

# **MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**



## **GUIDELINES FOR FIELD-BASED TRAINING AND FIELD ATTACHMENT**

**February 2024**

## **FOREWORD**

In the 21<sup>st</sup> century world, merely having a degree is no guarantee of employment nor is it a guaranteed indicator of the graduates' competence in a job market. Rather, graduates must have current and relevant knowledge, practical experience, soft skills and a positive attitude to allow them to be competitive in the job market.

In this regard and while continuing to be at the forefront in advocating its primary mission, Mbeya University of Science and Technology has an obligation to contribute to national social and economic development through teaching, research, community engagement and produce labour market-competent graduates. The main obligation of the teaching component is to provide theoretical knowledge and develop skills. To enhance the hands-on skills and theoretical knowledge understanding, the University embraces the Industry Practical Training (IPT), Field Practical Training (FPT) and Teaching Practice (TP) (herein referred as field-based training) for students and Field Attachment (FA) for staff.

The field-based training and field attachment enable students and staff interface and provide exposure to the dynamics of applying theoretical knowledge in real environment in the world of work, create linkages between the world of work and the University. Furthermore, this facilitates to identify gaps in curriculum which leads to its improvement and boost competencies so as to keep abreast with changing demand in the world and technological advancement. Specifically, students will get hands-on/real life experience they are expected to work in when they graduate and opportunity for them to apply the principles and techniques theoretically learnt into real-life problem-solving situations. The academic staff will interact with the stakeholders and potential employers and thus appreciate field situations that will also generate information for curricula review and improvement.

In reference to the above objectives, the Mbeya University of Science and Technology has developed Field-based Training and Field Attachment Guidelines to enhance students and staff in conducting industrial training,

monitoring, assessment and evaluation to strengthen the key competencies required to improve the graduates' ability to work worldwide.

Prof. Aloys N. Mvuma  
**Vice Chancellor**

## **LIST OF ABBREVIATIONS AND ACRONYMS**

CA	Continuous Assessment
DVC ARC	Deputy Vice Chancellor Academic, Research and Consultancy
DVC PFA	Deputy Vice Chancellor Planning, Finance and Administration
FA	Field Attachment
FPT	Field Practical Training
HESLB	Higher Education Students Loan Board
ICU	Internationalization and Convocation Unit
ILLM	Industrial Linkages and Labor Market
IPT	Industrial Practical Training
MTC	Mbeya Technical College
MUST	Mbeya University of Science and Technology
TANROADS	Tanzania National Roads Agency
TARURA	Tanzania Rural and Urban Roads Agency
TBA	Tanzania Building Agency
TCU	Tanzania Commission for Universities
TEMESA	Tanzania Electrical, Mechanical and Services Agency
TP	Teaching Practice
UE	University Examinations
UQF	University Qualification Framework
VC	Vice Chancellor

## TABLE OF CONTENTS

FOREWORD .....	i
LIST OF ABBREVIATIONS AND ACRONYMS.....	iii
TABLE OF CONTENTS.....	iv
DEFINITION OF KEY TERMS AND CONCEPTS .....	vi
1.0 BACKGROUND INFORMATION OF THE UNIVERSITY.....	1
1.1. Introduction .....	1
1.2. MUST Vision.....	1
1.3. MUST Mission .....	1
1.4. Core Values Guiding MUST .....	2
1.5. Situational Analysis.....	2
1.6. Rationale 2	
2.0 INFORMATION ON GUIDELINES FOR FIELD-BASED TRAINING .....	4
2.1. Introduction .....	4
2.2. Goal of Practical Training .....	4
2.3. Objectives of the Guidelines.....	4
2.3.1.The Main objective.....	4
2.3.2.Specific objectives.....	4
2.4. Philosophy of the Guidelines.....	4
2.5. Scope of the Guidelines .....	5
3.0 PREPARATION OF FIELD-BASED TRAINING AND FIELD ATTACHMENT.....	6
3.1. Funding and Duration for Field-based Training.....	6
3.2. Student Database.....	6
3.3. Placement Search and Follow up .....	6
3.4. Distribution of Secured Placements to Students .....	7
3.5. Students Applying for Placement at MUST.....	7
3.6. Introduction Letters to the Industry.....	7
3.7. The Field-Based Training Documents .....	7
3.8. Assessment of Logbooks, Lesson Notebook and Technical Reports .....	7
4.0 PROCEDURE TO BE FOLLOWED BY STUDENTS DURING FIELD-BASED TRAINING .....	8
4.1. Arrival Note .....	8
4.2. Daily Activities.....	8
4.3. The Field-based Training Practice .....	8

4.4. Abroad Placement.....	8
4.5. Assessment Mode .....	9
4.6. The role of Industrial Supervisor / School Head .....	9
4.7. The Role of the University Supervisor .....	9
4.8. The Role of Student .....	10
4.9. The Role of Head of ILLM .....	10
5.0 TRAINING LOGBOOKS, LESSON NOTEBOOK AND TECHNICAL REPORTS .	12
5.1. Logbooks and Lesson Notebooks.....	12
5.1.1.Daily and Weekly Report.....	12
5.1.2.Technical Report.....	12
6.0 ORGANIZATION AND PLANNING OF FIELD-BASED TRAINING SUPERVISION .....	13
6.1. University Supervisor .....	13
6.2. The Industrial Supervisors.....	13
6.3. Location of Students.....	13
6.4. Supervising Students Abroad .....	14
6.5. Online Assessments.....	14
7.0 FIELD ATTACHMENT FOR ACADEMIC STAFF.....	15
7.1. Guidance on Staff Field Attachment .....	15
7.2. Requirements Prior to Field Attachment .....	15
7.3. Securing Attachment Opportunities.....	15
7.4. Safety and Legal Matters.....	16
7.5. Communications with Staff and Attachment Providers .....	17
7.6. During the Field Attachment .....	18
7.7. Responsibilities of the Attachment Provider .....	18
7.8. Responsibilities of the Staff.....	19
7.8.1.Pre-Field Attachment.....	19
7.8.2.During the Field Attachment .....	19
7.8.3.After the Field Attachment.....	20
8.0 BUDGETING OF THE FIELD-BASED TRAINING AND STAFF FIELD ATTACHMENT .....	21
9.0 BIBLIOGRAPHY .....	22
LIST OF APPENDICES .....	23

## **DEFINITION OF KEY TERMS AND CONCEPTS**

### **(a) Arrival Note**

This is the notification or information that student must submit to the University as soon as he/she has arrived at the practical training site.

### **(b) Daily Report**

This is a report that contains information relevant to a particular daily work or activities done by student in a particular day.

### **(c) Field Attachment (FA)**

It is here considered as the placement of a staff in a workplace for the purpose of gaining practical skills and new innovations in the real world of the respective discipline.

