



**UNIVERSITY OF DAR ES SALAAM**  
**OFFICE OF THE DEPUTY VICE CHANCELLOR -**  
**ACADEMIC**



**GUIDELINES FOR STAFF AND STUDENTS**  
**INDUSTRIAL ATTACHMENT**  
**AND INTERNSHIP**  
**DECEMBER 2023**

**UNIVERSITY OF DAR ES SALAAM**



**GUIDELINES FOR STAFF AND STUDENTS INDUSTRIAL  
ATTACHMENT AND INTERNSHIP**

**OFFICE OF THE DEPUTY VICE-CHANCELLOR -ACADEMIC**

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## TABLE OF CONTENTS

ABBREVIATIONS .....	4
DEFINITION OF TERMS.....	5
1. INTRODUCTION .....	1
1.1. The Context of Industrial Attachments at UDSM .....	2
2. RATIONALE FOR INDUSTRIAL ATTACHMENTS .....	3
2.1. Justification from Learning Theories .....	3
2.2. Professional Requirements .....	3
2.3. The Linkage between the University and the Industry .....	4
2.4. The Requirements of Policy Provisions .....	4
2.5. The Benefits of Industrial Attachments and Internships.....	5
2.5.1. Benefits to Students .....	5
2.5.2. Benefits to Staff.....	6
2.5.3. Benefits to the Employers .....	6
3. BENCHMARKING .....	8
4. GUIDELINES FOR INDUSTRIAL ATTACHMENTS AND INTERNSHIPS.....	12
4.1. Objectives of the Guidelines.....	12
4.2. Guiding Principles and Operational Procedures.....	12
4.3. Organisation and Financing of the Industrial Attachment and Internship .....	14
4.3.1. Industrial Liaison Section .....	14
4.3.2. Functions of the Industrial Liaison Section .....	14
4.3.3. Financing.....	15

4.4.	Eligibility for Industrial Attachments and Internship .....	16
4.4.1.	Staff .....	16
4.4.2.	Students .....	16
4.5.	Duration of Industrial Attachment/Internship .....	16
4.5.1.	Staff .....	16
4.5.2.	Students .....	16
4.5.3.	Internships .....	17
4.6.	Industrial Attachment Stations.....	17
4.6.1.	Identification of Industrial Attachment and Internship Stations for Staff .....	17
4.6.2.	Identification of Industrial Attachment and Internship Stations for Students .....	18
4.6.3.	Qualities of Industrial Attachment Stations.....	18
4.7.	Roles and Responsibilities of Stakeholders.....	19
4.7.1.	Role of Students.....	19
4.7.2.	Role of Staff .....	20
4.7.3.	Role of the Industrial Partner/Host Institution.....	21
4.7.4.	Role of the University .....	21
4.8.	Supervision and Evaluation .....	22
4.8.1.	Academic Supervision .....	22
4.8.2.	Host Supervision.....	22
4.8.3.	Grading for Students .....	23
4.8.4.	Students' Industrial Attachment External Evaluation.....	23
4.8.5.	Staff Evaluation .....	23
4.9.	Completion of the Industrial Attachment .....	23

5. DISCIPLINARY PROCEDURES DURING INDUSTRIAL ATTACHMENTS AND INTERNSHIP.....	24
5.1. Disciplinary Procedures for Staff and Students.....	24
5.2. Participating in Core and Extra-Curricular Activities .....	24
5.3. Staff/Students' Dress Code.....	25
5.4. Staff /Students' Relationship at Host Institutions.....	25
5.5. Disciplinary Measures against Misconducts .....	27
6. APPEALS AGAINST DISCIPLINARY MEASURES .....	28
7. QUALITY ASSURANCE OF INDUSTRIAL ATTACHMENTS AND INTERNSHIPS .....	28

## ABBREVIATIONS

UCD	University College of Dar es Salaam
SSA	Student/Staff Attachment
UDSM	University of Dar es Salaam
PT	Practical Training
TP	Teaching Practice
ICT	Information and Communication Technology
UK	United Kingdom
PTY	Professional Training Year
USA	United States of America
USIP	University Strategic Investment Plan
CV	Curriculum Vitae
DVC-AC	Deputy Vice Chancellor - Academics
MoUs	Memorandum of Understanding
GUER	General University Examination Regulations
DUCE	Dar es Salaam University College of Education
MUCE	Mkwawa University College of Education

## **DEFINITION OF TERMS**

### **Internship**

A formal and temporary work placement of staff or a graduate of the University at a host institution. The intern is exposed to experiential learning by integrating theoretical knowledge with practical applications and skills development.

