

This module describes the skills, knowledge and attitudes required to integrate the learners/internee in workplace for an industrial attachment program. The module will allow the learner to investigate and secure industrial attachment place, deal with workplace challenges, comprehend the whole process of the industrial attachment program and be able to demonstrate the competencies acquired at school in the real workplace.

# Learning assumed to be in place

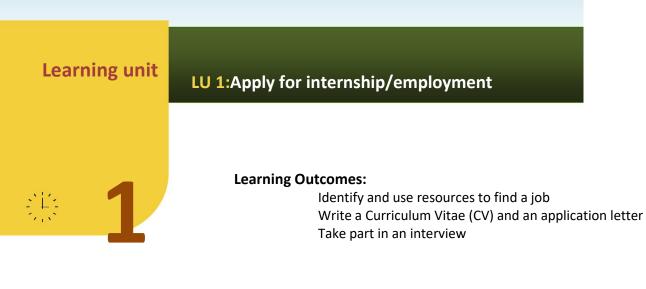
All the modules are covered at REQF level 1.

# **Elements of competence and performance criteria**

Learning units describe the essential outcomes of a competence

Performance criteria describe the required performance needed to demonstrate achievement of the learning unit.By the end of the module, the trainee will be able to:

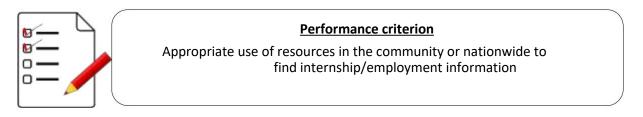
Elements of competence	Performance criteria
1. Apply for internship/employment	<ul> <li>1.1. Appropriate use of resources in the community or nationwide to find internship/employment information</li> <li>1.2. Writing of a basic accurate and neat CV</li> <li>1.3. Proper writing of application letters</li> <li>1.4. Proper demonstration of effective interviewing skills</li> </ul>
2. Demonstrate workplace behavior and attitudes	<ul> <li>2.1. Appropriate application of workplace habits and attitudes</li> <li>2.2. Adequate implementation of strategies to manage time effectively</li> <li>2.3. Efficient management of personal and work lives</li> </ul>
3. Respect worker's and employer's rights and responsibilities	Respect of universal human rights Respect of worker's and employer's obligations according to the Rwandan Labour code Respect of worker's rights and responsibilities at the workplace Respect of employer's rights and responsibilities at the workplace Appropriate reaction when the labor code is broken
4. Organize and evaluate one's internship	<ul> <li>Appropriate securing of the internship agreement with the enterprise</li> <li>Adequate outlining of findings and experience</li> <li>Proper writing of the internship report that contains all the required elements as well as one's own findings and experience</li> <li>Active participation in the assessment of one's internship</li> </ul>
5. Develop one's competences on the workplace	<ul> <li>5.1. Adequate performance of tasks assigned according to the agreement with the enterprise</li> <li>5.2. Positive response and active participation in meetings with the internship supervisor ("maître de stage")</li> <li>5.3. Adequate demonstration of work behaviour and attitudes</li> </ul>



10 Hours

Learning Outcome 1.1:Iden Content	tify and use resources to find a job. Learning	Resources
<ul> <li>Resources to find employment in the community and at national level</li> <li>Job announcements</li> <li>Newspapers advertisements</li> <li>From recruitment agencies</li> <li>Internet websites</li> <li>Identify contact persons</li> </ul>	<ul> <li>Small group work</li> <li>Panel discussion</li> <li>Large group discussion</li> <li>Speakers</li> </ul>	<ul> <li>Job announcements         <ul> <li>Job announcements</li> <li>and information:</li> <li>newspaper</li> <li>advertisements;</li> <li>information from</li> <li>recruitment agencies,</li> <li>youth organizations</li> <li>such as YES Rwanda</li> <li>and government</li> <li>agencies such as the</li> <li>RDB, RP; sample</li> <li>advertisements posted</li> <li>on business walls or</li> <li>bulletin boards,</li> <li>internet websites,</li> <li>through cooperatives</li> </ul> </li> </ul>

**Formative Assessment 1.1** 



Assessor may collect among the following evidences and make judgements on whether the performance criterion has been achieved.

