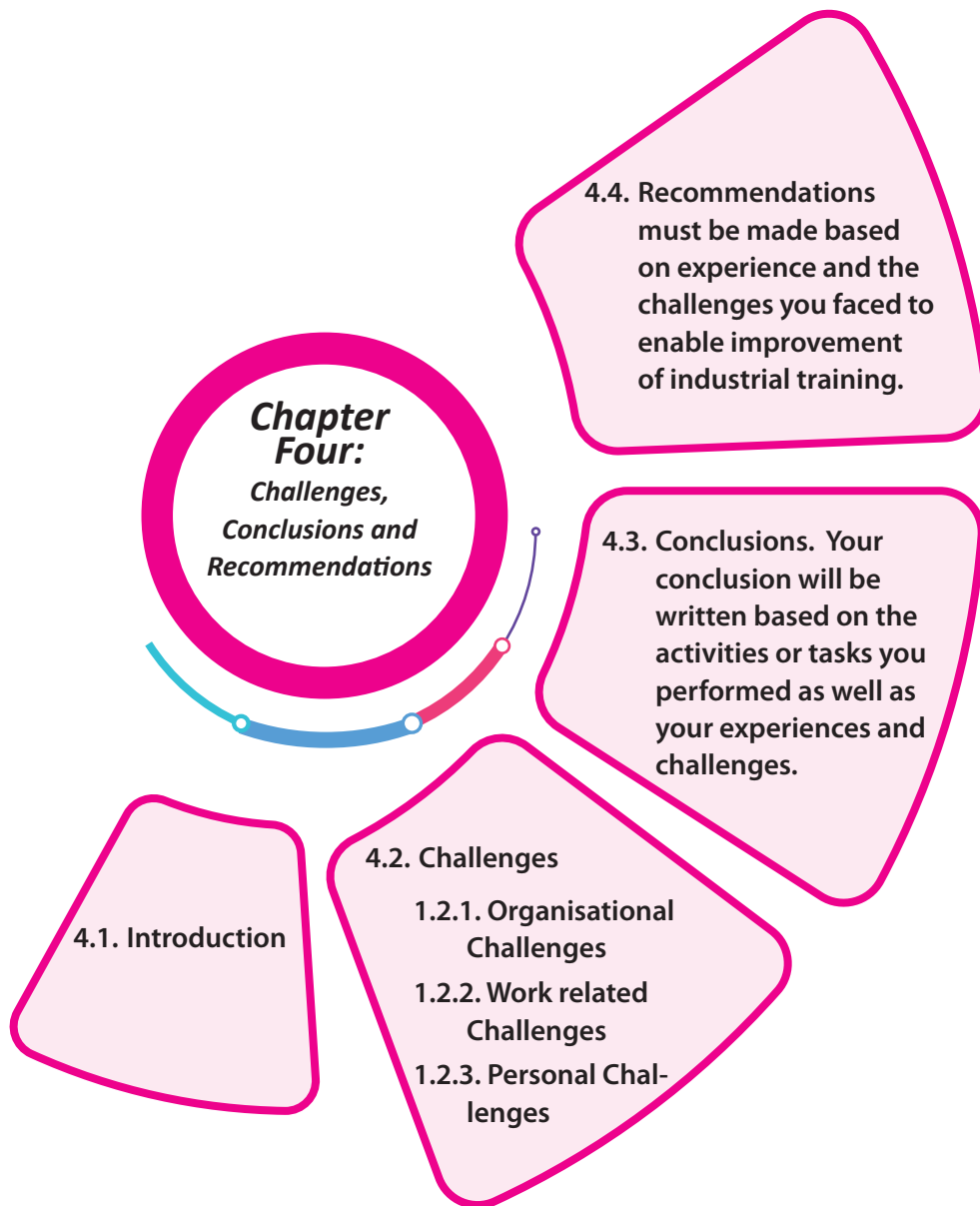
Innovation by the TAP programme: One of the exercises of the portfolio in the beginning of the Industrial Training internship is to collect data for Chapter One of the report. Talk to your training officer or the manager to find out about the organisation which will form the introduction of your industrial training report. This information will include the background, mission, core values and vision of the organisation. Introduction will also contain the main objectives and sub-activities of the organisation.



Innovation by the TAP programme: Refine the existing templates of the daily documentation in the logbook e.g. add safety precautions, tools and equipment used etc.



