

# **INSTITUT CATHOLIQUE DE KABGAYI (ICK)**



## **ICK INDUSTRIAL ATTACHMENT POLICY**

Revised and approved by Academic Senate on October 25, 2023

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## **1. GENERAL PRESENTATION OF INSTITUT CATHOLIQUE DE KABGAYI**

This section includes an overview of Institut catholique de Kabgayi and focuses on the its background, vision, mission, motto, values and objectives.

### **1.1. Background of ICK**

The “Institut Catholique de Kabgayi” (ICK) is a private Higher Learning Institution founded in 2002 by the Catholic Diocese of Kabgayi, under the name *Université Catholique de Kabgayi* (UCK). The idea to create a university came as a continuation of Kabgayi Diocese’s apostolic mission to contribute to the socio-economic development of Rwanda through education. More specifically, UCK was created with a goal to produce well trained and competent professionals who are able to take on various socio-economic challenges facing the country. To maintain its Catholic stamp, UCK was meant to produce graduates who are endowed with a critical mind but who are also morally conscious.

UCK was given recognition by the Ministry of Education by Convention of Allocation N°001/03/2003 concluded between the Government of Rwanda via the Ministry of Education and the Catholic Diocese of Kabgayi. It got the legal personality on 15/03/2006 by the Minister order n° 51/11 of 15/05/2006 as published in the Official Gazette of the Republic of Rwanda n°10 of 15/05/2006. What started as *Université Catholique de Kabgayi* (UCK) became ***Institut Catholique de Kabgayi*** (ICK) by the Ministerial Order N° 03/08.11 of 04/02/2010 promulgated in *Official Gazette of the Republic of Rwanda* N° 08 of 22/02/2010. The institute obtained accreditation or Definitive Operating License by the decision of the Cabinet, on March 24<sup>th</sup>, 2010.

### **1.2. Vision**

ICK has the following vision: To be a Centre of Academic and Professional Excellence at national, regional and international level.

### **1.3. Mission**

The mission of ICK is to advance and promote knowledge and development of skills in

professionalism and innovativeness through quality education, research and community services for the transformation of society and sustainable development.

#### **1.4. Motto**

The motto of ICK is: Science – Conscience - Development.

#### **1.5. Values**

In all its teaching and research-related activities, ICK strives to instill the values of truth, justice and solidarity for the integral development of mankind.

Thus, in the implementation of its programs, the ICK will highlight the following values:

- a) The respect of the human rights: promoting social justice and respect of the human dignity; denying discrimination, favouritism and exclusion;
- b) Integrity: Transparency and accountability, privileging truth and honesty;
- c) Serving the community: Commitment to achieve our mission in developing synergy and solidarity with the community;
- d) Unity in diversity: Supporting the “unity in diversity” principle in promoting the spirit of tolerance, dialogue, participation and national unity and reconciliation;
- e) Gender equity: notion of complementing each other in the country development.

#### **1.6 ICK objectives**

The ICK objectives in the realization of its mission are:

- To provide a scientific and technological higher education, by taking into account the population’s needs for development;
- To provide the student with skills, technology and education that enables him or her to assert himself or herself so as to create employment for his or her personal fulfillment and advancement as well as national development;
- To promote a formal framework of continuous learning and research in the curricular areas provided by the institution;
- To contribute to cultural, civic, moral and Christian education of the population;
- To promote, through learning and research, the values of truth, justice and solidarity for the integral promotion of the human being;

- To contribute to the search for solutions to other issues related to national development.

## **2. ICK INDUSTRIAL ATTACHMENT PURPOSE**

### **2.1. The nature of the industrial attachment**

According to ICK General Academic Regulations (Article 41), Industrial Attachment is a compulsory practical training period to finalist students to be awarded a Bachelor's degree where programme requirements include it. It is carried out in an Institution, chosen by a student in collaboration with the Faculty, whose activities are relevant to students' field of study.

An Industrial Attachment is a structured, credit-bearing work experience in a professional work setting during which the student applies and acquires knowledge and skills. It involves the application of learned skills in an organization related to the students' major. An Industrial Attachment should challenge the student to examine the values of the organization involved in the experience, and to assess the student's education as it relates to the Industrial Attachment.

### **2.2. Objectives of Industrial Attachment**

#### **2.2.1 Strategic objective of industrial attachment**

The main objective of Industrial Attachment at ICK is to enable students to acquire knowledge, skills and positive attitudes in a real work environment. Industrial training provides the impetus for the students to comprehend and appreciate real-life working experiences. The attachment provides students the opportunity to meet and network with people in the industry, and the industry the opportunity to identify talents and potential skilled workers.

