

INSTITUT D'ENSEIGNEMENT SUPÉRIEUR DE RUHENGARI

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Scientia et Lux

INDUSTRIAL ATTACHMENT POLICY



February 2025

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PHILOSOPHY OF INES-RUHENGARI

Three core complementary pillars constitute the philosophical backbone of INES-Ruhengeri endeavour: to build signs of hope, to contribute to unity and reconciliation, to contribute to sustainable development. These pillars are anchored with Christian ethical values and constructive critical thinking.

MOTTO

Scientia Et Lux / Shift from paper to product

VISION

“Universality in every individual; Knowing in order to better serve the world”

MISSION

“To contribute through interactive junction between civil society, private sector and public sector to the national and regional development, by providing specialized university education enhanced by research, in order to create competitive enterprises and well paid employment”.

INES-Ruhengeri mission focuses on the relevancy and quality of education and the employability of graduates through collaboration with stakeholders in the whole spectrum of academic services. The mission statement refers to the above mentioned ambitions of INES-Ruhengeri and guides the Quality Management System (QMS).

INES-Ruhengeri’ Core qualities

The following core qualities lie at the basis of the current performance of INES-Ruhengeri:

<ul style="list-style-type: none">• Quality• Scientific excellence• Professional consciousness• Flexibility• Innovation• Entrepreneurship• Team spirit• Determination and perseverance• Courage and responsibility	<ul style="list-style-type: none">• Collaboration (among staff and with students)• Architectural concept• Accessibility (geographical and financial)• Receptivity to local need• Relation with the Catholic Church• Culture of Transparency• Integration of Social Sciences and Communication
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INDUSTRIAL ATTACHMENTS POLICY

1. Introduction

INES-Ruhengeri, an Institute of Applied Sciences, is dedicated to providing high-quality, practical education that equips students with skills directly relevant to current labour market demands. This is achieved by aligning academic programs with industry needs, fostering a supportive environment that includes human resources, materials, and technologies conducive to applied sciences, and delivering sustainable solutions to the community and industry through applied research and innovation.

Industrial attachment at INES-Ruhengeri is a field-based practical training experience designed to prepare students for their future careers. It allows students to develop essential interpersonal skills and gain familiarity with the professional world. The institute provides a framework for planning, coordinating, monitoring, evaluating, and assessing these attachments, ensuring graduates are well-prepared and meet the job requirements of potential employers.

The timing of industrial attachments varies depending on the academic program. Ideally, students should participate in at least two, but no more than three, attachments during their studies. This allows them to gain initial experience, integrate those experiences into their academic training, and then apply their expanded knowledge in subsequent attachments. This approach maximizes the practical benefits of the program while considering the associated costs.

The overall goals are:

1. Practical training is essential for students to gain the hands-on skills and real-world experience necessary for success in their chosen fields. These experiences allow students to apply classroom theories to real-life work situations, solidifying their understanding and bridging the gap between academia and industry.
2. Furthermore, these opportunities facilitate valuable interactions between students, faculty, industry stakeholders, and potential employers, providing insights into real-world work environments.



3. These interactions strengthen industry linkages, enabling stakeholders and prospective employers to contribute to curriculum review and improvement, ensuring programs remain relevant and up to date.
4. Practical training also allows students to develop a strong understanding of work ethics, employment requirements, responsibilities, and career opportunities.
5. Finally, job shadowing provides an additional layer of practical experience, allowing students to observe professionals in their field and gain a deeper understanding of day-to-day operations.

2. Benefits for Industrial attachment

Industrial attachments offer numerous benefits for students. They provide a crucial bridge between theoretical learning and practical application, exposing students to the realities of the professional world. This experience allows students to gain valuable work experience and familiarize themselves with a professional environment. Furthermore, these attachments foster the development of essential skills, including self-confidence, communication, and time management, while also providing opportunities to network with professionals in their chosen fields.

From a career standpoint, industrial attachments significantly enhance job prospects. They provide students with a qualification that demonstrates their competencies in a specific field, making them more attractive to potential employers. Attachments also offer a unique opportunity for students to assess their compatibility with a prospective employer and work environment. Through this experience, students practice various work-related skills, gain exposure to new methods and tools, and acquire valuable knowledge. They also improve their problem-solving confidence and learn to interact effectively with a diverse range of individuals they will likely encounter in their careers.

Beyond skill development, industrial attachments offer valuable insights into the demands and challenges of the workplace. Students gain a realistic understanding of professional expectations, which helps develop improved work ethics and a deeper appreciation for their chosen profession. The experience also allows students to network and build relationships with potential employers, further boosting their career prospects. Finally, the program enhances both





interpersonal and communication skills, which are crucial for success in any professional setting.