### **Industrial Attachment**

A full time or part-time programme that intends to place a student or staff at a specific work environment for the purpose of gaining specific skills and nurturing work discipline that would add value to their professional growth.

### **Industry**

A specific work environment that nurtures work disciplines, skills development and professional growth.

### **Staff**

Any person who is either an academic or technical member of the University.

### **Student**

A person admitted to pursue an academic programme at the University who is eligible for undergoing field or industrial training or an internship to become a professional in the relevant discipline or area of specialization.

### **The University**

The University of Dar es Salaam.

### **Host Institution**

A public or private organisation that accepts students or staff from the University for the purpose of undertaking practical training/teaching practice or internship.

### **Host Supervisor**

A qualified member of staff of the host institution who is responsible to ensure the student or staff is appropriately placed, trained and advised.

### **University/Academic Supervisor**

A member of academic staff from the University who would visit or contact the host institution to assess the student/staff and the general training environment at the workplace.

### **Mentor Teacher/Instructor**

A qualified and well-experienced teacher or instructor at the host institution who assigns tasks to the student attaché, monitors and assesses the accomplishments of the assigned task on a daily basis during industrial attachment.

### **Employer**

An industry or any lawfully registered public or private organisation that recruits personnel to perform duties that lead to achievement of her set objectives and realisation of her set vision.

### **Supervision/Assessment**

An observation, guidance and decision made by supervisor/assessor on the value of qualitative and quantitative aspects of the work.

### **Practical Training (PT)/Teaching Practice (TP)/ Internship Grade**

An award given to a student after computing the assessed work marks.

### **Stakeholders**

Any individual, group or party that has an interest in an organisation (the University) and the outcome of its actions.

### **PT/TP Coordinator**

A member of the University academic staff assigned to coordinate the overall field/industrial attachment and internship at the University or unit level.



**Part-time attachment**

Placement of students/staff at a specific work environment on part-time basis for a specified period of time.

**Full-time attachment**

Placement of students/staff at a specific work environment on full-time basis for a specified period of time.

## 1. INTRODUCTION

The University of Dar es Salaam (UDSM) was founded in 1961, as University College of Dar es Salaam (UCD) in a 'special relationship' with the University of London offering London's degree awards. In 1963, UCD entered a federal arrangement with Makerere University College and Royal College of Nairobi to form the University of East Africa under which the three fell as constituent colleges and became no longer affiliated with the University of London.

The University of Dar es Salaam has grown in terms of academic programmes offered from one (1) bachelor programme in 1961 to 106 bachelor and 272 postgraduate programmes in 2023. This means that the number of graduates entering the labour market has been increasing steadily over the years. Accordingly, the University of Dar es Salaam seeks to continue to produce highly skilled graduates who are more adoptive to the demands of the labour market which competes on innovation in a knowledge economy that embraces technology. To achieve this, the University needed to develop the staff-industry attachment guideline, which is designed for re-training, lifelong learning, and personal development. Initial preparatory programs for junior staff at the University have largely focused on pedagogy rather than industrial or real-life skills. Besides, the University does not have clearly established standards, strategic policy, or regulatory requirements for staff industrial attachment.

Staff/Students Attachment (SSA) to the industry refers to being physically present in the industry for a set period of time with the goal of strengthening the university-industry relationship/network and understanding the work culture, needs, and industrial objectives. University-industry collaborations enable employees to replenish and update their knowledge, gain practical skills, strengthen their work values, and improve their interpersonal skills. Collaboration between universities and industries is one of the most important factors in raising standards and quality in specific fields. Furthermore, input from industry on current practices, current technology, and expertise required is critical for academic development. Moreover, this attachment needs to ensure that staff are well equipped in their technical areas of expertise, that they have a solid foundation in facilitating learning in a wide range of settings, and that they have opportunities to develop personally and professionally. The overall aim of industrial attachment and internship is to enable staff and students to apply knowledge learned, nurture practical skills, strengthen work values, gain interpersonal skills, enrich their learning

experience, and improve employability skills through direct engagement in the field.