#### **2.2.2 Specific objectives**

This period of initiating students into professional practices helps ICK students to achieve various objectives such as:

- To put the students in a concrete situation related to the professional framework in which he/she will work after his/her studies.
- Provide students with an opportunity to apply their theoretical knowledge in real work situation thereby bridging the gap between theoretical knowledge and actual practice.

- To give the students the opportunity to make comparison and apply theories, techniques and principles that he/she has acquired at the Institute to the social reality.
- To prepare a student to be a job creator in his/her domain rather than being applicant after being graduated.
- Exposing students to technologies which are not available to them at the institute.
- Building confidence in Technical operation, problem solving, team work and working with professional in the world of work.
- To further develop the student's interpersonal and collaborative skills through working with fellow colleagues;
- Provide opportunities for students to gain practical and soft skills which would be attractive for future employment;
- Facilitate students to learn more about their fields of study and related career prospects from a real-world perspective;
- Enable students to meet and network with professionals in their respective fields of study;
- Ensure the academic programs suit the expectations of the labour market.

### **2.3. Expected outcomes of the industrial attachment**

The main objective of Industrial Attachment is to enable students to acquire knowledge, skills and positive attitudes in a real work environment.

This period of initiating students into professional practices helps the students to achieve various objectives such as:

- To put the students in a concrete situation related to the professional framework in which he/she will work after his/her studies.
- Provide students with an opportunity to apply their theoretical knowledge in real work situation thereby bridging the gap between theoretical knowledge and actual practice.
- To give the students the opportunity to make comparison and apply theories, techniques and principles that he/she has acquired at the Institute to the social reality.
- To prepare a student to be a job creator in his/her domain rather than being applicant after being graduated.
- Exposing students to technologies which are not available to them at the institute.

- Building confidence in Technical operation, problem solving, team work and working with professional in the world of work.
- To further develop the student's interpersonal and collaborative skills through working with fellow colleagues;
- Provide opportunities for students to gain practical and soft skills which would be attractive for future employment;
- Facilitate students to learn more about their fields of study and related career prospects from a real-world perspective;
- Enable students to meet and network with professionals in their respective fields of study;
- Ensure the academic programs suit the expectations of the labor market.

### **3. ORGANIZATION OF INDUSTRIAL ATTACHMENT**

#### **3.1. Budget**

- Industrial attachment fees, has the industrial attachment component for insurance, equipment and materials, transport, subsistence, communication, academic supervision facilitation for on-site supervision and coordination expenses.
- ICK forms partnerships with the private sector and negotiates how best the partners can support the field attachment program if possible.
- Through MoUs negotiation, ICK and industry players agree on how the on-site supervisors are recognized and motivated through appropriate means such as payment of honorarium and/or a letter of recognition.

#### **3.2 Pre-Placement**

For an industrial attachment to take place, placement of the students is an essential part before the beginning of the industrial period.

##### **3.2.1 Visits to industrial attachment sites and joint planning with the partners**

The purpose of the visits is to identify partners/sites and negotiate relationships, roles and responsibilities. The visits are followed by exchange of communication with the partners to confirm appointments. Academic staff together with the partners needs to identify suitable

sites for students' attachment. Criteria for site selection are as follows:

- Availability of suitable industrial attachment 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 includes drawing an action plan for implementation of the program; agree on the evaluation criteria of the students on industrial attachment and modalities for supervision.

### **3.2.2 Briefing the students**

Before the placement, students have to be briefed two weeks before they start industrial attachment, so that they can appreciate industrial attachment as an integral part of their training programs. In such briefing, the following areas are to be addressed:

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

### **3.2.3 Re-orientation of the academic Staff**

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

- The purpose of the industrial attachment program;



- What the task involves;
- Development and review of the monitoring and evaluation/assessment criteria;

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

## **4. REQUIREMENTS FOR INDUSTRIAL ATTACHMENT**

### **4.1. Learner prerequisite work**

The student must have passed the requisite course work including the teaching/professional skills.

### **4.2. Insurance / Indemnity**

Before commencing the industrial training, student sponsors and ICK plan to obtain insurance to cover incidents resulting in injury or any damages that may occur during the period of attachment. For other damages, these shall be specified in MoUs between ICK and industries or as part of a comprehensive scheme.

