

# **KING CEASOR UNIVERSITY**



## **GUIDELINES FOR FIELD ATTACHMENT**

## 1.0 INTRODUCTION

### 1.1 Definition of Field Attachment

In the context of these guidelines, field attachment is a field-based practical training experience that prepares trainees for the tasks they are expected to perform on completion of their training. Currently field attachment in King Ceasor University 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. During consultations with the various stakeholders, it was noted that the terminology “*internship*” which had earlier on been adopted might be confusing with respect to the conventionally and internationally known post-graduate training in some professions, especially Human Medicine.

It was therefore agreed and **recommended** that for avoidance of this confusion, the term “**Field Attachment**” be adopted for all teaching units to mean any approved field based practical work carried out by staff and students for the purpose of teaching and/or research in places outside the University control but where the University is responsible for the safety of its staff, students and others exposed to their activities.

### 1.2 Objectives

The purpose of field attachment at King Ceasor University is to produce practically oriented graduates that meet the required job-related competences of their future employers. Additionally, it serves as a linkage between the University and various partners who consume services and/or products of the University. The specific objectives of the field attachment program are as follows:-

- To enable students get hands-on/real life experience they are expected to work in when they graduate.
- To provide an opportunity for students to apply the principles and techniques theoretically learnt into real-life problem solving situations.
- To provide an opportunity for students and academic staff to interact with the stakeholders and potential employers and thus appreciate field situations that will also generate information for curricula review and improvement
- To develop student understanding of work ethics, employment demands, responsibilities and opportunities.
- To enhance and strengthen linkages between King Ceasor University and various stakeholders.

### **1.3 Expected benefits from field attachment**

Field 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. The expected benefits of the program for the different parties include:

#### **1.3.1. University Partners**

- Will get opportunity to be involved in the training and review of programs at King Ceasor University.
- Will be exposed to a pool of potential employees from which to select. This will ultimately reduce the cost of induction/orientation of new employees,
- Will get additional human resource for effective and efficient service delivery.

#### **1.3.2. King Ceasor University**

- Will get opportunity to appreciate client demands and the quality of graduates required to fulfill these demands.
- As a result of the cooperation the potential for research will be enhanced and developed with the various partners,
- Will get opportunity to access training facilities and resources that are not available at King Ceasor University

#### **1.3.3. Students**

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

### **1.4. Roles and responsibilities of the stakeholders**

If the field attachment program is to be implemented effectively and sustainably, the various partners have to commit themselves to specific roles and responsibilities. The following are the roles and responsibilities of each partner:

#### **1.4.1. The University**

- Will provide overall institutional management of the program.
- Shall integrate field attachment into the University curricula and have it reviewed periodically.
- Will be responsible for developing a monitoring and evaluation criteria for the field 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 field attachment expenses in the University fees structure and budget. Efforts should be made to supplement the budget with internally and externally mobilized funds.
- Shall source for funding from development partners and internally to support implementation of the field attachment program.
- Will create platforms and mechanisms for sharing experience arising out the field attachment program by the stakeholders.

For purposes of implementation, the University will perform its roles and responsibilities through the respective colleges/faculties/schools/institutes.

#### **1.4.2 University Partners**

- Shall participate in the planning, supervision and evaluation of the students on field attachment.
- Will provide on-site technical and professional guidance to the students on field attachment throughout the field attachment period.
- Will provide feedback to the University on the experience of the field attachment program.
- Will commit their organizational facilities and/or resources for effective implementation of the field attachment program.
- Will engage in a mutual learning exercise together with the students and staff of King Ceasor University.
- Will provide students on field attachment with a wide range of experiences that go beyond technical skills.
- Shall give accreditation and credit gains to students on field attachment.

### **1.4.3 Roles and responsibilities of students**

- Shall take field attachment as part and parcel of their training at King Ceasor University and have positive attitude towards learning by practice.
- Shall respect all field supervisors and any other persons they interact with throughout their field 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 field attachment funds in accordance with the budget line items. To reaffirm this, the student on field attachment will be required to sign a commitment form (sample in IV) before receiving the internship funds.
- Must adhere to the field attachment code of conduct and code of conduct of the host organizations.
- 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 field attachment report is provided in annex III.