### **1.1. The Context of Industrial Attachments at UDSM**

Currently, industrial attachments at UDSM are conducted for undergraduate students as part of courses imbedded in the respective programme curricular. These industrial attachments are designed to be conducted at the end of each academic year, two or three times depending on the duration of a particular programme. These industrial attachments, which are termed as practical training (PT) or teaching practice (TP), aim at enabling students to apply theoretical knowledge to practice at various organisations. Units that have practical training or teaching practice in their programme curricular have their own discipline specific regulations that govern the conduct of these training sessions. The PT/TP at UDSM proceed for eight (8) weeks after completion of second semester university examinations. However, major events such as disease outbreaks or national programmes such as census and elections can interrupt the duration of the training programme. Consequently, the duration is shortened, leading to inadequate time for meaningful industrial experience. These training programmes also lack orientation to staff and students in preparation for the field/industrial attachment. Staff industrial attachment at UDSM has mainly been in the form of research visits at specialised research centres abroad or within the country. However, the College of Engineering and Technology (CoET) had strong requirements in the past for newly recruited staff with Master of Science qualifications to spend one year in an industrial setting in order to be conversant with new developments and acquire hands-on skills on their fields of specialization. The programme was supported by Germany and staff were assisted to secure companies which could absorb them for industrial training in the United Kingdom, Netherlands and Germany. Returning staff were then required to teach for one year prior to proceeding with PhD studies. Currently, there are no clearly stipulated guidelines for staff industrial attachments at UDSM. The absence of university-wide general guideline for industrial attachment and internship for both staff and students renders the entire exercise non-institutionalised.

## **2. RATIONALE FOR INDUSTRIAL ATTACHMENTS**

In an effort to strengthen the learning environment and aligning the University programmes with labour market demands, industrial attachment as well as internship for both staff and students should be an essential component of University training programmes. The rationale for conducting industrial attachment and internship can be justified from different perspectives, which are described as follows:

### **2.1. Justification from Learning Theories**

Industrial attachment and internship provide an opportunity to both novices and experts for experiential learning by engaging in a community of practice, i.e., by participating in doing different activities in real-life context in collaboration with others. This theoretical position is well-founded in theories propounded by educators back in history. For example, Dewey (1938) remarked that knowledge is socially constructed and based on experiences. He further propounded that this knowledge should be acquired through real-life experiences/activities. He emphasised the need for curricula that prepare a learner for the affairs of life in order to become functional in society. Dewey's emphasis on real social experience is consistent with Bandura's Social Learning Theory, which postulates that learning is a result of direct experience with the environment.

Wenger's Theory of Community of Practice underscores similar ideas. According to Wenger (2010), learning is a partnership effort among people who find it useful to learn from and with each other about a particular phenomenon as they practice in real life situation. In this process, people draw on each other's experiences of practices as a learning resource. Based on these propositions, the University of Dar es Salaam finds it important to put the theoretical knowledge so acquired into practice in real-life, through industrial attachment and internship. This is in line with the University's move towards competence-based education with a view to preparing graduates who will become functional in the labour market and contribute to economic transformation of the country at large.

### **2.2. Professional Requirements**

To become a professional, one must have a component of practical training. Industrial attachment/internship provides opportunities for staff and students to develop and share knowledge and skills through observing experienced practitioners, planning and implementing

activities, and exchanging experiences with the employers (private and public sectors). Therefore, for a student or staff to become a professional in his area of specialisation, he/she must be exposed to both theoretical and practical training.

### **2.3.The Linkage between the University and the Industry**

The University performs three core functions: teaching, research, and public service/consultancy. Staff and student attachment/internship in industries falls under the public service, which links the University with the community. In the education industry, student-teachers on TP help offset the shortage of teachers in some schools and publicise the University. The linkage with the industry exposes the University staff to new technology and enables him/her to gain knowledge of management, innovation, quality control, marketing, sales strategy, best practice and development of interpersonal skills. The new experiences gained by staff could be translated into teaching strategies that would eventually have positive influence on pedagogy and curriculum development.