### **4.3. Requirements for Industry and Academic Supervisors**

There must be two distinct levels of supervision: the academic supervisor from the ICK and the supervisor from the industry. An appointed and qualified academic staff must be assigned to supervise the attachee who must be visited over scheduled/structured sessions. During the visit, the academic supervisor must interact with the student, the industry supervisor/other relevant officials and also visit the attachment sites to acquaint himself/herself with the activities of the student. The supervision reports must be provided within a period of not more than 48 hours and copies given to the student and the industrial attachment coordinator. The Attaching organization must appoint a suitable immediate Supervisor to progressively supervise the attachment training process of the attachees.

## **5. INDUSTRIAL ATTACHMENT ORIENTATIONS BY FACULTIES**

### **5.1 Faculty of Social, Economic Sciences and Business Management (SESBM)**

The Faculty of SESBM aiming at training sociologists, economists, accountants and financial managers who will finally choose to be graduate with a Bachelor's Degree in Sociology, Economics, and Business Management.

- **The Department of Business Management (Options of Accounting, and Finance)** involves students in management practices of business, expertise, consultancy and entrepreneurship. It provides the students with the required knowledge to analyze problems affecting a company or a community and to contribute to its resolution in order to establish and implement the methods of decision making and projects development.
- **The Department of Sociology.** This department has the following objectives:  
Students who successfully complete the sociology program will be able to apply a scientific approach to groups and institutions surrounding them, and in addition, will be able to link this scientific approach to humanistic understanding of contemporary social problems. They should be prepared for careers of studies as regards social policies, various social work and community life.
- **The Department of Economics.** Through this department student develops critical thinking skill which helps them to be creative in economics field. Student become observant and gives constructive criticism about national policies and government decisions that affect the national economy. The department instills the great desire for patriotism in the students that helps them to implement policies that are best for the country at a particular point in time

Industrial Attachment is normally carried out in banking institutions, microfinance institutions, cooperatives, NGOs, Ministries, businesses, Hospitals, health centers, projects' development, and local government institutions chosen by the student with the ICK agreement.

## **5.2 Faculty of Journalism and Communication Studies**

The Faculty of JC studies that aims at training specialists in Journalism and Public Relations. They have to be technically skilled, competent, integrated and responsible. They will, therefore, allow the country to benefit from the extraordinary development of communication technologies.

- The **Department of Journalism** produces graduates who have knowledge, skills and the characteristics as follows:

- Have well-grounded academic knowledge, skills, and practical experiences in the field of Journalism
  - Have the skills to inform objectively, promote peace and reconciliation, and contribute positively in the development of the society.
  - Have good social manners and ability to appropriately work with people at all levels.
- The **Department of Public Relations** produces graduates who have knowledge, skills and the characteristics as follows:
- Have well-grounded Academic knowledge, skills and practical experiences in the fields of media relations communications, marketing, advertising and corporate ethics;
  - Make efficient use of information and ability to communicate with a wide range of institutions' stakeholders;
  - Have public consciousness and social responsibility in accordance with professional code of ethics.

Industrial Attachment is normally carried out in media and communication institutions chosen by the student with the ICK agreement.

### 5.3 Faculty of Sciences of Development

The Faculty of Sciences of Development that has the purpose to train future experts in development, able to initiate and manage development projects in both rural and urban areas, and to integrate the management of natural resources in development dynamics in order to ensure a more sustainable and environmentally sound human development.

- The **Department of Rural and Urban Development**: the Bachelor in Development studies will be able to initiate and manage development projects in both rural and urban areas.
- The **Department of Environmental Management**: the Bachelor in Environmental Management is able to collect, process and evaluate environmental information, develops appropriate strategies for managing environments and associated resources.

Industrial Attachment is normally carried out in rural, urban areas and environmental programs in an enterprise and/or institution chosen by the student with the Institute agreement.

## **5.4 Faculty of Education**

The main objective of this Faculty is to gradually bring in the Catholic Institute of Kabgayi a stamp which is truly appropriate to Catholic education. The specific objectives of the Faculty of Education are to:

- Maintain the highest academic and professional standards in the field of teaching and learning in schools;
- Demonstrate excellence in practice-based teaching through demonstration schools;
- Promote effective leadership and management for the successful operation of schools;
- Train morally conscious and professionally competent personnel for the Rwandan society in general and the Church in particular, especially in the education sector.