2.1. Benefits for industry attachment

Partnering with INES-Ruhengeri offers several key advantages. It provides access to a pool of talented potential employees, allowing businesses to identify and recruit top performers. Furthermore, collaboration creates the opportunity to contribute to INES-Ruhengeri's program development and review, ensuring alignment with industry needs.

Industrial attachments provide a source of affordable labor, reducing wage expenses. This influx of additional human resources enhances service delivery efficiency and effectiveness. Because these individuals have already gained practical experience through the program, training costs are significantly reduced. Finally, the attachment period provides ample time to evaluate potential employees, facilitating a streamlined recruitment process by retaining those already familiar with the work environment.

3. Role and responsibilities of different stakeholders

Field attachment is implemented through a partnership between the University and its partners, who consume the University's products and services. This partnership has three key stakeholders, namely: the University's partners, the University, and the students. For the field attachment program to be implemented effectively and sustainably, the various partners must commit themselves to specific roles and responsibilities.

3.1. INES-Ruhengeri management

The institution will provide comprehensive program management, integrating and periodically reviewing field attachments within the university curricula. It will develop monitoring and evaluation criteria, including codes of conduct for students and staff, and initiate partnerships with relevant organizations, formalized through Memoranda of Understanding (MoUs). The institution will identify valuable learning sites and develop selection and training guidelines for field supervisors.

Furthermore, the institution will incorporate field attachment expenses into the university fee budget and create platforms for stakeholders to share experiences. It will recognize and



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motivate stakeholders through appropriate means, such as letters of recognition, and include the industrial attachment program as part of departmental staff workloads.

3.2. INES-Ruhengeri industrial attachment coordination office at institutional levels

The office will identify and establish formal partnerships with potential host institutions through Memorandums of Understanding (MoUs) to secure student placement opportunities. It will also oversee the implementation of existing INES-Ruhengeri MoUs with various stakeholders. Working closely with departments, the office will arrange student internship placements. Furthermore, it will collaborate with departmental coordinators and site supervisors to develop student internship evaluation forms. Finally, the office will create and implement a feedback and complaint mechanism for students participating in industrial attachments.

3.3. INES-Ruhengeri industrial attachment coordinators at departmental levels

The Department's Industrial Attachment Coordinator is responsible for planning and scheduling all student placements, including securing necessary resources. They ensure that students achieve the required affective, knowledge, and technical objectives during their rotations. In collaboration with the Head of Department, the coordinator schedules field visits, compiles evaluation data, and submits recommendations for improvement to the Industrial Attachment Coordinators and Head of Department.

Furthermore, the coordinator identifies and establishes partnerships with potential host institutions through Memoranda of Understanding (MoUs). They also serve as the primary point of contact for students, addressing queries, providing guidance, and resolving any issues that may arise during internships. Additionally, the coordinator is responsible for maintaining all industrial attachment records and submitting a report after each student field visit.

3.4. Teaching staff members supervising the student's responsibilities

Mentors will guide students in applying classroom theory to real-world work scenarios. They will provide hands-on training on site-specific practical skills, ensuring students gain exposure to all relevant practical aspects necessary to achieve learning outcomes. Mentors will also conduct practical evaluations and report on student progress. Finally, they will submit a report



to the industrial attachment coordinators and the head of the department, outlining areas for improvement in the program.

3.5. Industry attachment sites responsibilities

Mentors will actively participate in the training, supervision, and evaluation of students during their field attachments. They will provide consistent on-site technical and professional guidance throughout the attachment period. Feedback regarding the effectiveness of the field attachment program will be shared with the University. Mentors will also engage in mutual learning with both the students and INES-Ruhengeri staff. Finally, they will ensure that students gain a breadth of experience that extends beyond purely technical skill development.

3.6. Sites supervisor's roles and responsibilities

Supervising student interns involves several key responsibilities. Initially, interns should be given a thorough orientation, covering the organizational structure, workplace culture, and the specific nature of their assigned tasks. Throughout the internship, consistent training, guidance, and feedback are crucial for the intern's development. Regular evaluations of the intern's progress should be conducted. Finally, monitoring intern attendance is essential to ensure they fulfill their required time commitment.

3.7. Roles and responsibilities of students

Interns must adhere to all rules and policies of the host institution, including proper notification of absences. They are responsible for covering their own lodging, transportation, food, and other personal expenses. A daily logbook must be meticulously maintained. Interns are expected to understand the industrial attachment requirements and perform assigned tasks under the guidance and supervision of their site supervisor. Field attachment is considered an integral part of their training at INES-Ruhengeri, and a positive, practical approach to learning is essential.

Respect for all field supervisors and other individuals encountered during the attachment, regardless of background or social status, is mandatory. Interns must work willingly at their assigned placement. Daily work plans should be developed in collaboration with field supervisors. Adherence to both the field attachment code of conduct and the host organization's code of conduct is required.