## **2.0. Organization of Field Attachment**

Field attachment shall be organized through six steps namely,

1. Program management,
2. Budgeting,
3. Pre-placement,
4. Placement,
5. Supervision
6. Evaluation.

## **2.1 Program Management**

### **2.1.1 Senate Sub-Committee**

In order to make field attachment a University rather than a teaching unit affair, Senate sub-committee should be established at management level with the following terms of reference:-

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

### 2.1.2 Faculty committees on field attachment

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

1. Dean,
2. Heads of department,
3. Field attachment Co-coordinator(s),
4. One representative of the Local Governments recommended by the Uganda Local Authorities Association (ULAA) or any other body responsible for coordinating Local Governments,
5. One representative of the private sector,
6. One representative of the line ministry, and 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 field 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 field attachment
- v. To mainstream field attachment in the academic programs.

### 2.1.3. Budget

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

- The University should cost field attachment and the fees passed over to the benefactors of the students. The tuition fees should have the field attachment component.
- Teaching units should form partnership with the districts and private sector and negotiate how best the partners can support the field attachment program. The teaching units should endeavour to source for additional resources from development partners to support the field attachment program.
- In addition to supporting the field attachment programs directly, KCU and development partners should support participating institutions to offer field 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 field attachment budget with the following line items (see annex VI for detailed budget format):-
  - i. Students' maintenance.
  - ii. Student's materials and equipment.
  - iii. Planning and preparation for students' placement and supervision.
    - a. Meetings.
    - b. Transport.
    - c. Subsistence.
    - d. Communication.
    - e. Stationery.
    - f. Academic supervision.
    - g. Transport
    - h. Subsistence
    - i. Communications
    - j. Facilitation for on-site supervision
    - k. Coordination expenses.

#### **2.1.4. Pre-placement**

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

#### **2.1.5. Visits to field 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. Criteria for site selection should be as follows

- 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 field attachment and modalities for supervision. It also involves training of the field supervisors in specific requirements for supervision and evaluation of the students on field attachment. This activity should be carried out during the break between Semester I and II.

### **2.1.6. 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 field attachment as an integral part of their training programs. In such briefing, the following areas shall be addressed:

- The purpose of the field attachment program.
- Basic requirements in terms of equipment and materials.
- Code of conduct expected of the students during the field attachment
- Roles of the various supervisors (academic and field supervisors)
- Grading/evaluation of the field attachment program
- Various channels of communication for students on field attachments e.g. where and how to report when they have problems.
- The final field attachment report format.
- When and how to hand over materials/equipment lent to them (by the host organization) during field attachment.
- Other matters concerning their welfare during the field attachment
- Health and safety issues

### **2.1.7 Re-orientation of the academic staff**

Since all the academic staff will participate in supervision of the students on field 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 field 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 internship sites. This is because some of the staff will be involved in the pre-placement preparations.

## **2.2. Placement**

### **2.2.1. Duration and timing**

The year of study that students will go for field attachment depends on the design of the academic program. While cognizant of the cost of the field attachment program, it is nevertheless preferable that students have field 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 field attachment).

It is recommended that all teaching units conduct their field attachment at the end of the second semester and each period of field attachment should last at least eight (8) weeks per year.

### **2.2.2 Posting**

The process of posting students for field attachment will include:

- Identifying suitable candidates for each site.
- Preparing letters of introduction and other necessary documents e.g. guidelines for field attachment report writing, students' evaluation forms, log books and journals.
- Payment of students' field attachment logistical and financial support, which should be harmonized with the time of posting. The payment of student allowances should be done not more than one week before their date of reporting for the field attachment.

### **2.2.3. Students' records**

Students on field 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. A sample of the logbook is in **annex V**.

The on-site supervisor shall assess the daily records in the logbook. In addition, the interns' logbooks shall be assessed and signed by the academic supervisors each time they visit the student (s) in the field.