In particular, the Faculty of Education consists of two departments. The two undergraduate Departments are the Department of Geography and History and the Department of Languages with the Options of English-French, English-Kinyarwanda, and English - Kiswahili.

**The Department of Geography and History:** The Department of Geography and History with Education has been created to train graduates who would teach the courses related to those subjects in existing secondary schools in Rwanda and even beyond.

**The Department of Languages:** The Department of Language Education in ICK has been created to train graduates who would teach language-related courses in existing secondary schools in Rwanda and even beyond.

The Programme of **Postgraduate Diploma in Education** (PDGE) aims at equipping graduates from not-related education programmes with knowledge, skills and competences which would enable them to act as professional and qualified secondary school teachers.

## **6. IN-PLACEMENT**

### **6.1 Period for industrial attachment**

The students' industrial attachment need to be structured. The duration of the Industrial Attachment depends on the requirements of the programme of study. The attachment should

meet the mandatory duration stipulated in the academic regulations.

However it shouldn't go below respectively 2-3 months. The variance would also depend on the different academic programmes and on how credits for the industrial attachment are rated and level of study.

Timing of requests for attachment/placement places from ICK, takes into consideration the need to prepare and plan to host students. MoUs spells out clearly what turnaround time is expected from all parties.

## **6.2 Support and communication to employers**

ICK has regular communication with the industry before the attachment starts and throughout the whole period of attachment. It is important to ICK to plan regular communication with employers before the placement starts and throughout the placement. A clear and good communication helps to maintain good relationships with employers that could be relied on for future placements.

## **6.3 Workplace induction**

It is imperative to the ICK to make a full workplace induction on day one of the placement to cover all health and safety aspects of their workplace. This can also allow the academic institution to use the induction checklist in order to be informed on what to cover.

## **6.4 Management and training of attaches in the workplace**

It is necessary that students have a structured, meaningful learning experience throughout the placement, to keep them interested and motivated to accomplish the work to their best. The supervisor/mentor must adjust the level of supervision/support to allow the students to develop their technical skills independently, such as allowing them to take ownership of live projects. It is also helpful reading for line managers of the students with special needs education.

## **6.5 Roles and Responsibilities of Key Stakeholders**

The industrial attachment involves three stakeholders namely ICK, Host Institutions, and students. The responsibilities of each stakeholder are as follows:

### **6.5.1 Role of Institut Catholique de Kabgayi**

The responsibility for *Institut Catholique de Kabgayi* is to establish an effective structure for the smooth running of the Industrial Attachment. In this sense, the Directorate in charge of Industrial Attachment was set up.

ICK is responsible for:

- Looking for opportunities from various institutions and match them with the number of students qualified to go on attachment;
- Providing students with adequate orientation prior to their attachment and all required documents;
- Providing the Host Supervisors with all materials to be used in the process of assisting students under their supervision;
- Ensuring that students on industrial attachments are regularly supervised wherever they are attached;
- Appointing academic supervisors to oversee the smooth running of the attachment.

### **6.5.2 Role of Host Institutions**

Host Institutions are responsible for:

- Exposing the attached students to relevant activities to ensure that they obtain useful experiences related to their field of study;
- Providing attached students with the necessary facilities, equipment and guidance for the smooth running of their attachment;
- Appointing knowledgeable and highly skilled supervisors (Host Supervisors) who are liable for: introducing and inducting attached students for their successful entry to the Host Institution, supervising and monitoring the students' progress and performance, filling in the students evaluation form at the end of the attachment and send it in a sealed envelope to the Faculty within one week after the end of attachment period;
- Make sure that the supervision of the intern is held under good conditions
- Announce to the ICK Supervisor, if necessary, behaviors of the intern that can distort good collaboration with *Institut Catholique de Kabgayi*.
- Evaluating the student's performance based on the student's attitude, reliability, quality, productivity, teamwork, and initiative and communication skills.

- Making the necessary recommendations to improve the industrial attachment programme and students' learning.

### **6.5.3 Role of Student during Industrial Attachment**

Students have to apply the experience acquired from the host institution to his/her theoretical knowledge acquired at *Institut Catholique* de Kabgayi. The students are responsible for:

- Be familiar with the various approaches of organization, management and functioning of the hosting institution,
- Collaborate with members of the hosting institution
- Fulfill all tasks requested in order to ensure harmonious collaboration with the whole team.
- Demonstrating high standards of professionalism, adaptive and collaborative abilities at the attachment site;
- Reporting to the Institution to which he/she is attached and carry out the attachment programme as required;
- Properly and timely filling in all the required documents;
- Reporting to the Institute any problem encountered likely to prevent him/her from having a successful attachment;
- Submitting an industrial attachment report two weeks after the completion of this exercise.