Types of evidence	Portfolio assessment tools
Written evidences	Essay
Perfomance	Scenarios

Checklist		Score	
	Yes	No	
Indicator: Resources to find a job are identified			
Job announcements			
From recruitment agencies			
Newspaper advertisements			
Internet websites			
Observation			

Learning Outcome 1.2: Write a Curriculum Vitae (CV) and an application letter.		
Content	Learning activities	Resources
<ul> <li>Differences between a CV and an application letter</li> <li>Types of application letters</li> <li>Elements of a well written CV</li> <li>Elements of an application letter</li> </ul>	<ul> <li>Large group discussion</li> <li>Individual work</li> <li>Pair work</li> </ul>	<ul> <li>Sample CVs and application letters</li> <li>Format of an application letter</li> </ul>

### Formative Assessment 1.2



### Performance criterion

Proper writing of a basic accurate and neat CV

Types of evidence	Portfolio assessment tools
Written evidence	Observation checklist
	Questions and answers

Checklist	Sco	ore
	Yes	No
Indicator: difference between CV and letter is explained		
A letter is more concise		
A letter express interest		
CV gives detailed information		
Observation		

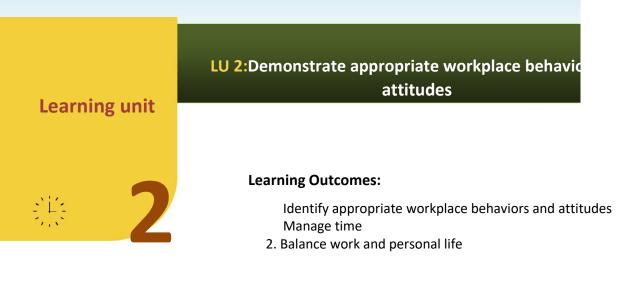
Learning Outcome 1.3: Take part in an interview.		
Content	Learning activities	Resources
Main parts of an interview Interviewing tips: what to do before, during and after the interview Typical questions asked during an interview	Small group work Interview role plays Large group discussion	Interview observation tool

Performance criterion	
Proper demonstration of effective interviewing skills	

Types of evidence	Portfolio assessment tools
written	questionnaires and answers
oral	
	scenarios
performance	True or false questioning

Checklist		Score	
	Yes	No	
Indicator : Main parts of the interview are identified			
The body of the interview			
The opening			
The closing			

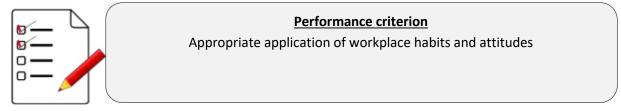
Indicator: Typical questions asked during an interview are identified		
Tell me about yourself.		
Describe a difficult work situation or project and how.		
How do you handle stress and pressure?		
How do vou handle stress and pressure?		
How do you handle stress and pressure?		
How do you bandle stress and pressure?		
Why do you want this job?		
What are your calary expectations?		
Why are you leaving or why have you left your job?		
What is your greatest weakness?		
What is your greatest strength?		
Why should we hire you?		
Observation		



15 Hours

Learning Outcome 2.1:Identify appropriate workplace behaviours and attitudes.			
Content	Learning activities	Resources	
Appropriate workplace behaviours and attitudes (dress code, time management, respect, honesty, integrity, work as a team member) Work habits (cooperation, initiative, courtesy, constructive criticism, supervision, accuracy, pace	Small group work Large group discussion Brainstorming	Workplace behaviour scenarios Work habits inventory	
of work, time usage, adaptability, personal appearance, attendance, punctuality)			

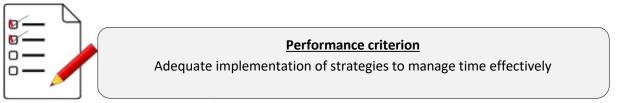
#### Formative Assessment 2.1



Types of evidence	Portfolio assessment tools	
Written evidence	Essay& Cases study	
Oral evidence	True or false questioning	
Performance	Observation checklist	
	A produced schedule	

Checklist	Sc	ore
	Yes	No
Indicator1: appropriate workplace behaviors and attitudes are identified		
Ý dress code		
Ý time management		
✓ Respect		
✓ honesty		
✓ Integrity		
$\checkmark$ work as a team member		
Indicator2: Appropriate working habits are identified		
Cooperation		
<sup>v</sup> Initiative		
✓ Courtesy		
Constructive criticism		
Supervision, accuracy		
Pace of work		
✓ Adaptability		
✓ Personal appearance		
Ý Punctuality		
Attendance		
Observation		