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Finally, interns are responsible for providing reports and other feedback to both the University and host partners. This feedback may include self-evaluations, program evaluations, supervisor evaluations, and site evaluations.

4. Professionalism during industrial attachment

Industrial attachment must be considered the most important module taught; therefore, the following behaviours must be respected:

1. Complying with all university and clinical affiliate policies and regulations;
2. Willingness to work with others in a positive manner;
3. Demonstrating ethical and moral attitudes and principles;
4. Students must wear appropriate clothing and present themselves neatly;
5. Student ID badges must be worn at all times.

If a student is found cheating or conducting themselves in a manner that is not appropriate for the profession, they will be advised to change their behaviour. If no change occurs, the student will be removed from the industrial attachment site.

Working Hours

Students are required to attend on a full-time basis at the industrial attachment site and are expected to be punctual, complete daily checklists, and participate in any activities as determined by the site supervisor. Most industrial attachment sites operate from Monday to Friday, from 8:00 am to 5:00 pm; however, practicum hours may be assigned at the industrial attachment site. Attendance is required for all scheduled days. In the event that a student will be absent or late, the student must notify their supervisor on the site and the University industrial attachment coordinator. Failure to provide notification will automatically result in an unexcused absence. Absences will only be excused under limited circumstances, such as the loss of an immediate family member or jury duty. Other circumstances will be addressed on a case-by-case basis. Any student with more than three unexcused absences may be dropped from the clinical attachment.





5. Industrial attachment operational Steps

5.1. Selection of potential industrial attachment partner

The concerned department, in collaboration with the industrial attachment coordinator's office, **ensures** that all students are placed in host institutions that will allow them to achieve their objectives.

Therefore, the potential industrial attachment sites will be selected based on the following criteria:

Several critical factors must be considered to ensure a successful and enriching learning experience for students. Firstly, the availability of qualified field supervisors is paramount. These supervisors should ideally be affiliated with INES Ruhengeri, enabling consistent oversight and support of the students' field activities.

Secondly, the learning environment must be conducive, with access to necessary facilities that support the students' educational needs. Furthermore, the site should offer ongoing activities that provide practical, real-world learning experiences. Finally, and perhaps most importantly, the health and safety of the site must be guaranteed to ensure the well-being of all students involved.

5.2. Pre-placement

This activity consists of three tasks, namely: planning and identifying suitable industrial attachment sites for each student that will help them achieve their objectives. This will be done either by the department or the students themselves.

- Preparation of letters requesting the industrial attachment, preparation of other necessary materials (if any), and other documents, e.g., guidelines for the industrial attachment report, evaluation forms, and logbooks.
- Payment for the students' field attachment logistics.

5.3. Student Placement

Before the placement, students should be briefed that industrial attachment is one of the modules; therefore, the following areas shall be addressed: This field attachment program aims to provide students with practical experience in their chosen field, bridging the gap between academic learning and real-world application. Success in this program requires students to be



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adequately equipped. Basic requirements typically include appropriate attire, personal protective equipment (if needed), a notebook and writing instruments, and possibly a laptop or tablet. Specific equipment needs will be communicated prior to the attachment.

During the field attachment, students are expected to adhere to a professional code of conduct. This includes punctuality, respect for supervisors and colleagues, maintaining confidentiality, and representing the institution positively. Academic supervisors provide guidance on the learning objectives and assessment of the field attachment, while field supervisors at the host organization provide day-to-day supervision, mentorship, and practical training.

The field attachment will be evaluated based on a combination of factors, including the student's performance on assigned tasks, the quality of their final report, and feedback from the field supervisor. Specific grading criteria will be provided. Students are encouraged to maintain open communication with both academic and field supervisors. Any problems or concerns should be reported first to the field supervisor, and if unresolved, then to the academic supervisor. Contact information for both will be provided.

The final field attachment report should follow a prescribed format, which will be shared with students. This format typically includes an introduction, literature review, description of the organization and the student's role, a detailed account of the work performed, analysis of the experience, conclusions, and recommendations. All materials and equipment borrowed from the host organization must be returned promptly at the end of the field attachment, following the host organization's established procedures.

Student welfare during the field attachment is a priority. Students are encouraged to maintain a healthy work-life balance and seek assistance if they encounter any personal or professional difficulties. Finally, health and safety are paramount. Students must adhere to all safety regulations and guidelines of the host organization and are responsible for their own well-being. Any accidents or incidents must be reported immediately to both the field supervisor and the academic supervisor.

5.4. The industrial attachment competences and objectives

The expected competences and industrial attachment objectives will be provided to the students before starting the industrial attachment to the host institution.





5.5. Re-orientation of the academic staff

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

- The purpose of the field attachment program
- What the tasks involve
- The development and review of the monitoring, evaluation, and assessment criteria.