Innovation by the TAP program: During the preparation of industrial training, you are encouraged to state your personal objectives in the portfolio. Reflect on the skills you have learnt during your industrial training period and make mention of them in your portfolio. By including this exercise in the portfolio, the TAP programme stimulates you to take more control of your learning process during Industrial training and learn more effectively in a goal-oriented way. The data that you wrote down yourself, can now be used in the report.



Innovation by the TAP programme: One of the final exercises of the portfolio is to write down your challenges and recommendations. TAP wants to encourage you and all your fellow student-instructors to reflect on these topics during your Industrial Training. When writing the final report, the output of this exercise will be used as one of the building blocks to finalise the report in a more efficient way.

REFERENCES (if any, using professional style APA format)

Write your industrial training report in line with basic features of a good report:



When writing your industrial training report, follow the following steps:

- Define the purpose of or problem for writing the report.
- Outline the issues to write about based on the nature of industrial training.
- Collect necessary data and information obtained from the log sheets filled daily and videos and photos collected as documentary evidence.
- Organise information collected in a meaningful way.
- Prepare a draft or outline, edit it and check for correctness and coherence.
- Write the final report according to the agreed format or structure and formats.

Ensure that your report has the three major parts, namely:

1. Preliminary pages have Roman pagination and they include: title page, declaration, approval, dedication, acknowledgement, table of contents, list of tables/figures and abstract/executive summary. The title page must have the name of the University and College, title/nature of the report, student's name and registration number, name, signature and stamp of industry supervisor, purpose of submission and submission date (month and year).
2. Body; which is the key part with the chapters described.
3. Appendixes; which include attachments that support the report. These may include log sheets, building plans, site maps, location sketches, work videos, photographs, etc.



Chapter Four:

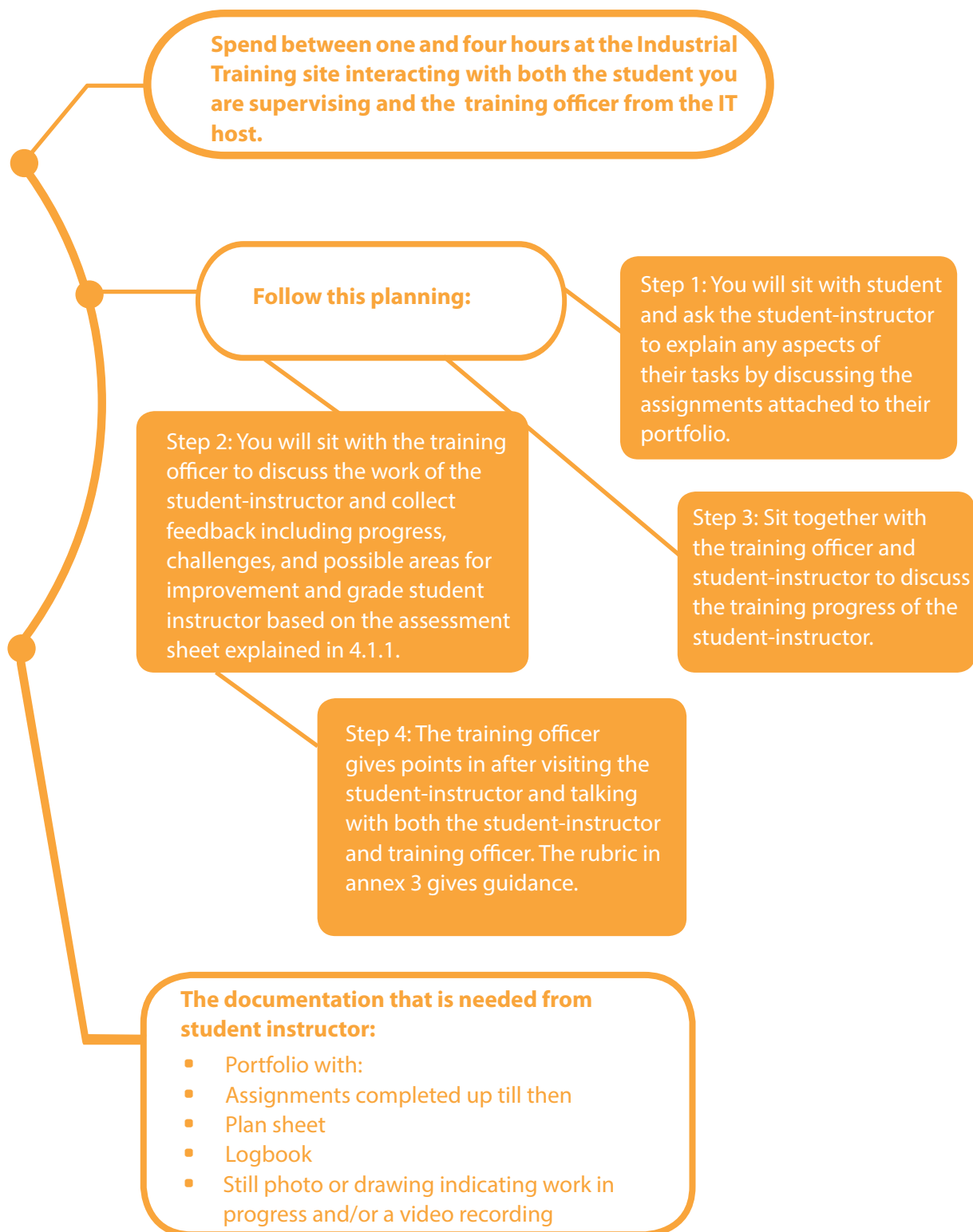
Coaching and Mentoring

4.1 Role of the Industrial Training Supervisor – NICA

As a supervisor from NICA, you are required to start your supervision schedule any time after the second week of the industrial training. The supervision is done anytime within the Industrial Training period and you are expected to check and supervise the trainees within the prescribed period, with or without notice.

You will award 100 points to the student-instructor for Industrial Training. 50 points are granted during your visits while the student-instructor is doing Industrial training. Both the portfolio (30 points) and the report (20 points) are marked at the end of the Industrial Training. The assessment guides can be found in Annex 1: Rubric to assess the portfolio, Annex 2: How to assess the report, Annex 3: Rubric to guide the assessment of the visiting supervisor.

The objective of your visit is to support and assess the progress of the industrial training. You will therefore:



Industrial supervision is done by an expert, usually a lecturer from NICA or anybody sent by Kyambogo University and Directorate of Industrial Training to monitor the compliance of the training to meet the set standard of the curriculum.

Note to the visiting supervisor:

- Provide constructive feedback
- Be yourself
- Embrace your role as a leader
- Build good and friendly rapport with the trainees
- Have an open-door policy
- Have a mutual beneficial relationship between you and the trainees

The following is a list that will help you during your visit:



4.1.1 Industrial Training Assessment Form

The industrial training assessment form is an assessment tool that you use to evaluate your student trainee in the field of work/ industry. This form is filled by you when visiting the student-instructor in the field for support supervision in consultation of the logbook information and discussion with the field training officer. You will tick in the box the score against the area of assessment as seen in the form below. The trainee should look at the form before signing to ensure correct names, registration number, year of study and date.

Category	Attention points
Percentage Attendance (5 marks)	Regularly coming to work
Work performance (5 Marks)	Dedication to work Completion of work Reliability Working under minimum supervision (self-motivated)
Initiative/innovation (10 marks)	Creativity Ability to use alternative methods/means of doing work Relate
Time management (5 marks)	Punctuality at work Completion of work/task on time
Discipline (5 marks)	Follows instructions Attitude towards work Respect for others and self
Practical Skills (10 marks)	Workmanship Ability to perform
Safety and Health (5 Points)	Mindful of personal and others' safety Hygiene Wearing protective gear/material Proper storage of tools and equipment Students follow rules and regulations of the workplace

Fill in the form with your assessment. You will present that to the student, and the student should check if whatever you have written is accurate. After that, the student needs to sign this form as well.

Example of the Industrial Training Assessment Form:

Industrial Training Assessment Form		No...
Institution:	NICA	
Student (Name):	AKULLU JOAN	Reg. No: 18/U/DITTE/009/GA
Course: AGRIC	Year of study: II	Supervisor (Name): AKON-GO DORCAS
Industry: NGETA ZADRI	Task: NURSERY BED MANAGEMENT	

Please kindly tick in the right column

No.	Area of Assessment	Excellent	Very Good	Good	Satisfactory	Weak	Comment
1	% Attendance	X					...regularly comes to work-place. Keep it up.
2	Work performance		X				always completes the tasks given.
3	Initiative/Innovation			X			...uses some innovative skills while doing work, seeks guidance from the trainer
4	Time Management			X			...dedicate your time for the given task to meet the set target.
5	Discipline				X		respect yourself and you will gain respect from others.
6	Practical Skills			X			...has the ability to perform tasks but needs to improve on the workmanship
7	Health and Safety		X				...wears safety equipment like mouth mask and gum boots

4.2 Role of the Training Officer – Industrial Training host

As the Industrial training officer, you are the lead stakeholder in practice and on-the-job training at the industry. You are the training agent of the college to whom students are placed. When you have relevant work experience, good communication skills, interpersonal skills, creativity, and imagination you will inspire the student-instructors. With good teamwork, analytical and problem-solving skills; excellent organisational and time management skills with ability to prioritise and plan effectively your services will benefit the student-trainee maximumly.

Guide for the Training Officer:

- Develop a training log and plan for each intern.
- Assess training and development needs and formulate recommendations.
- Identify required skills in the workplace and gaps in trainees.
- Compile and present information to each trainee.
- Deliver and oversee the training of individuals/group of trainees.
- Conduct task evaluation.
- Assess the skill level acquired after the training.

You take on a mentoring role and are a role model to the trainees. When you are very experienced practitioner with several years practising your trade of specialisation, you are best suited to take the student-trainees through this industrial trianing. It is very important that you understand and embrace the application of basic pedagogy (=how do we learn?) and didactics (=with which methodologies?) to effectively build the capacity and competences of the trainees.

The following is a list of activities that will help you during the students' Industrial Training:



4.2.1 Orientation tips on safety, health, and environment at the workplace



How to support students when relating to others during industrial training. Here are the guidelines:



Provide general awareness-raising to students on OHSE (=Occupational, Health, Safety and Environment) and SS (Social Safeguards) in workplace policy to ensure safer work conditions.



Guide on ensuring general cleanliness of workplaces and tools/equipment before/after work.



Caution student interns on strict adherence and consistency in use of protective gear (masks, goggles, security boots, gloves, etc.)



Caution interns to ensure instructions and briefs before work are followed and constant consultations when in doubt.



Guide on how to avoid infrastructural problems such as poor lay out of tools/machines, inappropriate running of machines, etc.



Guide on how to avoid social disorder and on effective grievance/discipline procedure.



Caution students to strictly adhere to operating manuals, care of running parts of machines and not to operate electric machines or do work under influence of alcohol.



Provide arrangements on how to avoid role conflicts and ambiguities, etc.

4.3 Role of Kyambogo University and DIT

Diploma in Instructor and Technical Teacher Education (DITTE) is a programme designed and developed by the University and hence the examining and certifying body, i.e., issues transcripts and certificates. The NICA staff are the internal examiners who supervise and award marks according to the agreed grading system of the University. Kyambogo University acts as a moderator and external examiner. Thus, the University appoints external examiners and other personnel from Directorate of Industrial Training (DIT) and Ministry of Education and Sports. DIT prepares occupational profiles for different programmes of DITTE and skill cards for practical areas of each course thus must monitor how these are conducted.

Below is the description of the course units from the Diploma in Instructor and Technical Teacher Education (DITTE) in Agricultural Production Programme syllabus, including the year, level, credit, description, outcome, competences, and methodology. For Industrial Training, these are ETSD 1302 Industrial Training I for Year one and ETSD 2302 Industrial Training II for Year 2:

4.3.1 Course Units

Course Code and Name: ETSD 1302 Industrial Training I	
Course Level: Recess Term I	
Course Credit: 3CU	
Brief course description: The course involves attachment and practical training in industry/workplaces.	
Learning outcome: The trainee gains practical competences required in industry/workplaces.	
Competence By the end of the industrial training, trainees write reports and make presentation on agricultural production and related field practices.	
Detailed Course Description	Duration
W	360 hours
Methodology: Using practice, experiment, demonstration, and discovery.	
Assessment :	
<ul style="list-style-type: none"> • Supervising visit: 50% • Learner's portfolio: 30% • Learner's report: 20% 	
Total 100%	

Course Code and Name: ETSD 2302 Industrial Training II	
Course Level: Recess Term II	
Course Credit: 3CU	
Brief course description: The course involves attachment and practical training in industry/workplaces.	
Learning outcome: The trainee gains practical workplaces competences required in industry.	
Competence By the end of the industrial training, a trainee: Writes a report and makes presentation on agricultural production and related field practices.	
Detailed Course Description	Duration