Learning Outcome 2.2: Manage time.			
Content	Learning activities	Resources	
<ul> <li>Importance of task planning and managing time</li> <li>Strategies to better manage time</li> <li>Start your day with a clear focus.</li> <li>Have a dynamic task list.</li> <li>Focus on high-value activities.</li> <li>Minimize interruptions.</li> <li>Limit multitasking.</li> <li>Review your day.</li> </ul>	<ul> <li>Large group discussion</li> <li>Small group activity (tower building)</li> <li>Reflection</li> <li>Pair sharing</li> </ul>	<ul> <li>Workplace behaviour scenarios</li> <li>Work habits inventory</li> </ul>	

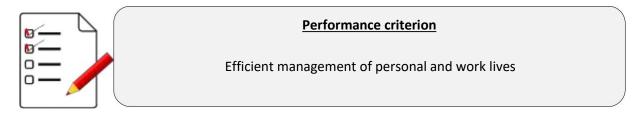


Types of evidence	Portfolio assessment tools
pPerformance	Scenarios
Product	Different workplace documents

Checklist		Score	
	Yes	No	
Indicator: Effective management of time			
Plan activities on time			
Attend regularly			
Promote effective work			
Indicator Strategies to better manage time are mentioned			

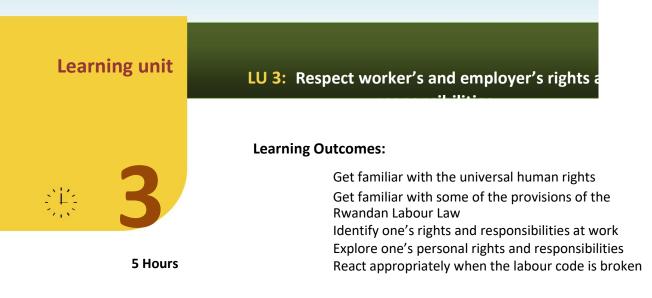
Start your day with a clear focus.			
Have a dynamic task list.			
Focus on high-value activities.			
Minimize interruptions.			
Limit multi-tasking.			
Review your day.			
Observation			

Learning Outcome 2.3: Balance work and personal life.			
Content	Learning activities	Resources	
<ul> <li>Common situations that make it challenging to balance work &amp; personal life</li> <li>Tips to manage personal and work lives</li> </ul>	<ul> <li>Large group discussion</li> <li>Individual work</li> <li>Self-assessment</li> <li>Pair sharing</li> </ul>	<ul> <li>Scenarios: "did she/he do the right thing?"</li> </ul>	



Types of evidence	Portfolio assessment tools
Written	Workplace documents

Checklist		ore
	Yes	No
Indicator : Challenging to balance work and personal life are mentioned		
<sup>2</sup> Lack of control.		
Vurrealistic demands.		
Unsupportive relationships		
✓ Lack of resources.		
<sup>v</sup> Unhelpful attitude		
<sup>7</sup> High-stress levels.		
Indicator : Tips to manage personal and work lives are identified		
Prioritize your time		
Know your peaks and troughs		
Have set work hours and stick to them		
✓ Find time for your finances		
Manage your time, long term		
Make your workspace work for you		
Observation		



Learning Outcome 3.1:Get familiar with the universal human rights.			
Content	Learning activities	Resources	
<ul> <li>Definition of "right" and "human rights.</li> <li>Universal Declaration of Human Rights</li> </ul>	<ul> <li>Small group work</li> <li>Large group discussion</li> </ul>	<ul> <li>Universal Declaration of Human Rights</li> <li>Plain language version</li> </ul>	

Performance criterion	
Appropriate of universal human rights	

Types of evidence	Portfolio assessment tools
written	Essay& Cases study
oral	True or false questioning
performance	Observation checklist
	A produced schedule

Checklist	Scor	Score	
	Yes	No	
Indicator: Universal declaration is explained			
know about your right			
be informed touniversal declaration human rights			
Observation			

Content	Learning activities	Resources
Legal obligations of     employers	<ul> <li>Large group activity</li> <li>Discussion</li> </ul>	- Statements ar answers for
<ul> <li>Duty to pay worker</li> <li>Plan for work</li> <li>To have managerial skills</li> <li>Legal obligations of workers</li> <li>Control of the workplace</li> <li>Provide information</li> <li>Take reasonable care</li> </ul>	<ul> <li>Small group work</li> <li>Observation</li> </ul>	Agree/Disagre game on Rwandan labo law - Articles 47 and 48 of the labo code