At the end of the field attachment period, the student shall produce a report of their field attachment experiences based on guidelines in **annex III** and a completed program assessment form (**see sample in annex II**).

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.

## **2.3. Supervision**

- (i) 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.
- (ii) Each site/student will be visited at least three times by the academic supervisors, each visit lasting 2-3 days or more like in the case of Faculty of Education.

- (iii) During the visit, the academic supervisor will interact with the student on field attachment, field supervisor /other relevant officials and also visit the attachment sites to acquaint himself/herself with the activities of the student.

## **2.4. Requirements for On-Site and Academic Supervisors**

The on-site and academic supervisors need to meet the following requirements.

### **2.4.1. On-site supervisors**

On-site supervisors will:

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

### **2.4.2. Academic supervisors**

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

## **2.5. Evaluation**

- i. Given the duration and intensity of the field attachment program and the rigor of assessment (by field supervisor, academic supervisor, field attachment report), field attachment should carry an overall weighting of 5.0 credit units
- ii. The field attachment, being part and parcel of the academic program, must be assessed, graded and the grades should contribute towards the award of a candidate.
- iii. The field attachment grades should appear on the student transcript as an independent course.

### **2.5.1. Students' Assessment**

Marks for the field attachment performance will be distributed between assessment by the on-site supervisor, academic supervisor and field attachment report. In view of the purpose of the field 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 field attachment be distributed as follows:

- Assessment by the **on-site field supervisor** based on agreed criteria will carry not more than 40% (see sample assessment form in annex I).
- Perceived benefits/value to all parties
- Organization and coordination
- Supervision
- Sustainability.

### **2.5.2. Overall evaluation**

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

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

### **3.0. Conclusion**

The importance of field attachment in University training cannot be disputed. All parties, i.e. students, the University partners and the teaching units in the University do recognize and appreciate its value.

For effective implementation of field attachment under these guidelines, Senate has decided as follows:

- All teaching Units should as a matter of urgency review and mainstream field attachment in their curricula.
- The semesterisation of academic programs needs to be reviewed to provide for appropriate timing of field attachment.
- Field attachment should be provided for in the University annual budgets and Sourcing of funding for field attachment is a primary role of the University.
- Partnership with the collaborating organization should be negotiated, formalized and strengthened for sustainability of the field attachment program.
- The field attachment guidelines should be organic and dynamic to suit the ever-changing environment. Therefore these guidelines need to be reviewed after one year of implementation.

**ANNEXES**

**Annex I: Sample Student Assessment Form by the Field Supervisors (From the Faculty of Agriculture)**

**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. The first part of the evaluation is based on a scale of 1 to 10 where 1 means that the student needs much improvement in his/her performance and 10 means that the student’s performance is outstanding. 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      Average      Above      Average      Outstanding**  
**1 2 3      4 5      6 7      8 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?

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

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4. What aspects of job performance (weakness) should this student seek to improve?  
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5. Are there any special skills you would like to see in the student attached to your district/firm?  
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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?  
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7. What do you see as the benefits the student has derived from this field attachment?  
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8. How has your organization benefited from having the student on field attachment?  
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9. What problems if any have you experienced with the student?  
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10. Would you consider having a student on field attachment next year?  
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11. Give any suggestions that would improve the field attachment to the benefit of the University /partners as well as the students.  
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Signature of the Field Supervisor

Name: -----

Designation: -----

Date: -----

Thank you very much for being a good field supervisor in providing this valuable practical training to our students. We look forward to having stronger relationship with you in this noble effort.

Please return the filled form to -----

Field Attachment Coordinator,

Faculty/School/Institute -----

P. O. Box 7062, Kampala

Phone -----

E-mail -----

Fax -----

**ANNEX II:** Sample Student Evaluation Form (from the Faculty of Agriculture)

This is a quick instrument for evaluating your field attachment situation. You are requested to take a few minutes to complete this form as honestly as possible. Your views are urgently required for preparation of a report to the Faculty. This evaluation form should be completed as soon as the field attachment ends. Please, send the completed form to the field attachment coordinator.

1. What do you consider to be the major strengths of the field attachment?

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2. How have you specifically benefited from participating in this field attachment?