<p><i>Agricultural Production and related practices to reflect on:</i></p> <ul style="list-style-type: none"> • <i>Safety and health; precautions, protective clothing</i> • <i>Agricultural production standards; consumer standards</i> • <i>Static and dynamic characteristics.</i> • <i>Tools, instruments, and devices; Identification and use</i> • <i>Resource identification and exploitation, selection, use and safety.</i> • <i>Precautions.</i> • <i>Quality of practices in the production cycle of enterprises.</i> • <i>Data collection analysis/processing and interpretation.</i> • <i>Life skills at workplace.</i> 	<p>360 hours</p>
<p>Methodology: Using practice, experiment, demonstration and discovery.</p>	
<p>Assessment :</p> <ul style="list-style-type: none"> • <i>Supervising visit: 50%</i> • <i>Learner's portfolio: 30%</i> • <i>Learner's report: 20%</i> <p>Total 100%</p>	

ANNEX 1: RUBRIC TO ASSESS THE PORTFOLIO (30 POINTS)

CRITERIA	DESCRIPTORS						VISITING SUPERVISOR	
	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	WEAK	MARKS	COMMENTS	
Preparation for IT = 5 marks	5	4	3	2.5	1			
	<p>The student explains clearly what technical competences they want to learn and how these will help them become better instructors.</p> <p>These objectives are specifically aligned to the context of the host organization.</p>	<p>The student explains clearly what technical competences they want to learn and how these will help them become better instructors.</p>	<p>The student explains what technical agricultural competences they want to learn.</p>	<p>The student explains what they want to learn but the goals are not achievable and/or they are not clearly related to what the host organization offers.</p>	<p>It is not clear what the student expects to learn during IT.</p>			

Planning						MARKS	COMMENTS
	<p>Student-instructor includes activities that help develop the competence s he/she identified in their preparation of IT.</p> <p>Student-instructor selects right working tools and instruments for the planned activities.</p> <p>Student-instructor selects the right working tools and instruments for the planned activities.</p> <p>Student-instructor includes activities that help him/her practice coaching, teaching, and training skills that will help him/her as future instructor.</p>	<p>Student-instructor includes activities that help develop the competences he/she identified in their preparation of IT.</p> <p>Student-instructor selects right working tools and instruments for the planned activities.</p> <p>Student-instructor includes some activities that help him/her practice coaching, teaching, and training skills that will help him/her as future instructor.</p>	<p>Student-instructor includes some activities that help develop the competences he/she identified in their preparation of IT.</p> <p>Student-instructor selects some right working tools and instruments for the planned activities.</p> <p>Student-instructor includes some activities that help him/her practice coaching, and training skills that will help him/her as future instructor.</p>	<p>Student-instructor includes few activities that help develop the competences he/she identified in their preparation of IT.</p> <p>Student-instructor selects some right working tools and instruments for the planned activities.</p> <p>Student-instructor includes very few activities that help him/her practice coaching, teaching, and training skills that will help him/her as future instructor.</p>	<p>Student-instructor includes very few activities that help develop the competences he/she identified in their preparation of IT.</p> <p>Student-instructor selects wrong working tools and instruments for the planned activities.</p> <p>Student-instructor includes no activities that help him/her practice coaching, teaching, and training skills that will help him/her as future instructor.</p>		

Filling in daily & weekly task = 5 marks		Competency	5	4	3	2.5	1	MARKS	COMMENTS
		Personal work organization.	Picture/drawing inserted in very high quality. All sections of the portfolio are completed in a structured and very detailed way. They are neatly and well stated beyond expectations. Student and supervisor signed all necessary sections.	Picture/drawing inserted in good quality. All sections of the portfolio are completed in a structured and detailed way. They are neatly and well stated. Student and supervisor signed all necessary sections.	Picture/drawing inserted in lower quality. All sections of the portfolio are completed in a structured way. They are fairly neat and fairly stated. The majority of the sections are signed by student and supervisor.	Picture/drawing inserted in but not clear what it represents. Most of the sections of the portfolio are completed. They are satisfactory neat and satisfactory stated. The majority of weeks not signed by student and supervisor.	Picture/drawing not inserted. The sections of the portfolio are incomplete and not neat. Student and supervisor did not sign.		
Entrepreneurship = 5 marks		Competency Commercial and Society awareness	5 Evidence of interview on entrepreneur Responded to all questions from the supervisor.	4 Evidence of interview on entrepreneur Responded to some questions from the supervisor	3 Evidence of interview on entrepreneur Responded to some questions from the supervisor	2.5 Some questions not answered Responded to few questions from the supervisor	1 Questions not answered Responded to very few questions from the supervisor	MARKS	COMMENTS

Self-assessment = 5 marks	Competency	5	4	3	2.5	1	MARKS	COMMENTS
	Self-awareness and self-improvement	Well written presentation Personal strength stated. Much contribution done to the organization. Many Practical skills acquired.	Well written presentation Some personal strength stated Some contribution fully done to the organization. Adequate Practical skills acquired.	Fairly well written presentation Some personal strength stated. Fairly contribution done to the organization. Some practical skills acquired.	Fairly written presentation Some personal strength stated Few contributions done to the organization. Few practical skills acquired.	Poorly written presentation Few personal strengths stated. Very few contributions done to the organization. Very few practical skills acquired.		

Challenges, conclusion & recommendation = 5 marks	Competency	5	4	3	2.5	1	MARKS	COMMENTS
	Action research	<p>Student- instructor collects information on IT-host from more than three sources.</p> <p>Student- instructor combines information and articulates findings and challenges clearly in detailed and original report with correct references and a comprehensive recommendation.</p>	<p>Student- instructor collects information on IT- host from three sources.</p> <p>Student- instructor combines information and articulates findings and challenges clearly in report with correct references.</p>	<p>Student- instructor collects information on IT-host from one source.</p> <p>Student- instructor combines information and articulates findings and some challenges in report with some references.</p>	<p>Student- instructor collects information on IT- host.</p> <p>Student- instructor combines information but does not articulate findings clearly in report, does not formulate adequately, nor recommendations and does not have references.</p>	<p>Student- instructor presents inadequate information about the host organization.</p> <p>Student- instructor does not articulate findings clearly in report, does not formulate challenges, nor recommendations and does not have references or they are incorrect.</p>		
	Innovation and creativity = 5 marks	Creative thinking.	<p>Student is creative and pro-actively takes initiative in suggesting various innovations, even more than expected.</p>	<p>Student is creative and takes initiative in suggesting various innovations.</p>	<p>Student is fairly creative and suggests some innovations when asked for.</p>	<p>Student is fairly creative and can suggest a small innovation when asked for.</p>	<p>Student is not creative and did not suggest any innovation.</p>	MARKS
Total Marks							/30 points	

ANNEX 2: IT REPORT WRITING GUIDE/MARKING GUIDE

The total points of the report sum up to 100 points. Afterwards the total is brought back to 20 points.

	Title Page	(05 marks)	Supervisor's Comments
	Name of Technical Institute	(0.5 marks)	The name of the Institution was clearly written.
	Title of the report	(0.5 marks)	The title of the IT report was included.
	Academic year/Period of Industrial Training	(0.5 marks)	The academic year and the period of Industrial Training were included.
	Name of industry	(0.5 marks)	The name of industry was included.
	i) Names of Academic & industrial supervisors and their signatures	(0.5 marks)	The names of the Academic & Industrial supervisors are accurately written and their signatures appended.
	Signature & Stamp of Company/Organisation	(0.5 marks)	The signature & stamp of company/organisation are on the IT report
	Department	(0.5 marks)	The name of the department is clearly written
	Name of Student & Registration Number	(1.5 marks)	The name of Student & Registration Number are accurately written.
	Preliminary pages	(20 marks)	
	Approval	(0.5 marks)	The approval page is available.
	Declaration	(0.5 marks)	The declaration shows authenticity
	Acknowledgement	(03 marks)	The intern acknowledges all assistance rendered during field training and report writing
	List of Abbreviations/ Acronyms	(05 marks)	Abbreviations and acronyms used are presented in alphabetical order with their full meaning shown.
	Abstract/Executive Summary	(05 marks)	Highlights statement of the most practical work carried out, and the challenges encountered whereas the conclusions are explicitly stated.
	Table of content	(03 marks)	Appropriately shows the content of the report and page numbers where they first occur
	List of figures	(03 marks)	All figures in the report have a number and a caption. They are numbered according to the chapters where they occur. The pages where the figures occur are shown in the list of figures
	Body of Industrial Training	(15 marks)	
	• Chapter 1: Introduction	(05 marks)	Measurable and achievable objectives of field attachment are stated.
	Location	(05 marks)	Location and description of place of field attachment is clearly stated.
	Brief account of Organisation/Co.	(03 marks)	Administrative structure of the organization is shown as well as the tasks carried out in relationship with the history of the organization.

Vision, Mission, Motto and Values of Organisation/Co.	(02 marks)	The Vision, Mission, Motto and Values of Organisation/Co were adhered to during the report writing.
• Chapter 2:		
Activities carried out	(30 marks)	Description of work carried out is highlighted hinged to duties and responsibilities assigned and how they were carried out. New knowledge and skills gained are pointed out besides accounting for the relationship with other staff and supervisor. Problems experienced are revealed and how they were handled.
• Chapter 3:		
Conclusion & Recommendation	(20 marks)	A brief summary of knowledge gained is outlined basing on the objectives. Recommendations for improving Industrial Training and work output at the place of work have been derived from problems experienced.
References	(5 marks)	They are designed according to International standards and guidelines. Books and internet material have been cited basing on the Harvard style of referencing.
Appendices	(5 marks)	Drawings and photographs are systematically presented.

ANNEX 3 – RUBRIC TO GUIDE THE ASSESSMENT OF THE VISITING SUPERVISOR (50 POINTS)

CRITERIA	DESCRIPTORS					WEAK	MARKS	COMMENTS
	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	WEAK			
Attendance (5 marks)	5	4	3	2.5	1			
	-Student fully attended -Utilises his/her time effectively	-Student fully attended -Utilises his/her time fairly	-Student has been absent for 3 days without valid reason. -Utilizes his/her time moderately	-Student has been absent more than 3 days without valid reason. -Utilizes his/her time moderately	-Student is irregular -Student does not utilize time effectively			
Work performance (10 marks)	10	8	6	5	2			
	-Student is reliable and self-motivated -Completes tasks in the given time -Does his/her work perfectly without guidance	-Student is reliable and self-motivated -Completes tasks in the given time -Needs some feedback for perfection	-Student is reliable and self-motivated -Completes task under minimal guidance -Needs feedback for perfection	-Student is not always reliable -Supervision is needed for a student to complete task -Needs a lot of feedback for perfection	-Student is not reliable -Extensive supervision is needed for student to complete task -Student can't follow procedures			
Initiative/ Innovative (10 marks)	10	8	6	5	2			
	Student is creative and pro-actively takes initiative in suggesting various innovations	Student is creative and takes initiative in suggesting various innovations when asked	Student is creative and when asked can suggest some innovations	Can suggest some innovations after 3 weeks	Cannot initiate and create an innovation			
Time management (5 marks)	5	4	3	2.5	1			
	-Student is always punctual at work -Completion of tasks is always on time	-Student is very punctual at work -Student completes tasks mostly on time	-Student is not very punctual at work -Completes tasks	-Student is not very punctual -Tasks are not always completed in time	-Student is not punctual at all -Work and tasks are not completed			

<p><i>General Remarks of visiting supervisor</i></p>	<p><i>General Remarks of training officer</i></p>		
<p>Signature of visiting supervisor</p>	<p>Signature of Training Officer</p>	<p>Signature of student-instructor</p>	<p>Total percentage</p>

ANNEX 4 – IT INTRO LETTER



NATIONAL INSTRUCTORS' COLLEGE ABILONINO

P. O. Box 437, Lira, Uganda.

Website: www.nicabilonino.ac.ug Email: info@nicabilonino.ac.ug

Tel: 0393238161 or 0393238141

“A Centre of Excellence in Technical Teacher and Instructor Education and Technology”



Our Ref: NICA/IT/01/21

Date:

TO:

.....
.....
.....

Dear Sir/Madam,

RE: INTRODUCTION OF STUDENT FOR INDUSTRIAL TRAINING

I hereby write to introduce to you,
a student of National Instructors' College Abilonino, pursuing a Diploma in
Instructor and Technical Teacher Education (DITTE) in
..... . He/She wishes to do his/her
Industrial Training in your company/organization starting on
..... to

Any assistance rendered to him/her will be highly appreciated and we thank
you in advance.

Yours faithfully,

Sarah Nakubulwa
INDUSTRIAL TRAINING COORDINATOR

CC: **PRINCIPAL**
CC: **ACADEMIC REGISTRAR**
CC: **DEAN OF STUDENTS**



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