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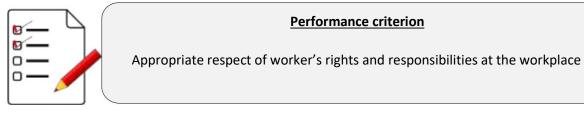
# Performance criterion

Appropriate respect of worker's and employer's obligations according to the Rwandan Labour code

Types of evidence	Portfolio assessment tools
writtten evidence	Multiple choice exercises
oral evidence	True or false questioning
	Matching
	Sentence completion
	Expose (presentation

Checklist	Sco	Score	
	Yes	No	
Indicator :Legal obligations of employers are identified			
Duty to pay worker			
Ý Plan for work			
To have managerial skills			
Indicator : Legal obligations of workers are mentioned			
Provide information			
Control of the workplace			
<sup>7</sup> Take reasonable care			
Observation			

Learning Outcome 3.3: Identify one's rights and responsibilities at work.		
Content	Learning activities	Resources
<ul> <li>'Rights' (what you can expect your employer to provide)</li> <li>'Responsibilities' (what your employer can expect that you will do)</li> </ul>	Large group discussion Small group work Skits	Worksheet on rights and responsibilities at work.



Types of evidence	Portfolio assessment tools
writtten	Questions and answers
oral Perfornce	Expose
	Discussion
	Scenarios

Yes	No
	L

Learning Outcome 3.4: Explore one's personal rights and responsibilities.		
Content	Learning activities	Resources
<ul> <li>Definition of "responsibility"</li> <li>Relationship between rights and responsibilities</li> </ul>	<ul> <li>Individual work</li> <li>Pair share</li> <li>Large group brainstorming and discussion</li> </ul>	<ul> <li>Worksheet on rights and responsibilities at work.</li> </ul>

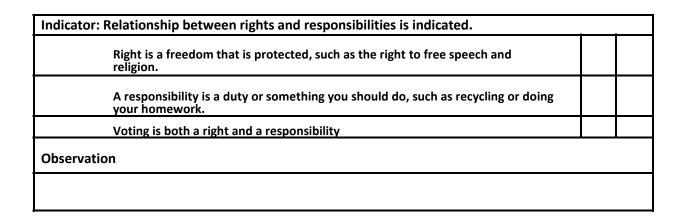


#### Performance criterion

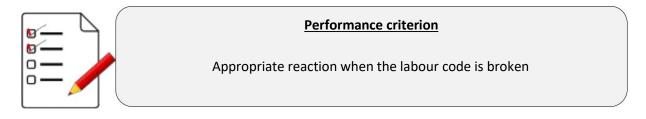
Appropriate respect of employer's rights and responsibilities at the workplace

Types of evidence	Portfolio assessment tools
writtten evidence	Multiple choice exercises
oral evidence	True or false questioning
	Matching
	Sentence completion
	Expose (presentation

Checklist		Score	
	Yes	No	
Indicator: Definition of responsibility is well understood			
The state or fact of having a duty to deal with something or of having control over someone.			



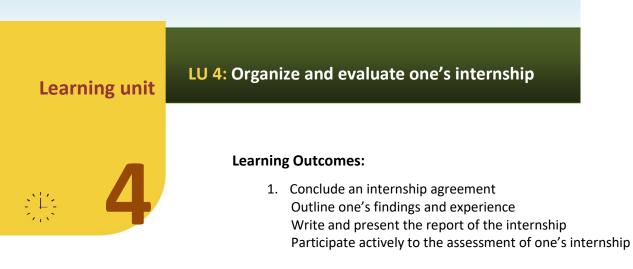
Learning Outcome 3.5: React appropriately when the labour code is broken.		
Content	Learning activities	Resources
<ul> <li>Possible solutions or responses in case the labour code is broken</li> </ul>	<ul> <li>Small group work</li> <li>Scenario analysis</li> <li>Large group discussion</li> </ul>	<ul> <li>Labour code scenarios</li> <li>Labour code excerpts</li> </ul>



Types of evidence	Portfolio assessment tools
Writtten	Essay (short responses /extended responses)
oral	Role play
Perfornce	Scenarios
	Scenarios – Completed checklist.

Checklist	Sco	ore
	Yes	No
Indicator: possible solutions when the labour code is broken are identified		
Dismiss the work		
Reduction to a lower post		

Stoppage of promotion		
Suspension without wages		
Withholding of increment		
Observation		



270 Hours

Learning Outcome 4.1:Conclu	ide an internship agreement.	
Content	Learning activities	Resources
<ul> <li>Definition of the concept "internship"</li> <li>Objectives of the internship</li> </ul>	<ul> <li>Brainstorming</li> <li>Group discussion</li> <li>Presentation by the trainer</li> </ul>	- Sample internship agreement
Presentation of internship agreement		

**Formative Assessment 4.1** 

Types of evidence	Portfolio assessment tools
Writtten	Essay (short responses /extended responses)
Oral	Role play
Perfornce	Questionnaire and answers.
	Scenarios – Completed checklist.

		Checklist	Sco	ore	
			Yes	No	
Indicator:	Definition of internship i	is well understood			
	A structured work expe goal. An experience that s personal development.	rience related to a student's major and/or care should enhance a student's academic, career, a	er nd		
	Gain valuable work exp	erience			
	Explore a career path.				
	Develop and refine skills.				
	Receive financial compensation				
	Network with professionals in the f	heid.			
	Gain confidence				
	Tr <del>ansition into a job</del>				
Indicator :F	Presentation of internship :	agreement is indicated			
	Number your slides and give	them a title			
	Prepare an Agenda or Table of Con	itents slide.			
	Tell a story				
	Prepare a company logo slide for y	our presentation			- <u>+</u> +
	You can add a logo and other	graphics to every slide using the slide master feature of	or		
	by adding them to the footer				
Observatio	n				
Learning C	Outcome 4.2: Outline one	e's findings and experience.			7
Conte	nt	Learning activities	Resour	ces	
	ntation of the logbook o fill in the logbook	Presentation by the trainer	Logbook		_

Performance criterion
Adequate outlining of findings and experience

Types of evidence	Portfolio assessment tools
writtten oral	Expose Questions and answers

Checklist	Score	
	Yes	No
Indicator: presentation of the logbook is identified		-
IAP list of competencies to be developed		
Śheet		
✓ IAP agreement		
Ý IAP report form		
✓ IAP interview form		
✓ IAP Evaluation form		
Indicator: Tips to fill in the logbook are mentioned		
Take Time to Write Your Log.		
✓ Use a Rough Book.		
Have One Logbook Per Project		
Ý Keep a Summary List		
Computer Filing		
Se Consistent		
✓ Write a Conclusion.		
Observation		

Content	Learning activities	Resources
<ul> <li>Presentation techniques</li> <li>Contents of the internship report</li> </ul>	<ul> <li>Group discussion</li> <li>Role play</li> </ul>	- Sample internship report



Types of evidence	Portfolio assessment tools
Writtten oral	Questions and answers present oral questions and their answers

Checklist		Score	
	Yes	No	
Indicator: contents of the internship report			
✓ Declaration			
✓ Approval			
Acknowledgement			
Abbreviations and acronyms			
General introduction			
Yeresentation of the institution where internship took place			
<sup>7</sup> Achievements			
conclusion and recommendation			
Indicator 2: Presentation techniques			
Students-centered approach			
make a structure			

Learning Outcome 4.4: Participate actively to the assessment of one's internship.				
Content	Learning	Resources		
Internship assessment and self-assessment packages	Group discussion Presentation by the trainer			

	Performance criterion	
	Active participation in the assessment of one's internship	
Assossor may collect	among the following evidences, and make judgements on whether the	1

Assessor may collect among the following evidences and make judgements on whether the performance criterion has been achieved.

Types of evidence	Portfolio assessment tools
writtten	Multiple choice exercises
oral	Essay& Cases study
Perfornce	True or false questioning
	Sentence completion
	Observation checklist
	A produced schedule

Checklist		Score	
	Yes	No	
Indicator:Internship assessment and self-assessment packages are			
indicated Internship data			
Educational and professional aspects			
Relational and management aspects			
Future perspective			
Observation			

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#### **Reference books:**

Work Readiness Training Programme–Participant's Manual, Akazi Kanoze–Youth Livelihoods Project https://www.jobjumpstart.gov.au/article/know-your-workplace-rights-and-responsibilities https://www.slideshare.net/ranobiswas/labour-law-case-solutions https://fremont.edu/8-benefits-of-an-internship/ https://internsdc.com/internship-opportunities/its-all-in-the-presentation/ https://mef.unimi.it/wp-content/uploads/Non-COSP https://canadiangis.com https://www.lifecoach-directory.org.uk https://www.roche.com/careers/country/ https://www.collinsdictionary.com