### **(d) Field-Based Training**

In the context of this guidelines, field-based training is a training experience that prepares trainees for the tasks they are expected to perform on completion of their training. It includes all trainings as named by various disciplines i.e., IPT, FPT and PT.

### **(e) Head Report**

It is a report from Headmaster or Principal of the host School or College.

### **(f) Industrial Supervisor**

A person at a particular industry/firm/organization supervising students.

### **(g) Industrial Supervisor's report**

It is a report from the Supervisor who supervises students in a particular industry.

### **(h) Industrial Practical Training (IPT)**

It is a set of skills and experiences presented to the student within an institution framework or within an area of practice with the goal of assisting the student in acquiring various areas of knowledge, field experiences and technical skills.

**(i) Industry**

It is any public or private entity relevant to the students' programme where such student may be placed to undertake practical training.

**(j) Lesson Plan**

This is a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured. Lesson plans help teachers be more effective in the classroom by providing a detailed outline to follow each class period.

**(k) Lesson Plan Book**

It is a book compiling a lesson plan for the entire period of teaching practice. The lesson plan book is filled by the student at the end of every working day and should comprehensively indicate the tasks done and the skills learnt in that particular day.

**(l) Logbook**

It is a book to keep records of day-to-day activities during practical training. The logbook is filled by the student at the end of every working day and should comprehensively indicate the tasks done and the skills learnt in that particular day.

**(m) Student**

Any person enrolled as such for any programme at the University.



**(n) Student's activity plan**

It is the activity which is extracted from the curriculum of the programme. The activity is determined by the student's academic year and level.

**(o) Student database**

It is the database to keep track of information about students including but not limited to address, contacts, placements records, exam results and attendance.

**(p) Teaching Practice (TP)**

A period that a student spends teaching at a school as part of training. It is a temporary period of teaching in a school conducted under supervision by a professional teacher.

**(q) Technical Report**

Technical report is a special report written by students during practical training.

**(r) University Supervisor**

An academic staff from college belonging to the student responsible to supervise a student during practical training.

**(s) Weekly Summary Report**

It is a summary of the work done by student within a week during the practical training.

## **1.0 BACKGROUND INFORMATION OF THE UNIVERSITY**

### **1.1. Introduction**

Mbeya University of Science and Technology (MUST) is a result of the transformation of the Mbeya Institute of Science and Technology (MIST) through the Universities Act No.7 of 2005 and the Charter of Mbeya University of Science and Technology, 2013. As mandated in the Charter establishing the Mbeya University of Science and Technology, industry linkage is among essential functions of the University. University – industry linkage includes field-based practical training experience that prepares students for the tasks they are expected to perform on completion of their training as well as uplifting staff careers to the real world.

Formerly, the field-based practical training was organized under the Directorate of Undergraduate Studies. To demonstrate the importance of field-based training activities to students, the new MUST organizational structure established the Department of Industrial Linkages and Labor Market (DoILLM) under the Internationalization and Convocation Unit (ICU). The field-based training is essential in the development of the practical skills required. It develops an awareness of general workplace behavior and interpersonal skills as an important objective of the industries. In a nutshell, the importance of this part of training includes the exposure of students to professional experience and knowledge which is required in the industries.

### **1.2. MUST Vision**

The Vision of Mbeya University of Science and Technology is to become the leading center of excellence for knowledge, skills and applied education in science and technology.

### **1.3. MUST Mission**

The Mission of Mbeya University of Science and Technology is to develop academically, technologically and socially competent students, staff and other

stakeholders who will be responsive to the broader needs and challenges of the society.

#### **1.4. Core Values Guiding MUST**

To fulfil its mission and achieve its vision, the core values of MUST intend to be the University with strong hands-on skills, knowledge and linkage with industry for better knowledge, skills and applied education in science and technology. In undertaking its roles and functions, MUST will uphold the following core values:

- (a) Leadership in innovation and technology
- (b) Culture of excellence
- (c) Diversity and equal opportunities for all
- (d) Partnerships
- (e) Integrity and stewardship of resources

#### **1.5. Situational Analysis**

Since its transformation from the Mbeya Technical College (MTC) and Mbeya Institute of Science and Technology (MIST) to Mbeya University of Science and Technology (MUST) in 2012, industrial practical training has been conducted under the Industrial Liaison Office. By understanding the expansion of the University, MUST in its new reform of August 2019 upgraded Industrial Liaison Office from a unit to a Department of Industrial Linkages and Labor Market (DoILLM). The main task being to organize all matters concerning in students' industrial linkages such as field-based training, project, research, internship, labor market, students' employment and career guidance. During these transformations and operations, the responsible Unit had no operational guidelines for conducting and assessment of field-based training.

#### **1.6. Rationale**

To operationalize the External Links Policy the development of guidelines for conducting and assessment of field-based training is inevitable. The Guidelines will further assist in budgetary and handling matters related to practical training programme running under each academic department and

assessment procedures. It aims to help students to develop skills and abilities that support professional studies and prepare them for real world practice.

## **2.0 INFORMATION ON GUIDELINES FOR FIELD-BASED TRAINING**

### **2.1. Introduction**

This part presents the goal, objectives, philosophy and scope of the guidelines.

### **2.2. Goal of Practical Training**

To deliver high quality and competitive training to students and staff career development.

### **2.3. Objectives of the Guidelines**

#### **2.3.1. The Main objective**

To provide students and staff hands-on experience on their professional career.

#### **2.3.2. Specific objectives**

- (a) To provide exposure to students to specific professional practices in the respective fields;
- (b) To provide exposure to students to responsibility of becoming professionals to their respective field of study;
- (c) To impart communication skills in professional way which include daily interaction with the working environment;
- (d) To provide a good assessment of practical training;
- (e) To create linkage between the real world and the University;
- (f) To identify gaps in the curricula which will lead to its improvement; and
- (g) To expose staff in new real world, innovation and challenges.

### **2.4. Philosophy of the Guidelines**

The guiding philosophy is to make all of students' knowledge and skills more practical as a form of personal or professional development. The field-based training is geared directly toward the skills and capacities of students to compete and succeed professionally in academic and day to day life.

## **2.5. Scope of the Guidelines**

The scope of the Guidelines covers specific activities and duties for trainees decided by respective academic department extracted from the running curriculum. The Guidelines provide detailed information on conduct and assessment including kind of reports expected and procedures by both University and Industrial Supervisor.

### **3.0 PREPARATION OF FIELD-BASED TRAINING AND FIELD ATTACHMENT**

#### **3.1. Funding and Duration for Field-based Training**

The Government usually sponsors some of the students registered in Diploma programmes and those enrolled in Bachelor programmes through Central Government and Higher Education Students Loans Board (HESLB), respectively, to facilitate their Field-based Training. The duration of Field-based Training is 10 weeks and the grants and loans are usually provided for 10 and eight (08) weeks, respectively.

#### **3.2. Student Database**

The Field-based Training is prepared by taking the database of all students and their courses' requirements. This is done by the office of HoILLM with all academic departments through coordination of departmental external links coordinators. The departmental external link coordinator is responsible to compile the list of all students in his/her department and submit the list to Head of ILLM for arrangement of placement search at the beginning of the first semester of each academic year.

The external link coordinator is required to prepare or compile students' activities supposed to be conducted according to their programmes and levels of study and submit the same to the Head of ILLM to be included in student's Field-based Training package.

#### **3.3. Placement Search and Follow up**

The placement search starts during Field-based Training supervision and follow up made through post, mobile and email. The office of HoILLM is responsible for coordinating all earmarked training placements. The communication and follow up is done within the first semester of the respective academic year. Coordinators from respective departments and colleges should liaise with HoILLM to complete the task.

### **3.4. Distribution of Secured Placements to Students**

After securing the placements, the HoILLM is responsible to distribute the placements to students via Students Information Management System (SIMS).

### **3.5. Students Applying for Placement at MUST**

All students applying for placement at MUST should be directed to the HoD - ILLM and not otherwise. Request through other channels will not be attended. The student will be allocated to the specified department through the HoD - ILLM.

### **3.6. Introduction Letters to the Industry**

Introduction letters are given to each student according to their destinations before leaving for training from the HoD - ILLM liaising with academic departmental external links coordinators.

### **3.7. The Field-Based Training Documents**

The logbook, lesson notebook, activity plan, lesson plan and other attachments are distributed to students from the office of ILLM liaising with departmental external links coordinators prior to students' departure for fieldwork.

### **3.8. Assessment of Logbooks, Lesson Notebook and Technical Reports**

The assessment of practical training logbooks or lesson notebook and technical report are as per the Examination Regulations. The marks distribution will be guided according to assessment breakdown as shown in Appendix 11.



## **4.0 PROCEDURE TO BE FOLLOWED BY STUDENTS DURING FIELD-BASED TRAINING**

### **4.1. Arrival Note**

As soon as the student arrives at the respective training placement, he/she must send arrival note or notification of acceptance to the University not more than two weeks after start of Field-based Training as per University almanac. The process of arrival notification is done online by filling arrival note form as shown in Appendix 1 and 2. The arrival note not received within the first two weeks will lead student to postpone the exercise to the next academic year.

### **4.2. Daily Activities**

The student must report daily activities by filling logbook and/or lesson notebook as indicated in Appendix 3. Student should submit to the industry supervisor a copy of activities to be performed. The activities are depending on the level and the programme of the study. The student will be required to scan and send to assigned University Supervisor the weekly activities report through SIMS for assessment. The University Supervisor will be assigned students within the fourth (4<sup>th</sup>) week of the Field-based Training.

### **4.3. The Field-based Training Practice**

The training should be conducted according to specific curriculum of the programme the student is doing. There will be a Mini-Practical Training for some of the programmes whereby students use two (2) weeks of the Field-based Training in the first semester and complete the remaining eight (8) weeks after the second semester examinations period. Other programmes use the 1<sup>st</sup> semester for doing Field-based Training. These kinds of trainings are organized departmentally in consultation with the Head of ILLM.

### **4.4. Abroad Placement**

For students obtaining placements out of Tanzania are required to submit details for placement including; location, access to online assessment, detail of industrial supervisor and suitability of the placement. These details must be submitted to the office of ILLM not later than 4<sup>th</sup> week of the 1<sup>st</sup> semester

of the intended academic year and must be approved by the office of DVC ARC.

#### **4.5. Assessment Mode**

There will be online preliminary assessment on the 5<sup>th</sup> week of Field-based Training. The industrial supervisor shall be given a link for assessment form to fill the progress of the student and award marks. On the 8<sup>th</sup> week there will be assessment by the University Supervisor for student and interview with industrial supervisor. In case physical assessment is not possible, the online assessment will apply. The marks distribution is as per Appendices 5, 7, 8 and 9.

#### **4.6. The role of Industrial Supervisor / School Head**

The role of Industrial Supervisor shall include:

- (a) Receiving and orienting the student about the company policies tools and general operations;
- (b) Assigning tasks to student as per the University activities study plan;
- (c) Signing the Logbook and/or Lesson Notebook at the end of each week (Appendix 3);
- (d) Filling online Industrial Supervisor Report (Appendix 5 and 9) and confidentially send to the University. If the online option does not apply the supervisor shall confidentially fill the report, seal and send to the University; and
- (e) Sending the report to respective departments through the University central registry and notify the Head of ILLM.

#### **4.7. The Role of the University Supervisor**

The role of the University Supervisor shall include:

- (a) Assessing the students online on 5<sup>th</sup> week of practical training prior to physical visit;
- (b) Visit and supervise the students during the period of Field-based Training;

- (c) Discuss with management of the host institution about student's progress and placement suitability;
- (d) Sign the logbook and/or lesson notebook; and
- (e) Prepare a brief report and submit to the Head of ILLM.

#### **4.8. The Role of Student**

The role of student is to:

- (a) Assist in securing placement;
- (b) Submit arrival note not later than second week of the training;
- (c) Do his or her duties according to the curriculum activities plan and any other activities as scheduled by Industrial Supervisor;
- (d) Thoroughly fill the logbook or lesson notebook daily and submit to Industrial Supervisor for approval (weekly);
- (e) Remind the Industrial Supervisor to submit the industrial assessment form or head report before he/she leaves the placement;
- (f) Cooperate with the University Supervisor during assessment;
- (g) Submit logbook or lesson notebook a week after completion of the training or within two weeks after opening the first semester (depending on curriculum requirement); and
- (h) Prepare and present Field-based Training activities at the beginning of the 1<sup>st</sup> semester within the first three (3) weeks as will be scheduled by respective department.

#### **4.9. The Role of Head of ILLM**

The role of the Head of ILLM shall include:

- (a) Ensuring the training placements are secured for all students;
- (b) Coordinating staff field attachment issues;
- (c) Distributing the placements to all students;
- (d) Preparing budget for all Field-based Training activities;
- (e) Ensuring that supervision is done professionally and in good quality;
- (f) Coordinating preparation of students' materials; and

- (g) Reporting to the DIC on all matters pertaining to Field-based Training.

## **5.0 TRAINING LOGBOOKS, LESSON NOTEBOOK AND TECHNICAL REPORTS**

Reporting of all activities done during the Field-based Training will be recorded in the logbook or lesson notebook. The technical report for special task or activity during field-based training should be written in detail.

### **5.1. Logbooks and Lesson Notebooks**

#### **5.1.1. Daily and Weekly Report**

Logbook will be used in reporting daily and weekly activities during the entire period of Field-based Training for students undertaking engineering, architecture, technology, business programmes and other non-teaching programmes (see Appendix 4). Lesson notebook will be used in reporting daily and weekly activities by students undertaking teaching programmes (see Appendix 3).

#### **5.1.2. Technical Report**

The student is required to choose one activity of interest to write on. The student will be guided by the respective department or as per curriculum requirements.

## **6.0 ORGANIZATION AND PLANNING OF FIELD-BASED TRAINING SUPERVISION**

### **6.1. University Supervisor**

The supervision is organized based on compiled list of placements as per arrival notes and students are grouped depending on location of the host institutions versus disciplines. The groups are assigned supervisors from respective academic department whereby:

- (a) Based on the placements, the office of ILLM will distribute the slots of supervisors depending on the number of students in the respective department;
- (b) The Supervisor will be assigned from the respective department with qualification relevant to students' field of study;
- (c) The number of students allocated to one supervisor per day is four (4) to six (6) depending on the location and complexity of the placements; and
- (d) Number of days allocated per staff will depend on number of students, location and complexity of the placements.

### **6.2. The Industrial Supervisors**

The Industrial Supervisor is assigned by the host institution depending on the skills required. The industrial supervisor is required to fill the industrial supervisor's form or Head report's form and award marks to students as stipulated in the form and send the same to the University. After receiving the assessment forms the Head of ILLM will distribute them to the respective departments or the University Supervisor will directly upload the scores in the SIMS. The marks awarded by Industrial Supervisor is part of assessment of the Field-based Training (Appendix 5 and 6).

### **6.3. Location of Students**

Students' placements are either secured by the University or students themselves. Sometimes the University will arrange for group placements where a group of students will be required to attend Field-based Training.

#### **6.4. Supervising Students Abroad**

Students doing practical training abroad will be supervised in accordance with the Guidelines and University Examination Regulations. If the funds are limited to visit students abroad, supervision will be carried out online as outlined in Section 5.4. If there is a possibility of obtaining an academic staff from the academic institution around the students' placement, the College will use that advantage if the activity is among areas of collaborations stipulated in the Memorandum of Understanding between the two institutions.

#### **6.5. Online Assessments**

When online platform will be available, each student will be required to submit all tasks online for assessment. The hard copy will be submitted as per section 5.8 (g).

## **7.0 FIELD ATTACHMENT FOR ACADEMIC STAFF**

### **7.1. Guidance on Staff Field Attachment**

The guidance provides a set of arrangements for quality assurance and enhancement of attachment and outlines the minimum requirements that University attachments providers for staff must meet.

Each college is required to set a budget for its staff to attend field attachment for a duration of 10 weeks to be conducted between July and November each year. The number of staff to attend will depend on the financial status of the respective college. But the attachment duration may vary (if necessary) depending on the other factors including; nature of the programme/project, sponsorship, etc.

### **7.2. Requirements Prior to Field Attachment**

- (a) Ensure attachment benefits the University/Department and staff development in the respective discipline; and
- (b) Staff should be aware of the possible consequences of failure to successfully complete a field attachment programme and how it may affect individual's job progression.

### **7.3. Securing Attachment Opportunities**

The College will:

- (a) Support staff in finding an appropriate attachment to achieve the intended practical experience. Where staff arrange own attachments, provide them with clear criteria (including relevance of the skills to be gained and suitability of the placement) for the approval of placements and stipulate a process for reaching a decision on the suitability of these.
- (b) Ensure that attachment providers are able to provide both the intended practical experience and fulfil their responsibilities as required.
- (c) Provides attachment providers with appropriate and timely information prior to, during and following the staff's attachment.



In the case of individual attachment arranged, these must be approved by the University.

#### **7.4. Safety and Legal Matters**

The college and/or staff should:

- (a) Undertake an appropriate risk assessment process for the placement to identify and determine appropriate mitigation for any possible health and safety considerations prior to a staff commencing field attachment.
- (b) Undertake (if necessary) a site visit to a proposed attachment provider (depending on the nature of the relationship with the provider). For international attachments, reference should be made to the existing International Mobility Partnership processes.
- (c) Ensure that, if relevant to the attachment, any statutory checks are carried out prior to an attachment being undertaken. For example, Disclosure and Barring Service (DBS) or vetting checks for staff whose attachments involve interacting with children, young people or vulnerable adults. If staff are responsible for having the checks carried out themselves, University must nevertheless ensure that they are completed before the start of the attachment.
- (d) Ensure that policies in relation to equality and diversity and work/training are in place unless they contravene local laws of the attachment location.
- (e) Ensure the attachment Provider has its own risk assessment documentation in relation to health and safety, insurance, and due diligence.
- (f) Instill staff awareness about the consequences of failure to complete field attachment and how this may affect his/her job progression;
- (g) Ensure that attachment providers are able to provide intended practical experience; and

- (h) Provide attachment providers with appropriate and timely information prior to, during and following the staff's attachment. In the case of self-arranged attachments must be approved by the respective department.

### **7.5. Communications with Staff and Attachment Providers**

The College shall:

- (a) Make staff aware of the practical and professional requirements, including breach of contract of the attachment provider and, if relevant, the cultural life of the host country,
- (b) Have plans in place for communication with staff during their attachment period, including name and contact details for a member of staff within the University, staff visits to staff on attachment by senior academic staff. For international attachments, the University should follow the existing policy or guidelines,
- (c) Provide staff with information regarding the level and amount of guidance and support available to them while on attachment, how they can access it, who will be providing it, the frequency with which such support may be available,
- (d) Provide a full pre-departure briefing to staff on international attachments, including emergency contacts and advice concerning accommodation, financial arrangements, travel and immigration,
- (e) Provide opportunities for staff to declare pre-existing conditions to ensure fitness to travel,
- (f) Ensure staff and attachment Providers know how to deal with queries, or raise concerns or complaints with the University, or report any other difficulties they might experience during the attachment, and
- (g) Complete the Approval to Travel process for staff on international attachment.

## **7.6. During the Field Attachment**

The College or Department will:

- (a) Monitor the progress of staff on attachment in line with the University's usual procedures and provide ongoing support throughout.
- (b) Have a minimum of two face to face (in person or via Zoom or equivalent) contacts with staff during the course of attachment. The first contact should take place within the first weeks of the attachment, the second formal contact should take place at a mid-way point to discuss any progress that may be required as part of the process and academic issues pertaining to the staff's return to the University.
- (c) Visit staff attached at a high-risk site. In the case of high-risk self-arranged international attachments taking place for a longer period where it is not easily to travel to, the University should consider a 'virtual visit' using virtual platforms or by telephone where internet access is a challenge.
- (d) Ensure that any relevant safeguarding requirements relating to staff members are adhered to.
- (e) Report any emergency incident relating to an overseas attachment to the University International Office for further legal procedures to assist staff.

## **7.7. Responsibilities of the Attachment Provider**

- (a) Agree on the content of the attachment (such as a job description or content of the research project).
- (b) Determine a main contact for the attachment.
- (c) Provide the staff with a full and clear induction, including health and safety arrangements (see section 8.4).
- (d) Provide the staff with information in relation to the steps to take, which policies and procedures will apply in aspects of staff's attachment.

## **7.8. Responsibilities of the Staff**

### **7.8.1. Pre-Field Attachment**

- (a) To justify that the arrangement to attend field attachment will not compromise the staff's primary responsibilities (teaching);
- (b) To submit letter of acceptance or other evidence from the employer/industry/firm/company of a particular attachment;
- (c) Provide justification of relevance of the intended practical experience to the University/Department and staff him/herself;
- (d) Be aware of the consequences of failure to complete a placement and how this may affect staff's job progression;
- (e) Follow the criteria provided by the University for the approval of attachments and adhere to the process for reaching a decision on the suitability of attachment;
- (f) Familiarize with the practical and professional requirements, including breach of contract of the attachment provider and (if abroad) the cultural life of the host country;
- (g) For abroad attachments, staff is advised to attend any pre-departure sessions and ensure that information provided by the attachment Organizer and Provider is understood;
- (h) Ensure that, in the case of participation in an attachment abroad, staff has a valid passport and visa for the intended destination (unless it's not applicable); and
- (i) Ensure that all documentation which requires staff's input is submitted by the required deadline.

### **7.8.2. During the Field Attachment**

- (a) Adhere to the laws and conventions of the host in which the attachment is based;
- (b) Adhere to the Placement Provider's policies concerning equality, diversity, and dignity at work or study;
- (c) Ensure, in the case of a work placement, that they meet the norms and expectations for professional conduct in the particular area of work they are undertaking; for example, staff on health-

related practice must conduct themselves and practice within an ethical framework and with regard to confidentiality;

- (d) Abide by the rules and regulations of the attachment provider;
- (e) Be fully aware of the health and safety aspects of the attachment and comply with all guidance issued by the attachment Organizer and Provider; and
- (f) Complete all requirements (professional) as stipulated by their attachment Organizer.

**7.8.3. After the Field Attachment**

- (a) Submit a report within one week after completion of the attachment programme; and
- (b) Prepare and conduct presentation to share acquired practical experience in either *University Weekly Presentations Seminars* or *one prepared by the College/Department* as soon as s/he completes the programme.

## **8.0 BUDGETING OF THE FIELD-BASED TRAINING AND STAFF FIELD ATTACHMENT**

Students' field-based training and staff field attachment should be provided for in the University annual budgets and sourcing of funding for the same is a primary role of the University. To ensure sustainability and impactful results of field-based training and staff field attachment:

- (a) The colleges and/or departments should cost field-based training and the fees passed over to the students' sponsors. The tuition fees of each developed curriculum should prioritize the field attachment component;
- (b) Colleges and/or departments should form partnership with stakeholders and negotiate how best the partners can support the students' field-based training and staff field attachment programmes;
- (c) Industrial supervisors may be recognized and if possible motivated through appropriate means such as payment of honorarium and/or recognition letter/certificate; and
- (d) The annual field-based training budget should consider but not limited to materials and equipment, planning and preparation for students' placement and supervision but other items as per nature of the discipline or academic programme.

## 9.0 BIBLIOGRAPHY

Arusha Technical College (2015). College Industrial Practical Training Regulations and Guidelines, Arusha.

Azmi, A. N., Kamin, Y., Nasir, A. N. M., & Noordin, M. K. (2019). The engineering undergraduates industrial training programme in Malaysia: Issues and resolutions. *International Journal of Engineering and Advanced Technology (IJEAT)*.

Zaini, M. A. A., Songip, A. R., Manan, Z. A., & Kidam, K. (2010). Industrial training programme in the department of chemical engineering, UTM: lessons learnt.

E Mwasanguti, G P Martin, O A Juma, A P Mlowe, T W Mwigune (2021) Field Practical Training Policy: Bank of Tanzania Academy, Dar es Salaam, Tanzania

S. T. Ramesh, S. Arul Daniel (2020) Guidelines (Industrial-Training-Academic-Attachment), National Institute of Technology, Tamil Nadu, India

Uganda Business and Technical examination board (2015), industrial training guidelines, Kampala Uganda

University of Malaya (2018), Guidelines on Industrial Training Practices, Centre for Industrial Training and Relations, 50603 Kuala Lumpur, Malaysia

University of Technology MARA (2013), Industrial Training Guidelines, Faculty of Electrical Engineering, Pulau Pinang, Malaysia

Mbeya University of Science and Technology (August 2020). External link Policy, Unit of Internationalization and Convocation, Iyunga Industrial Area, Mbeya, Tanzania

**LIST OF APPENDICES**

**APPENDIX 1. ARRIVAL NOTE FOR PRACTICAL TRAINING** PT – No.  
01

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY

**ARRIVAL NOTE:** *(Please fill and send it immediately to the University after you get placement)*

PRACTICAL TRAINING FROM

(Dates).....TO.....

NAME OF

STUDENT:.....

UE NO.

.....

DEPARTMENT:.....PROGRAMME..... LEVEL:

.....

I declare that I have started working with (Name of firm).....

.....on (date)..... under the Supervision

of (Name of Industrial/ Field Supervisor).....

Who is (Position of Industrial Supervisor):.....

(Address of firm).....

Tel No:..... Mobile:..... Fax No:.....

E-mail:.....

Give a short description of location of firm and your working place:.....

.....

Date: .....Student's signature .....

Student's contact address: .....

.....

Telephone or Mobile number.....

Email address: .....

.....



Place (street code/ Name)

.....

...

.....

.....

Training Officer's signature and official stamp.....

.....

---

**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**ARRIVAL NOTE: (Please fill it immediately to the University after you get placement)**

TEACHING PRACTICE FROM (Dates)..... TO.....

NAME OF STUDENT: .....

UE No. .... REGISTRATION No.: .....

DEPARTMENT: ..... LEVEL: .....

I declare that I have started working with (Name of firm) .....

..... On (date) ..... under the

Supervision of (Name of Head of School/ Principal) from.....

Who is (Position of Head of School / Principal)

.....(Address of School/College)

Tel No: ..... Mobile: ..... Fax No: .....

E-mail: .....

Give a short description of location of School /College and your working place:

Date: ..... Student’s signature .....

Student’s contact address: .....

Telephone or Mobile number .....

Email address: .....

Place: .....

Training Officer’s signature and official stamp: .....



**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**



**TEACHING PRACTICE LESSON PLAN BOOK**

**STUDENT'S NAME** .....

**UE No.** ..... **REGISTRATION No.:** .....

**UNIVERSITY EXAM NUMBER**.....

**DEPARTMENT** .....

**LEVEL** ..... **ACADEMIC YEAR** .....

**FROM (DATE)** ..... **TO** .....

**SCHOOL / INSTITUTION/ COLLEGE**

.....

**P.O. BOX** ..... **TEL:** ..... **EMAIL:** .....

**CITY/TOWN/DISTRICT**.....**REGION**.....

**CONTACT:**

**P.O. BOX 131, MBEYA**

**TEL:** +255 25 295 7544

+255 25 295 7542

**FAX:**

**Email:** [must@must.ac.tz](mailto:must@must.ac.tz)

[dillm@must.ac.tz](mailto:dillm@must.ac.tz)

## **MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**

### **REGULATIONS FOR PRACTICAL TRAINING**

1. The University will as far as possible provide sufficient suitable places for all eligible students to do their industrial/field practical training. A supplementary effort from individual student in acquiring training places is acceptable.
2. The allocation of placements to student should be completed and published not less than two weeks before prior to commencement of PT.
3. A student is not allowed to change placement without the approval of University. In case of difficulties the student should consult the ILLM office or respective academic department prior to going to her/his new placement.
4. Companies, organizations, ministries, etc. receiving student for practical training will be informed in writing by the University not less than three weeks before the PT commencement date.
5. While on practical training the arrival note prepared by the University will be filed and sent to the University by the student within the first two weeks since PT commencement.
6. Academic staff will assess student online on the 5<sup>th</sup> week prior to physical visit.
7. Academic staff members from the University will visit each student at least once supported by online consultation around 5<sup>th</sup> week of PT.
8. The assessment shall be completed within one month after the practical training reports have been submitted to the departments.
9. Every student has to ensure that his/her logbook and report are signed and rubber stamped by the industrial officer and be submitted to the HoD within two weeks after the completion of TP ready for assessment or within the first two weeks of the first semester (subject to curriculum).
10. A student who fails to report to the placement allocated for PT without satisfactory reasons shall be considered to have failed.
11. In general, student will have failed PT if he/she scores less than 50%.
12. Incomplete PT (Irrespective of any cause or reasons) will mean a failure in that particular PT.
13. A student who fails any particular PT because of reasons including those stated in (8 & 11) above, will do that particular PT at his/her own costs and time.
14. A student who fails to complete part 12 (above) will repeat an academic year at his or her own cost and time.

## **TEACHING PRACTICE REPORT FORMAT**

After completion of the Teaching Practice (TP) every student must write a report. The report shall strictly adhere to the Mbeya University of Science and Technology report writing format as outlined below:

1. Preliminary Pages
  - 1.1. Cover page (student name and other particulars)
  - 1.2. Acknowledgement
  - 1.3. Summary of the report
  - 1.4. Table of contents
  
2. Introduction
  - 2.1. An overview of the area of TP
    - 2.1.1 Location
    - 2.1.2 Number of staffs
    - 2.1.3 Number of pupils
    - 2.1.4 Institutional/School environment
    - 2.1.5 Nature of infrastructure
    - 2.1.6 Teaching and learning facilities
  
3. Extra Curricula Activities
  - 3.1. Duties assigned during TP
  - 3.2. Specific contribution made
  
4. Mentorship Experience
  - 4.1. From a subject teacher
  - 4.2. From school/institution administration
  - 4.3. From other colleagues'
  
5. Success Attained in TP
  - 5.1. Success on Classroom Interaction Practices
  - 5.2. Classroom management practices
  - 5.3. Actual teaching practices
  - 5.4. Assessment practices
  - 5.5. Success on lesson preparation and planning
  - 5.6. Success on Administrative activities
  
6. Challenges Faced During TP at school/ Institution
  
7. Recommendations and General Suggestions
  
8. Conclusion
  
9. Relevant Attachment(s)



## LESSON PLAN

**Subject:** ..... **Teacher's Name:** .....

Date	Class/Stream	Period	Time	Number of students					
				Registered			Present		
				M	F	Total	M	F	Total

**Main Topic:** .....

**Sub-Topic:** .....

**Competences:** .....

.....

.....

**Main Objectives:** .....

.....

.....

**Specific Objectives:** .....

.....

.....

**Teaching Methods/Strategies:** .....

.....

**Teaching and Learning Materials/Aids** .....

.....

.....

**References:** .....



.....

Lesson Development

Stage	Time	Teaching Activities	Learning Activities	Assessment Activities
<b>Introduction</b>				
<b>New knowledge</b>				
<b>Reinforcement</b>				
<b>Reflection</b>				
<b>Consolidation</b>				

**Teacher's Evaluation:** .....

**Student's Evaluation** ... ..

.....

**Remarks**.....

.....



**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**



**PRACTICAL TRAINING LOGBOOK**

**STUDENT'S NAME** .....

**UE No.** ..... **REGISTRATION No.:** .....

**DEPARTMENT** .....

**LEVEL** ..... **ACADEMIC YEAR** .....

**IPT/ FPT FROM (DATE)** ..... **TO** .....

**INDUSTRY/FIRM** .....

**CONTACT: P.O. BOX 131,  
MBEYA**

**TEL:** +255 25 295 7544  
+255 25 295 7542

**FAX:**

**Email:** [must@must.ac.tz](mailto:must@must.ac.tz)  
[dillm@mustnet.ac.tz](mailto:dillm@mustnet.ac.tz)

**Website:** [www.must.ac.tz](http://www.must.ac.tz)

## PERSONAL DATA

STUDENT'S NAME .....

UE No. .... REGISTRATION No.: .....

NTA/UQF LEVEL.....ACADEMIC YEAR .....

DEPARTMENT .....

IPT / FPT PERIOD FROM (Date) ..... TO .....

INDUSTRY/MINISTRY/FIRM/ORGANISATION.....

.....

### HOW TO KEEP THE LOGBOOK

For each week of Practical Training the logbook contains the following: -

#### A. WEEKLY ACTIVITIES REPORT PAGE

- All major work done on specific day and the time spend on it is to be recorded in brief.
- Any absence from work and reasons for it to be stated too.

#### B. RULED PAGE FOLLOWED BY A PLAN PAGE

These pages are meant for a detailed report on activities (e.g. production, maintenance, repair work, accounting, human resources, procurement, management, etc.) performed.

For this purpose, one particular job the student was associated with during the week is to be selected.

The detailed description has to include a concise written account on ruled page and drawing or diagram to support it on the plain page.

On a ruled page the work report should clearly show the task/problem and materials used.

The plain page may be used for additional information.

The student has to sign both the weekly report page and the detailed work report page.

By the end of each week he/she is supposed to submit the logbook to the training officer in-charge or Manager of the undertaking for approval and signature.

At the end of PT period the student is required to write a "TECHNICAL REPORT".

The Technical Report will consist of two main parts as follows:

#### 1 General Part

- Will include brief historical background of the undertaking.
- Organizational structure and management of the firm
- Products or activities undertaken by the firm

#### 2 Technical Part

Will have technical report on specific activity or item which was undertaken by the student or any other interesting technical reports.

After PT period the Logbook is to be handed over within two weeks to the University Authorities for ASSESSMENT.

Practical Training Report

Weekly Activities Log

Name of Student: \_\_\_\_\_

Name of Industry / Firm: \_\_\_\_\_

Day of the Week	Date	Activities
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

Endorsement by the Supervisor:

The above is a true record of activities taken by the trainee in the captioned week.

Signature of Supervisor: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_







---

---

---

---

---

*Mbeya University of Science and Technology (MUST) PT student's training Logbook*

PROJECTION	SCALE:	DRAWN BY:	SCORE	
	DIMENSIONS:	NTA/UQF LEVEL		
	DATE:	CHECKED BY:		
MUST P.O.BOX 131, MBEYA.	TITLE:		DRW No:	A4

**APPENDIX 5. INDUSTRY SUPERVISOR'S ASSESSMENT FORM** *PT – No.*  
05

**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY  
INDUSTRY SUPERVISOR'S ASSESSMENT FORM**

**INDUSTRY / FIRM.....**

**NAME OF STUDENT: .....**

**REGISTRATION No.: .....**

**UE No. ....**

**COURSE: .....**

**DEPARTMENT: .....**

**ACADEMIC YEAR: .....**

**LEVEL .....**

This is to certify that the above-mentioned student has attended Practical Training (PT) with us for a period of ..... days i.e. from ..... to.....

Name of Supervisor: .....

Position: .....

**AWARD OF MARKS.**

The marks given range from 1 to 10 i.e.

10: Excellent, 8 – 9: Very Good, 6 – 7: Good, 4 - 5: Satisfactory, 1 – 3: Unsatisfactory

**A: ASSESSMENT**

S/N	ITEM DESCRIPTION	SCORE
-----	------------------	-------

1	Ability in planning and carrying out assigned job	
2	Selection of proper tools and their handling	
3	Execution of assigned job	
4	Quality and tidiness of finished job	
5	Self confidence	
6	Cooperation with other members of staff	
7	Attendance and punctuality	
8	Obedience	
9	Initiative (self-drive)	
10	Willingness to learn	
	<i>Average score</i>	
	<b>AWARDED MARKS = Average score x 2 =</b>	

**B: GENERAL INFORMATION (Fill in without awarding marks)**

1. How many days did the trainee not attend for the Training?

a) With your permission.....

b) Without your permission.....

2. What is your general opinion about the trainee's skills and attitudes?

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

What is your opinion on the adequacy of our training at the University?

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

I declare that, to the best of my knowledge the information contained herein is complete and correct.

Assessing Officer's Name.....

Position.....

Signature.....

OFFICIAL STAMP:

Date.....

Place.....

***NB: Please complete this Form and dispatch it to the University under confidential cover.  
(Attn. The Head Industrial Linkages and Labor Market).***

**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**



**COLLEGE OF SCIENCE AND TECHNICAL EDUCATION**

**TEACHING PRACTICE REPORT FORMAT**

**COURSE CODE:** .....

**SEMESTER:** .....

**ACADEMIC YEAR**.....

**STUDENT'S NAME** .....

**REGISTRATION No.** .....

**UE No.**.....



## **TEACHING PRACTICE REPORT FORMAT**

After completion of the Teaching Practice (TP), every Student-teacher must write a report. The report shall strictly adhere to the Mbeya University of Science and Technology report writing format as outlined below:

### **1. Preliminary Part (10 Marks)**

- 1.1. Cover page (student name and other particulars)
- 1.2. Acknowledgement
- 1.3. Abstract (Summary) of the report
- 1.4. Table of contents

### **2. Introduction (15 Marks)**

- 2.1. An overview of the area of TP
  - 2.1.7 Location
  - 2.1.8 Number of staff
  - 2.1.9 Number of students
  - 2.1.10 Institutional/School environment
  - 2.1.11 Nature of infrastructure
  - 2.1.12 Teaching and learning facilities

### **3. Extra Curricula Activities (10 Marks)**

- 3.1. Duties assigned during TP
- 3.2. Specific contribution made

### **4. Mentorship Experience (20 marks)**

- 4.1. From a subject teacher
- 4.2. From school/institution administration
- 4.3. From other colleagues'

### **5. Success Attained in TP (15 Marks)**

- 5.1. Success on Classroom Interaction Practices
- 5.2. Classroom management practices
- 5.3. Actual teaching practices
- 5.4. Assessment practices



#### 4.1 Teaching Practice Grading

Lessons will be observed using an assessment form which for the time being have seven items to be observed and assessed. Each item has been allocated marks out of 100 marks. The student must have at least two assessments. The supervisor will award a corresponding mark for each item and add the total marks on the duplicate assessment form, which will be returned to the Teaching Practice Office. The marks from assessments forms will be added and averaged. The average will be converted to 60 marks. The student-teacher will also write the detailed report on the experience from the teaching practice stations. The report will be allocated marks out of 100 marks which will be converted to 40. The pass mark for teaching practice will be 40 and the final marks will be obtained by adding the award from the assessment forms and the report which finally will be converted into a letter grade system used by the University.

##### 4.1.1 Teaching Practice Assessment

Table 1: Teaching Practice Assessment Form

	ITEMS	POINTS	AVERAGE GRADE	SPECIFIC COMMENTS
A	<b>Skills of Making Schemes of Work</b>	<b>15</b>		
	Use an appropriate format	3		
	Competences well-articulated	4		
	Teaching / learning activities properly stated	4		
	Assessment activities stated	4		
B	<b>Ability to Prepare Lesson Plan</b>	<b>15</b>		
	Right format observed	2		
	General information correctly filled	2		
	Well stated lesson objectives	2		
	Consistence with the topic/ unit/ general aim	2		
	Action verbs used to show behavior changes	3		
	Indicate the condition under which action takes place	2		
	Indicate the level of performance to be attained	2		

C	<b>Use of Chalk Board</b>	<b>15</b>		
	Use of clean board	3		
	The board is conveniently organized	2		
	Clear, visible and legible writing	2		
	Audibility	2		
	Positive body language or gestures	2		
	Date, subject and topic written in proper space	2		
	Convenient posture when using the board	2		
D	<b>Preparation and Use of T-L Materials</b>	<b>15</b>		
	Large enough to be seen	3		
	Relevant to the topic/concept/objectives	3		
	Convenient positioning and display	3		
	Students engage in studying and interpreting the material	3		
	Eye catching	3		
E	<b>Lesson Presentation</b>	<b>20</b>		
	Introducing the lesson	3		
	Promoting students participation	3		
	Subject knowledge capability	3		
	Providing variety of learning activities	2		
	Giving and marking students work	2		
	Appropriateness and organization of the lesson	3		
	Followed suitable sequence	2		
	Quality of the lesson "which aspect of the lesson" quality	2		
	F	<b>Classroom Interaction</b>	<b>10</b>	
Classroom control		2		
Communication skills		2		
Classroom suitably arranged		2		
Managing classroom questions		2		
Creates friendly atmosphere in the classroom		2		
G	<b>Personal Factors</b>	<b>10</b>		
	Appearance /Personality	2		
	Dressing	2		
	Punctuality observed	2		
	Handling students' problems in the classroom	2		
	Self - confidence and assertive	2		



#### 4.1.2 Grading of Scores

All assessment work shall be graded according to the ranges of score given in the following Table:

<b>Grade</b>	<b>Range of Score</b>	<b>Definition</b>
A	70-100	Excellent
B+	60-69	Very good
B	50-59	Good
C	40-49	Satisfactory
D	35-39	Poor
F	0-34	Fail

#### 4.2 Teaching Practice Instructions

- a) Teaching Practice report and University Supervisor's report should be handed in to the respective department within the first two weeks of the first semester after Teaching Practice session.
- b) Failure to submit the Teaching Practice report to the department within the first two weeks of the first semester after Teaching Practice session without justifiable reasons would mean failure in that Teaching Practice session.
- c) Failure to attend at least 80% of the Teaching Practice session will mean failure in that Teaching Practice course.
- d) The Final assessment shall be carried out by the respective department not later than four weeks before the end of the first semester after Teaching Practice session.
- e) Teaching Practice results shall be presented by the respective Head of Department for approval.
- f) A student shall be considered to have failed the Teaching Practice if he/she does not comply with the respective examination regulations.

**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**UNIVERSITY SUPERVISOR’S REPORT FORM**

**NAME OF UNIVERSITY SUPERVISOR.....**

**NAME OF STUDENT.....**

**UE NO.....UE NUMBER .....**

**COURSE.....**

**DEPARTMENT.....**

**LEVEL.....**

The marks given range from 0 – 100% as indicated below:  
 90 – 100% = Excellent, 80 – 89% = Very Good, 60 – 79%= Good,  
 40 – 59% = Satisfactory, 0 – 39% = Unsatisfactory

**DISCUSSION WITH THE MANAGEMENT**

From the discussion with management personnel who has worked with the students, complete the Form given below:

S/N	ITEM DESCRIPTION	SCORE
1	His/her attitude towards practical work	
2	The student’s ability to execute jobs assigned to him/her intelligently and with integrity	
3	His/her work habits (punctuality, attendance, etc.)	
4	His/her ability to cooperate with co- workers, foreman and management	
5	Do you think the Management is quite happy with the student as a good and hard worker?	
	<b>Average score 1</b>	

**DISCUSSION WITH THE STUDENT**

S/N	ITEM DESCRIPTION	SCORE
1	Neatness, cleanness and up to date recording in the logbook	
2	Does the student understand what he/she has done	
3	Knowledge of the student on what he/she has written	
4	Interest eagerness to learn new skills and knowledge	
	<b>Average score 2</b>	

**AWARDED MARKS = (Average score 1 + Average score 2) X 0.1 = ( )**



**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**



**TEACHING PRACTICE ASSESSMENT FORM**

**To: The Head of School/Principal**

**Name of School/Institution.....Region.....District.....**

**Re: Teaching Practice Assessment Form**

**STUDENT NAME.....UE NUMBER.....**

**TP Starting Date.....TP Completing Date .....**

A: ASSESSMENT AREAS	Assessment Scale				
	5 A	4 B	3 C	2 D	1 E
1. Teacher's personality					
2. Attitude of students towards the teacher					
3. Confidence as a teacher					
4. Acknowledging authority and Responsibilities					
5. Compatibility to other teachers					
6. Being fair and impartial					
7. Preparations before going into classroom to teach					
8. Ability to communicate					
9. Interest in student performance, helping individual and marking students works					
10. Speaking and communication skills (Competence, loudness and articulation)					
11. Moral soundness					
12. Observed factors such as punctuality attendance and mannerism					
13. Knowledge of student matter of his/her specialization					
14. Ability to use teaching aids and resources					
15. Ability to adhere to objectives of the lesson					
16. Ability to engage into extracurricular activities					
17. Ability to provide guidance and counseling to student with social problems					
18. Professional Portfolio keeping					
19. Ability reinforce students' behavior					
20. Ethical conduct and integrity					

**B. ADDITIONAL COMMENTS**

.....  
 .....

**C. NAME OF THE HEADMASTER/MISTRESS/PRINCIPAL.....**

Signature and Stamp.....Date.....

Phone No..... Mob.....

APPENDIX 10.

**INDUSTRY SUPERVISION REPORT**

PT – No.

10

**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY  
INDUSTRY SUPERVISION REPORT**

1. Name of University Supervisor: .....
2. Department of .....
3. Arrival date: .....
4. Name of Company / Organization / School /Institute and address: .....

5. Head of the Company / Organization/ School/ Institute:  
Position / Title: .....
- Tel / Mobile: ..... E mail: .....

6. Contact person met .....
- Position / Title.....
- Tel / Mobile ..... E mail: .....

7. Trainers name .....
- Position / Title.....
- Tel / Mobile ..... E mail: .....

8. Signed: Trainer/Head of Company/Organization .....

**9. Evaluation:**

S/N	Name of Student	Activities Planned	Activities Done	Remarks

10. Remarks:.....



.....  
 .....  
**Signed (Industrial Supervisor):** ..... **Date:** .....

**APPENDIX 11. MARKS DISTRIBUTION TO THE PT ASSESSMENTS**

*PT – No. 11*

The total marks will be 100%. The total credit will be 10. The components of marks distribution will be as follows;

S/N	Assessment Instrument	Marks awards	
		IPT/FPT	TP
1	University supervisor report	15	25
2	Industrial supervisor report	15	30
	<b>Logbook Marks distributions</b>	<b>Logbook</b>	<b>Lesson Notebook</b>
1	Technical report	25	20
2	Daily report	10	-
3	Weekly report summary	10	-
4	Presentation	25	
	Total	100%	100%

**APPROVAL**

At its 42<sup>nd</sup> Meeting held on 12<sup>th</sup> day of February 2024, the Senate of Mbeya University of Science and Technology RECEIVED, DUSCUSSED and APPROVED the Guidelines for Field-based Training and Field Attachment.

Prof. Aloys N. Mvuma

**CHAIRPERSON**

Adv. Lugano Mwakilasa

**SECRETARY**