This activity should be carried out before the visits to the internship sites, as some staff will be involved in the pre-placement preparations.

5.6. Supervision of the students during industrial attachment

There will be two levels of supervision: Site-level day-to-day supervision by the field supervisor and the academic supervisor from the University. Each site/student will be visited at least three times by the academic supervisor, depending on the requirements of the program, with each visit lasting 2-3 days or more, as in the case of the Biomedical department. During the visit, the academic supervisor will interact with the student on field attachment, the field supervisor/other relevant officials, and also visit the attachment sites to acquaint themselves with the student's activities.

Requirements for on-Site and academic Supervisors

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

On-site supervisors

Mentors should possess relevant practical experience in their field. They should also demonstrate a commitment to regular interaction with the student during their field attachment. Furthermore, mentors must maintain ethical and professional conduct throughout the mentorship period. Finally, they should be open to engaging in a mutual learning experience with the student, fostering a collaborative environment.

Academic supervisors

Supervision of undergraduate programs shall be conducted by qualified academic staff, including Tutorial Assistants or above. Postgraduate programs will be supervised by Assistant



Lecturers or above. Schedules for these academic supervisors have been communicated in advance to both the **site** and field supervisors.

Following each supervisory visit, a written report must be submitted to the Head of the Department, with a copy provided to the field attachment coordinator, within five working days. The university will impose penalties on academic supervisors whose field performance is deemed inadequate or in breach of professional conduct.

5.7. Students' records

Students on industrial attachment are required to keep notebooks (or logbooks) where they will record their daily activities and any new knowledge and innovations they acquire. The on-site supervisor will assess the daily records in the logbook. In addition, the interns' logbooks must be assessed and signed by the academic supervisors whenever they visit the student(s) in the field. At the end of the field attachment period, the student must submit a report of their field attachment experiences following the provided guidelines. All University policies and procedures must be applied throughout the duration of the fieldwork. It is the Field Work Supervisor's responsibility to ensure that those involved in the fieldwork are aware of all relevant policies. The University will develop suitable penalties for students who do not comply with the guidelines.

5.8. Evaluation of the students

The field attachment, being an integral part of the academic program, must be assessed, graded, and the grades should contribute towards the award of a candidate. Therefore, the industry attachment grades should appear on the student transcript as an independent course.

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

In view of the purpose of the industry attachment program, which provides practical orientation, the assessment by the on-site supervisor and the marks for field attachment distribution will depend on the programs. However, students must be evaluated as follows:

- Assessment by the on-site field supervisor based on agreed criteria
- Academic supervisors
- Report produced by the students at the end of the industrial attachment



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5.9. Overall evaluation of the program between INES-Ruhengeri and stakeholders

For continuing partnerships between INES-Ruhengeri and its stakeholders, the meeting should be organized on an annual basis, and the following points should be discussed:

- Review how the partnerships are being implemented.
- Evaluate the industrial attachment program (organization and coordination), and assess the perceived benefits/values to all parties.
- Identify areas for improvement.

Done at INES-Ruhengeri, on 20th February 2025

Dr. MAZARATI Jean Baptiste
Chairperson of INES-Ruhengeri Governing Body





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ANNEXES



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Annex I: Weekly Summary of Work Performed

Days	Brief Description of Work Performed	Hours
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Name and signature of site supervisor:

Name and signature of academic supervisor:



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Annex II: Sample industry attachment report format and guide for the students

The industry attachment report should be well written in 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, institution where field attachment was undertaken, field attachment period e.g. July – September 2023; Name of student, student's Registration Number; INES-Ruhengeri 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.

Chap I: Introduction

Background of the field attachment program

- Objectives of the field attachment
- Background of the institution attached to
- Structure and organization of the district with emphasis on the department where student is deployed • Major activities and focus of the department



Chap II: 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

Chap III: Conclusion and recommendations

Conclusion and the students are remembered 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 INES-Ruhengeri; and for improvement of the services delivery at the place you have worked.

References: According to INES-Ruhengeri referencing guidelines

Appendices if any

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



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Annex IV: Sample Statement of industry attachment

I -----, a 2nd /3rd /4th year student of -----
----- (Programme) hereby do confirm
that I have undertaken Industry Attachment Program at ----- (place)
for a period of ----- days.

Signature of the student:

Date:

Verified by

Site supervisor

Name and signature

Confirmed by

Academic supervisor

Name and signature



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Annex IV: Reporting format for academic supervisor from site visit

Faculty:

Department:

Academic year:

Lecturer	Place of supervision	Encountered problems:	Proposed solutions for each case:
		<ul style="list-style-type: none">- From students- From visiting area- From supervisor	

Prepared by

Name and signature

Verified by (HoD)

Name and signature

