



MUHABURA INTEGRATED POLYTECHNIC COLLEGE

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MIPC INDUSTRIAL ATTACHMENT POLICY

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HISTORICAL BACKGROUND OF MIPC

Muhabura Integrated Polytechnic College (MIPC) is an institution opened in 2014 by Anglican Church of Rwanda, Diocese of SHYIRA. The idea of creating such kind of Institution is triggered by following objectives

1. To provide technical and professional programs for students who wish to develop competencies in specific career areas or to upgrade their skills.
2. To support economic development by providing job-specific programs for business, industry, hotels, and other organizations.
3. To provide developmental education courses for students who need basic academic skills.

Motto:

“Striving for excellence...”

And whatever you do, do it heartily as to the Lord and not to men. Colossians 3:23

Vision

To be the premier source for education, workforce training, partnerships and economic development.

Mission

To provide innovative educational environments, opportunities, and experiences that enable individuals, communities, and the region to grow, thrive, and prosper.

Philosophy

STRIVING FOR EXCELLENCE COLOSSIANS 3:23

We act to foster inclusion education and promote excellence in all that we do. We commit to approach all decisions with integrity, kindness and generosity both on and off campus.

Values

1. Commitment
2. Respect
3. Excellence
4. Accountability
5. Diversity

Goals

1. Ensure the students access and increase enrollment facilities.
2. Inspiring students' success and enabling to achieve their life skills for the labor market and entrepreneurial skills.
3. Ensure high quality programs and services.
4. Sustain environmental relationship in education.
5. Reinforce continuing education and community service.
6. To develop and implement a student welfare policy.
7. To develop and enhance library services.
8. To generate income and develop projects to support smooth learning of the college.
9. To promote a culture of entrepreneurial and business, technical skills among students.
10. Ensure students access to ICT services

POLICY OVERVIEW

As specified by the mission, MIPC is serving the educational needs of our country Rwanda and all over the World through technical and professional programs. It will also provide access to high quality education that promotes student learning, to enable to develop their fullest potential, and to support the economic development of our country Rwanda highly qualified graduates who have the professional skills needed by the Rwandan and regional labor market. The only relevant strategy to fulfill that mission was to orient the teachings and learning system towards technical education.

As a technical Institute, industrial attachment is of a great value since it contributes to the nurturing of professionally adapted graduates. For MIPC industrial attachment is an opportunity for a student to gain practice in a real world setting under the guidance of knowledgeable, experienced, and successful supervisors. It is also an opportunity for MIPC to professionalize its products (graduates); therefore, industrial attachment is a must to all programs delivered by MIPC.

This policy is intended to make the industrial attachments more profitable for interns by harmonizing the process and practices in their domains.

CHAP I. ABOUT THE INDUSTRIAL ATTACHMENT

Industrial attachment provides tangible work experience required by most employers. The academic industrial attachment for MIPC' students provides opportunities for them to gain valuable work experience and eases the transition between school and the workforce.

It also contributes significantly to improving employability skills whilst at the same time helping address the human resource constraints.

Interns are placed in public and private institutions related to their area of study for a period not exceeding 3 months. At present, internship at MIPC is done twice in all departments, first

time by students in year two and second time by students in year three, approximately one month. This Program is an active employment program and is in line with the National Employment Policy, the EDPRS, Capacity Building and Employment Promotion sector plan and the Youth Employment Network mandate.

I.2 INTERNSHIP OPPORTUNITIES

An internship is an essential part of figuring out and furthering intern career goals. Some people look for an internship based on their major option or an industry category that they're interested in. Finding an internship in a related major option can help to find future career opportunities in that field by getting relevant work experience, learning about the industry from experienced coworkers, and deciding whether that career is the right choice for interns. Internship programs are recognized and promoted by many Higher Learning Institutions to help their students gain first-hand industry knowledge and, sometimes, course credit towards their selected major options. An internship provides a great opportunity to get a feel for the general practices of an established company, allowing an intern to decide whether or not he/she would feel comfortable with a position in that organization or industry. Internships have been a starting point for the careers of many successful professionals in the fields of ICT, Accounting, Electrical technology, Civil engineering, Travel and Tourism Management, Hospitality Management, Environment and Water resources technology.

1.3 Objectives

The objective of the internship program is to facilitate reflection on experiences obtained in the internship and to enhance understanding of academic material by application in the internship setting. Apart from that internship program is more important because:

1. Internships will provide students the opportunity to test their interest in a particular career before permanent commitments are made.
2. Internship students will develop skills in the application of theory to practical work situations.

3. Internships will provide to students the opportunity to test their aptitude for a particular career before permanent commitments are made.
4. Internship students will develop skills and techniques directly applicable to their careers.
5. Internships will aid students in adjusting from college to full-time employment.
6. Internships will provide to students the opportunity to develop attitudes conducive to effective interpersonal relationships.
7. Internships will increase a student's sense of responsibility.
8. Internship students will be prepared to enter into full-time employment in their area of specialization upon its end.
9. Internship students will acquire good work habits.
11. Internship students will develop employment records/references that will enhance employment opportunities.
12. Internships will provide to students with an in-depth knowledge of the formal functional activities of a participating organization.
13. Internships will provide to students the opportunity to understand informal organizational interrelationships.
14. Internship programs will enhance advancement possibilities of graduates.
15. Internship students will have higher levels of academic performance.
16. Internship programs will increase student earning potential upon the end of the academic program.
17. Internship programs motivate students to continue their education.

I.4 Internships at MIPC

The challenging job market has made it essential for MIPC' students to gain real world experience prior to graduation. All internships organized by MIPC are career specific. Students must choose internships based on their specialization. Internships requested by MIPC are not paid. These internships are organized in terms of completing academic credits;

The MIPC recommends employers not to pay a trainee based on following reasons:

1. The training, even though it includes actual operation of the facilities of the employer, is similar to what would be delivered by MIPC;
2. The training is for the benefit of the trainees;
3. The trainees do not replace regular employees, but work under their close observation;
4. The employer that provides the training draws no immediate advantage from the activities of the trainees, and on occasion the employer's operations may actually be impeded;
5. The trainees are not necessarily entitled to a job from the beginning up to the conclusion of the training period.

CHAP II.THE KEY ROLES INVOLVED IN RUNNING AN INTERNSHIP

There are traditionally different roles involved in running an internship program for both the employer/host organization and MIPC.

II.1. Internship coordinator

The Internship coordinator is appointed by MIPC among its academic staff and can be seen as the overall director of the internship program. The internship coordinator will be responsible for overseeing the development and implementation of an internship program, overseeing and coordinating the program once it is up and running, assigning interns to

various Institutions/organizations and managing site supervisors. He/she will also act as the liaison between the host Organization and MIPC .

II.2 Supervisor

He/ She will directly supervise and interact with the intern. Supervisors will report to the internship coordinator and will be responsible for the follow up of the internship progress. He/She will also be responsible for evaluating the intern performance, and (typically) providing progress reports to the internship coordinator.

II.3 Mentors

A mentor is an advisor or coach. A mentor should make a long-term commitment to an intern's professional growth. If possible, the mentor should not work in the same office as the intern, so that the intern can gain useful insight into the daily work experience.

Mentors normally hold an advanced degree and have several years of successful experience in their professional positions. They are expected to determine the role of the intern and the specific tasks to be accomplished. The mentor is expected to furnish a written evaluation of the intern at the end of internship. The mentor should contact the coordinator of internships if problems arise with the intern's placement.

Expectations for a Mentor

Before starting internship, an intern and mentor should discuss expectations and come to an agreement on such issues as: the length of the relationship; frequency and types of meetings and other activities; and how to give each other feedback.

Confidentiality is an absolute must, for both mentor and intern, with regard to personal and professional issues.

II.4. Roles and Responsibility of MIPC

Like other modules delivered by MIPC, Internship is also a module with its own learning outcomes. Hence, MIPC is responsible for planning, executing, funding and evaluating such an important learning activity.

MIPC as an Institution will:

- Provide internship materials
- Provide all necessary funds for the smooth running of internship activities
- Budgeting for internship activities
- Identify and officially appoint all parties involved in internship
- Pay incentives for mentors during their trainings and supervision of internship
- Institutions interested in providing an internship on a regular basis should be given a written job description of the intern. This description should include specific tasks to be performed, expected entry level skills, supervisor's name and position.

II. 5. Roles and responsibilities of Coordinator Unit

MIPC Coordinator Unit is responsible for:

- Operating as the coordination unit for identification, training and claiming payment of allowances for mentors and MIPC supervisors;
- Provide detailed Budget for internship activities;
- Organize and execute the training of Mentors, Supervisors and interns;
- Distributing internship materials;
- Reporting on internship activities upon completion.

II. 6. Roles and responsibilities of internship Coordinators

- Briefing the interns on the internship policies, activities, and roles and responsibilities
- Surveying the institutions in which interns will be placed
- Placing MIPC supervisors in institutions

- Collecting and recording the internship marks.
- Placing students in institutions
- Provide necessary professional and technical support to MIPC supervisors and appointed mentors in his zone;
- Playing the role of mediator in handling eventual misunderstandings within their career.
- Working as a resource person of the Career Advisory Centre in coordinating internship activities and ensuring the set standards for internship activities are met.

II.7. RESPONSIBILITY OF HOST ORGANIZATION

THE CHIEF OF THE INSTITUTION, IN WHICH INTERNS ARE PLACED, ARE EXPECTED TO:

1. Introduce the intern to administrators, other staff, support staff, and other co-workers;
2. Involve intern in activities and responsibilities expected of all employees;
3. Ensuring that intern has access to the institution facilities as it is for any other staff;
4. Releasing mentors for attending trainings and realize other mentorship activities;
5. Officially documenting and reporting any problems and concerns related to the intern to MIPC through the internship coordinator in a timely manner.

II.8. Role of the intern

A student may explore the potential for internship placement at a specific site and discuss the possibilities with a potential mentor. There should be no commitments made however until the internship has been negotiated by the coordinator. Interns are expected to meet reasonable dress code and time schedule requirements as determined by the institution. An intern must possess internship diary in which he records all day-to-day activities and experience gained from them. This diary must be presented to the supervisor if necessary.

At the end of the internship a student is obliged to produce an internship report and submit it to the department and reserve a copy to the host organization.

CHAPIII.THE INTERNSHIP REPORT

III.1. Rationale

Because the student who does an internship receives credit from the institution, graded credit determined by the technical writing department, there needs to be documentation in addition to the supervisor's evaluation as a basis for that graded credit. Submitting an internship report not only provides the faculty with a document which qualifies the student for graded credit, it also provides the department with in-depth information about the profession they are responsible for preparing students to participate in. Furthermore, and of considerable importance, the internship report increases the student's responsibility by requiring the student intern to gather information and plan the report throughout the work experience. The student then has an opportunity to demonstrate maturity as a technical writer by presenting, analyzing, and evaluating his or her own work on the job.

III.2. Report Content and Format

The internship report comprises four parts, each involving a different kind of information and a different mode of written discourse:

- (1) Introduction,
- (2) Narrative,
- (3) Analysis and evaluation, and
- (4) Appendix.

III.2.1. Introduction

The introduction explains the setting where the work was accomplished and gives a sense of how the intern's job related to the entire work of the hiring organization. This section lends itself to the inverted pyramid organization, moving from general information about the entire organization to a specific description of the intern's day-to-day environment. The student can obtain general information about the organization from public relations brochures, interviews,

and company documents such as annual reports. In addition to including information about the company's name, location, products or services, size, financial worth, and so on and so forth, this section of the report should also describe the intern's individual role as well as specific schedule within the organization. What type of work was done, when, and how did the intern fit into the overall organizational structure; a flow chart or hierarchy diagram would be appropriate here.

This section should conclude with attention to exactly what the intern did, for whom, and what types as well as levels of skill were required.

III.2.2. Narrative

The narrative section gives a detailed account of the day-to-day activities of the workplace. This section is descriptive and factual, saving evaluation and analysis for the subsequent section. The plan of organization will vary, depending on the situation. It may be chronological; describing what the student did in the order it was done. Or it could be organized by skill group, describing, for example, the editing jobs, then the writing jobs, and finally the production jobs. Or it could be by order of importance, beginning with the lower-level tasks and working toward the more challenging and larger projects.

One thing that is required to complete this section is a log or journal to be kept by the intern from the very beginning of the internship; This log will provide an invaluable record for the student when it comes time to summarize the whole experience.

III.2.3. Analysis and Evaluation

The analysis and evaluation section enables the student to discuss and criticize the actual writing produced on the job. The previous sections are valuable as a source of information for the readers of the internship report. But this section is probably the most valuable for the intern him or herself because it calls on the student to think about and articulate what has been learned during the internship.

Here the student gets a chance to criticize the organization as a whole and to evaluate its treatment of him or her, as well as other employees. The student also has the opportunity to evaluate his or her own overall performance as well as the quality of particular technical writing documents produced.

This section offers a unique chance to reflect on professional identity, management, and practice in the workplace, as well as the nature and quality of technical documents.

III.2.4. Appendix

The appendix allows the student to include samples of written work as well as letters of evaluation, pertinent correspondence, and other documents of interest. The problem with completing this section usually turns out to be that students have either too much or not enough to include. Only material directly referred to in other sections of the report should be included; all writing samples and other documents included must be identified as well as have their significance explained.

The student should select the most pertinent and best samples of his or her work.

III.2.5 Additional Sections

In a lengthy report, one which includes all of these sections, each developed at some length, additional elements such as a cover page, title page, table of contents, and abstract would be appropriate. Indexes, summaries, and resumes might also be included. The internship report content and format should be adjusted to the internship itself. Some internship might not have been extensive or varied enough to provide material for all of the sections described above.

Conclusion

The internship is a key element in the technical writing student's professional preparation. And the internship report is a key element in the internship experience. It is through writing the report that the maturity and professional experience the student gained as an intern becomes fully realized. It is through the report that the student exercises his or her critical and analytical faculties and demonstrates newly found skill and identity as a professional communicator.

Approved by Academic Senate meeting of 05th August 2021

Chaired by,

Rev. Vital MANIRAKIZA

Principal