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3. How do you think the district/organization/community you were attached to benefited from your field attachment activities?

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4. How do you think the community/organization benefited from the field attachment?

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5. How relevant is the field attachment to your degree program?

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6. What constraints have you experienced during the field attachment period and how do you think those constraints could be overcome?

Constraint	How to overcome the constraint

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?

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8. What kind of knowledge do you think would have enabled you to perform better during the field attachment?

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9. What skills do you think would have enabled you to perform better during the field attachment?

10. How adequate was your field supervision? -----  
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11. How do you think the field attachment program could be appropriate  
evaluated? -----  
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**ANNEX III: Sample field attachment report format and guide  
(From the Faculty of Agriculture)**

The field attachment report should be well written in good English and should at least contain the following:

- **Cover page:** This should show the following in the given order:  
Name of Faculty; Student's Year of Study; name of department, district local Government where field attachment was undertaken, field attachment period e.g. July - September 2005;  
  
Name of student, student's Registration Number; King Ceasor University Supervisor and field Trainer's Signature.
- **Acknowledgements:** The student should acknowledge all those who assisted in contributing to the success of the field attachment and report writing.
- **Summary/Abstract:** This should provide a summary of the most important practical work the student learnt as well as the major challenges, conclusions and recommendations.
- **Table of contents:** A table of contents should be generated which shows the contents of the report and the page numbers for easy reading and referencing.
- **List of Figures:** All figures must be captioned at the bottom, with figure numbers shown against each caption. The pages where particular figures are found should be indicated for easy reading and referencing. Figures should be preferably numbered according to the chapter numbers.
- **List of tables:** All tables must be given headers and with table number shown against each table header as well. The pages where particular figures are found should be indicated for easy reading and referencing. Tables should be preferably numbered according to the chapter numbers.
- **List of acronyms/abbreviations:** All acronyms or abbreviations used in the report should be included in this section, with their full meanings.

## **INTRODUCTION**

- Background of the field attachment program (refer to the brief guiding information hand-out)
- Objectives of the field attachment
- Background of the district attached to
- Structure and organization of the district with emphasis on the department where student is deployed
- Major activities and focus of the department

## **EXPERIENCES**

- Duties and responsibilities
- New knowledge and skills gained in each of the duties and responsibilities assigned
- Level of accomplishment of the duties/responsibilities assigned (may indicate your contribution in terms of new knowledge and skills provided)
- Relationship with other staff
- Things enjoyed most and why
- Things enjoyed least and why
- Problem experienced and how handled
- Major benefits derived from field attachment program

## **CONCLUSION AND RECOMMENDATIONS**

### **Conclusion**

Remember to include the major strengths and weaknesses of the field attachment program.

### **Recommendations**

Include recommendations for strengthening the field attachment program as part of the teaching curriculum at King Ceasor University; and for improvement of the services delivery at the place you have worked.

## **REFERENCES**

All relevant citations such as textbooks, personal communications, internet material, codes of practice and guidelines which student uses during the field attachment and/or report writing must be quoted using the Harvard style of referencing e.g. [Atoniou J., Gusherie P., De Veen J., (1984) "Building Roads by hand (An Introduction to Labour Based Road Construction" Published by John Wiley and Sons Inc.].

**APPENDICES IF ANY**

This should include any other annexes to the report such as drawings, design charts, photographs etc.

**ANNEX IV: Sample Statement of Commitment**

I -----, a 1<sup>st</sup> /2<sup>nd</sup> /3<sup>rd</sup> year student of -----  
----- (Programme) hereby do commit myself to  
undertake Field Attachment Program at ----- (place) for a minimum of 60  
days. I also do commit myself to put to use all funds extended to me in accordance to the budget  
line items. Defaulting on my part can be subjected to disciplinary decisions by College/School  
and or King Ceasor University.

Signature: -----

Date: -----



**ANNEX VI: Weekly Summary of Work Performed**

No.	Brief Description of Work Performed	Hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Total		
Name and signature of field supervisor		Date:
Name and signature of academic supervisor		Date: