

INDUSTRIAL ATTACHMENT PROGRAM (IAP)

CCMIA1001

Integrate the workplace

Competence

REQF Level: 1

Credits: 30

Sector: All

Sub-sector: All

Learning hours



300

Issue date: December, 2020

Purpose statement

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	1.1. Appropriate use of resources in the community or nationwide to find internship/employment information 1.2. Writing of a basic accurate and neat CV 1.3. Proper writing of application letters 1.4. Proper demonstration of effective interviewing skills
2. Demonstrate workplace behavior and attitudes	2.1. Appropriate application of workplace habits and attitudes 2.2. Adequate implementation of strategies to manage time effectively 2.3. Efficient management of personal and work lives
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	Appropriate securing of the internship agreement with the enterprise Adequate outlining of findings and experience Proper writing of the internship report that contains all the required elements as well as one's own findings and experience Active participation in the assessment of one's internship
5. Develop one's competences on the workplace	5.1. Adequate performance of tasks assigned according to the agreement with the enterprise 5.2. Positive response and active participation in meetings with the internship supervisor ("maître de stage") 5.3. Adequate demonstration of work behaviour and attitudes

Learning unit

LU 1: Apply for internship/employment



1

Learning Outcomes:

- Identify and use resources to find a job
- Write a Curriculum Vitae (CV) and an application letter
- Take part in an interview

10 Hours

Learning Outcome 1.1: Identify and use resources to find a job.		
Content	Learning	Resources
<ul style="list-style-type: none"> • Resources to find employment in the community and at national level • Job announcements • Newspapers advertisements • From recruitment agencies • Internet websites • Identify contact persons 	<ul style="list-style-type: none"> ○ Small group work ○ Panel discussion ○ Large group discussion ○ Speakers 	<ul style="list-style-type: none"> - Job announcements and information: newspaper advertisements; information from recruitment agencies, youth organizations such as YES Rwanda and government agencies such as the RDB, RP; sample advertisements posted on business walls or bulletin boards, internet websites, through cooperatives...

Formative Assessment 1.1



Performance criterion

Appropriate use of resources in the community or nationwide to find internship/employment information

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
Performance	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 style="list-style-type: none"> Differences between a CV and an application letter Types of application letters Elements of a well written CV Elements of an application letter 	<ul style="list-style-type: none"> Large group discussion Individual work Pair work 	<ul style="list-style-type: none"> Sample CVs and application letters Format of an application letter

Formative Assessment 1.2



Performance criterion
Proper writing of a basic accurate and neat CV

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 evidence	Observation checklist
	Questions and answers

Checklist	Score	
	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

Formative Assessment 1.3



Performance criterion

Proper demonstration of effective interviewing skills

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	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 you handle stress and pressure?		
How do you handle stress and pressure?		
How do you handle stress and pressure?		
Why do you want this job?		
What are your salary 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		

Learning unit



2

LU 2: Demonstrate appropriate workplace behaviours and attitudes

Learning Outcomes:

- Identify appropriate workplace behaviours and attitudes
- Manage time
- 2. Balance work and personal life

15 Hours

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

Formative Assessment 2.1



Performance criterion

Appropriate application of workplace habits and attitudes

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 evidence	Essay& Cases study
Oral evidence	True or false questioning
Performance	Observation checklist A produced schedule

Checklist	Score	
	Yes	No
Indicator1: appropriate workplace behaviors and attitudes are identified		
✓ dress code		
✓ time management		
✓ Respect		
✓ honesty		
✓ Integrity		
✓ work as a team member		
Indicator2: Appropriate working habits are identified		
✓ Cooperation		
✓ Initiative		
✓ Courtesy		
✓ Constructive criticism		
✓ Supervision, accuracy		
✓ Pace of work		
✓ Adaptability		
✓ Personal appearance		
✓ Punctuality		
✓ Attendance		
Observation		

Learning Outcome 2.2: Manage time.

Content	Learning activities	Resources
<ul style="list-style-type: none"> Importance of task planning and managing time Strategies to better manage time <p>Start your day with a clear focus.</p> <p>Have a dynamic task list.</p> <p>Focus on high-value activities.</p> <p>Minimize interruptions.</p> <p>Limit multi-tasking.</p> <p>Review your day.</p>	<ul style="list-style-type: none"> Large group discussion Small group activity (tower building) Reflection Pair sharing 	<ul style="list-style-type: none"> Workplace behaviour scenarios Work habits inventory

Formative Assessment 2.2



Performance criterion

Adequate implementation of strategies to manage time effectively

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

Types of evidence	Portfolio assessment tools
<p>Performance Product</p>	<p>Scenarios Different workplace documents</p>

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 style="list-style-type: none"> Common situations that make it challenging to balance work & personal life Tips to manage personal and work lives 	<ul style="list-style-type: none"> Large group discussion Individual work Self-assessment Pair sharing 	<ul style="list-style-type: none"> Scenarios: “did she/he do the right thing?”

Formative Assessment 2.3



Performance criterion

Efficient management of personal and work lives

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	Workplace documents

Checklist	Score	
	Yes	No
Indicator : Challenging to balance work and personal life are mentioned		
✓ Lack of control.		
✓ Unrealistic demands.		
✓ Unsupportive relationships		
✓ Lack of resources.		
✓ Unhelpful attitude		
✓ 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 unit

LU 3: Respect worker's and employer's rights and responsibilities



3

5 Hours

Learning Outcomes:

- Get familiar with the universal human rights
- Get familiar with some of the provisions of the Rwandan Labour Law
- Identify one's rights and responsibilities at work
- Explore one's personal rights and responsibilities
- React appropriately when the labour code is broken

Learning Outcome 3.1: Get familiar with the universal human rights.		
Content	Learning activities	Resources
<ul style="list-style-type: none"> • Definition of "right" and "human rights." • Universal Declaration of Human Rights 	<ul style="list-style-type: none"> ○ Small group work ○ Large group discussion 	<ul style="list-style-type: none"> - Universal Declaration of Human Rights - Plain language version

Formative Assessment 3.1



Performance criterion

Appropriate of universal human rights

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	Essay & Cases study
oral	True or false questioning
performance	Observation checklist
	A produced schedule

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

Learning Outcome 3.2: Get familiar with some of the provisions of the Rwandan Labour Law.		
Content	Learning activities	Resources
<ul style="list-style-type: none"> • Legal obligations of employers • Duty to pay worker • Plan for work • To have managerial skills • Legal obligations of workers • Control of the workplace • Provide information • Take reasonable care 	<ul style="list-style-type: none"> ○ Large group activity ○ Discussion ○ Small group work ○ Observation 	<ul style="list-style-type: none"> - Statements and answers for Agree/Disagree game on Rwandan labour law - Articles 47 and 48 of the labour code

Formative Assessment 3.2



Performance criterion

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

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 evidence	Multiple choice exercises
oral evidence	True or false questioning
	Matching
	Sentence completion
	Expose (presentation)

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

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

Formative Assessment 3.3



Performance criterion

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

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	Questions and answers
oral	Expose
Performance	Discussion
	Scenarios

Checklist	Score	
	Yes	No
Indicator: one's rights and responsibilities at work are identified.		
Understanding the conditions of your employment.		
Working in a way that is not harmful to the health and safety of yourself or others		
Observation		

Learning Outcome 3.4: Explore one's personal rights and responsibilities.		
Content	Learning activities	Resources
<ul style="list-style-type: none"> • Definition of "responsibility" • Relationship between rights and responsibilities 	<ul style="list-style-type: none"> ○ Individual work ○ Pair share ○ Large group brainstorming and discussion 	<ul style="list-style-type: none"> - Worksheet on rights and responsibilities at work.

Formative Assessment 3.4



Performance criterion

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

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 evidence oral evidence	Multiple choice exercises 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.		

Indicator: Relationship between rights and responsibilities is indicated.		
Right is a freedom that is protected, such as the right to free speech and religion.		
A responsibility is a duty or something you should do, such as recycling or doing your homework.		
Voting is both a right and a responsibility		
Observation		

Learning Outcome 3.5: React appropriately when the labour code is broken.		
Content	Learning activities	Resources
<ul style="list-style-type: none"> Possible solutions or responses in case the labour code is broken 	<ul style="list-style-type: none"> Small group work Scenario analysis Large group discussion 	<ul style="list-style-type: none"> Labour code scenarios Labour code excerpts

Formative Assessment 3.5



Performance criterion

Appropriate reaction when the labour code is broken

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	Essay (short responses /extended responses)
oral	Role play
Perforce	Scenarios
	Scenarios – Completed checklist.

Checklist	Score	
	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		

Learning unit

LU 4: Organize and evaluate one's internship



4

Learning Outcomes:

1. Conclude an internship agreement
Outline one's findings and experience
Write and present the report of the internship
Participate actively to the assessment of one's internship

270 Hours

Learning Outcome 4.1: Conclude an internship agreement.		
Content	Learning activities	Resources
<ul style="list-style-type: none"> • Definition of the concept "internship" • Objectives of the internship Presentation of internship agreement	<ul style="list-style-type: none"> ○ Brainstorming ○ Group discussion ○ Presentation by the trainer 	- Sample internship agreement

Formative Assessment 4.1



Performance criterion

Appropriate securing of the internship agreement with the enterprise

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	Essay (short responses /extended responses)
Oral	Role play
Performance	Questionnaire and answers. Scenarios – Completed checklist.

Checklist	Score	
	Yes	No

Indicator: Definition of internship is well understood

A structured work experience related to a student's major and/or career goal. An experience that should enhance a student's academic, career, and personal development.

Gain valuable work experience

Explore a career path.

Develop and refine skills.

Receive financial compensation

Network with professionals in the field.

Gain confidence

Transition into a job

Indicator : Presentation of internship agreement is indicated

Number your slides and give them a title

Prepare an Agenda or Table of Contents slide.

Tell a story

Prepare a company logo slide for your presentation

You can add a logo and other graphics to every slide using the slide master feature or by adding them to the footer

Observation

Learning Outcome 4.2: Outline one's findings and experience.

Content	Learning activities	Resources
Presentation of the logbook Tips to fill in the logbook	Presentation by the trainer	Logbook

Formative Assessment 4.2



Performance criterion

Adequate outlining of findings and experience

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	Expose
oral	Questions and answers

Checklist	Score	
	Yes	No
Indicator: presentation of the logbook is identified		
✓ IAP list of competencies to be developed		
✓ Sheet		
✓ IAP agreement		
✓ 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		
✓ Keep a Summary List		
✓ Computer Filing		
✓ Be Consistent		
✓ Write a Conclusion.		
Observation		

Learning Outcome 4.3: Write and present the report of the internship.

Content	Learning activities	Resources
<ul style="list-style-type: none"> • Presentation techniques • Contents of the internship report 	<ul style="list-style-type: none"> ○ Group discussion ○ Role play 	<ul style="list-style-type: none"> - Sample internship report

Formative Assessment 4.3



Performance criterion

Proper writing of the internship report that contains all the required elements as well as one's own findings and experience

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	Questions and answers
oral	present
	oral questions and their answers

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

Observation

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	

Formative Assessment 4.4



Performance criterion

Active participation in the assessment of one's internship

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	Multiple choice exercises
oral	Essay & Cases study
Performance	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		

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>

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