## **6.6 Key documents for students' attachment**

### **6.6.1 Student's letter of introduction**

A letter of introduction endorsed by a Dean of Faculty is provided to each student. The letter is supported with an outline of key practical learning activities and intended learning outcomes of the student.

### **6.6.2 Handbook/ Guidelines / Outline (Industrial Attachment Instructions)**

The industrial attachment Handbook provides procedures for better coordination of industrial attachment. Its purpose is to clarify the requirements of the attachment and the responsibilities of the parties who are involved namely the student, the training institution and the hosting organization. Each training institution must develop/revise an elaborate but clear Industrial Attachment Handbook to be availed to each attachee in preparing and guiding him/her for

attachment.

### **6.6.3 Logbook (Industrial Attachment Manual/Portfolio)**

The logbook is meant to assist students keep detailed descriptions of the tasks done, and new skills learnt over the course of attachment period. It is also meant to enable industry- based and academic supervisors to keep track of the students' progresses, assess their work, and offer guidance where necessary. The log book is expected to document all the activities in which students are engaged in during the attachment period. Each student is supplied with a logbook by the Industrial attachment Office.

Logbooks are completed on a daily/weekly basis and endorsed by both industry and academic supervisors.

The logbook must be submitted to the attachment coordination office at the end of the attachment.

### **6.6.4 Evaluation /Appraisal Forms (Industrial Attachment Evaluation Report for Hosting Institution)**

Institut Catholique de Kabgayi develops student's industrial attachment forms and avail them to the hosting organizations. At the level of the hosting organization, the evaluation form is completed by the industry supervisor. Areas to be appraised are determined by ICK and includes Specific Skills, General Skills, and Attitude to work, personal qualities (Politeness, Punctuality, Respect to others, Regularity, Humility, Communication, Admitting mistakes, Teamwork, Acting decisively); performance in assigned tasks (Ability to anticipate needs and wants, Practical and technical skills, Ability to analyze and find solutions to work problems, Understanding of the prominence of data entry, management and reporting). The academic and industrial supervisors' reports are produced by filling prescribed ICK's forms.

### **6.7 Assessment of the students**

Protocols for assessment are following:

- The host institution's grade is the 30% of the total grade
- The ICK Supervision's grade is the 30% of the total grade
- The Industrial Attachment Report's grade is the 40% of the total grade



## **7. POST-PLACEMENT ROLES AND RESPONSIBILITIES**

### **7.1 Confirming Industrial Attachment completion**

ICK through the supervisors/mentors is responsible for deciding whether students have satisfactorily completed their industrial attachments, based on whether they have satisfied all the set criteria.

### **7.2 Employer and student feedback**

ICK must actively seek the feedback from students and employers about their experiences of the end-to-end process. The host industries have to sign the industrial attachment completion in the student's logbook to confirm the students have met the completion criteria. For this, the employers can provide an appraisal of the students' performance on the placement based on the accomplished assigned tasks.

### **7.3 ICK responsibilities**

ICK has to provide an evidenced-based decision about whether students have completed their attachment, with input from industry, and use the progress indicators to identify whether they have demonstrated progress towards their learning goals. It is important to help the students to understand the importance of completing their industry attachment within the proposed period.

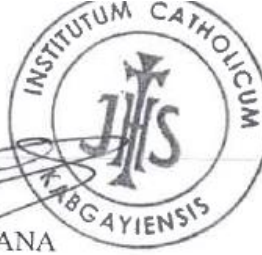

ICK has to sign the industrial attachment completion declaration in student logbooks to confirm that students have met the completion criteria, and ensure the declarations are also signed by students and host industry.

### **7.4 Industry responsibilities**

The host industry contributes to students' final review meetings and the decisions about completion based on students' overall performance against their learning goals. As well, the host industry has to sign the industrial attachment completion declaration in the students' logbook to confirm that the students have met the completion criteria. The industry provides an appraisal of the students' performance on the attachment.

The present ICK Industrial Attachment Policy is reviewed and approved by ICK Academic Senate in its ordinary meeting held on October 25, 2023.

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Father Prof. Fidèle DUSHIMIMANA  
Vice Chancellor of ICK