### **2.4.The Requirements of Policy Provisions**

The following policies (global, national and institutional) support the need to produce quality and competent graduates with skills relevant to the labour market needs and the current national and international demands, as well as promoting university-industry linkages:

- a. Sustainable Development Goal (Goal 4): This goal focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. For example, its target 4.4 emphasises on increasing the number of youths and adults with relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- b. Tanzania Development Vision 2025: Among other targets, Tanzania envisages to be a nation whose people are well educated and a competitive economy capable of producing sustainable growth and shared benefits. These attributes should be driven by relevant education, which offers knowledge and skills through both theoretical and practical training.
- c. University of Dar es Salaam Vision 2061: UDSM aspires to become a leading centre of intellectual wealth spearheading the quest for sustainable and inclusive development. Its mission is to advance the economic, social and technological development of Tanzania and

beyond through excellent teaching and learning, research and knowledge exchange.

- d. University of Dar es Salaam Strategic Investment Plan (USIP), March 2022: UDSM seeks to promote functional linkages with the private sector through product/service development and/or practical learning. Such linkages will be achieved by establishing staff industrial attachment/internship in engineering and technology, agriculture and agribusiness, climate change and selected ICT fields. Moreover, industry internship for academics is crucial in responding to the actual needs of the industry. The main purpose is to provide first-hand experience and exposure to what graduates do and what skills they need.

## **2.5.The Benefits of Industrial Attachments and Internships**

### **2.5.1. Benefits to Students**

- a. They provide opportunities for students to integrate theory with practical experience, thereby enabling percolation of theoretical knowledge into practical application and more effective mastery of the subject.
- b. They improve experiential learning and performance. This is achieved by providing opportunities for students to actually engage in real-life activities in real work context, so as to learn further on how to be and how to serve as an expert/professional, such as a teacher, an engineer, an administrator, a marketing officer, etc. Experiential learning has potential for the highest retention rate of what is encountered and learned compared to other ‘ordinary methods.’
- c. They stimulate self-learning. Practical work encourages self-learning in the sense that an individual takes the initiative (with or without the assistance of others) to diagnose their learning needs, formulate their learning goals, identify human and material resources for their learning and evaluate learning outcomes for their initiatives.
- d. Practical work familiarizes students with tools and equipment that they will be required to use.
- e. Industrial attachments and internships enable students to innovate new methods or products.
- f. They facilitate working collaboratively with experienced practitioners who are already in the field and learning from them.
- g. They help students to develop a positive attitude towards their profession.

### **2.5.2. Benefits to Staff**

Among others, industrial attachment helps the University staff to

- a. update their knowledge and skills in line with the current needs of employers, technological advancement and use of ICT;
- b. work collaboratively with experienced practitioners already there in the field and learn from them;
- c. test and evaluate theories and models in by modifying and bettering the original models leading to inventions and innovations;
- d. conduct collaborative research, consultancy and engagement projects between the University and industries that aim at advancing knowledge frontiers;
- e. gain pedagogical expertise, and industry related current knowledge and skills;
- f. gain the necessary workforce skills and capabilities for the near future, including ability to adapt to change and cope with uncertainty, management and leadership capabilities, coaching, mentoring, and networking skills;
- g. get opportunity to interact with the stakeholders, including potential employers and thus, appreciate field situations that will also generate information for curricula review and improvement;
- h. interact with the industry and establish to new areas of cooperation and opportunities for consultancies; and
- i. gain access to facilities and resources otherwise not available at the University.

### **2.5.3. Benefits to the Employers**

Industrial attachment and internship help the employers to

- a. collaborate with the University through knowledge and skills exchange with staff and students, which would in turn help to update their practices;
- b. provide constructive inputs in order to ensure alignment of the offered degree programs to the labour market needs;
- c. assume the role of training partners by providing mentorship to University staff and students;
- d. gain the opportunity to be involved in training and review of programmes at the University;
- e. obtain fresh ideas from young recruits;
- f. identify best talents as potential employees thus reducing the costs of induction or orientation required for new employees;

- g. Meet short and/or long-term manpower need for efficient and effective delivery of services; and
- h. promote the industry's positive corporate social image.



### **3. BENCHMARKING**

A survey was done to find out practical experiences in various universities inside and outside the country. Some interesting findings have been noted to highlight practices from other universities. In Norway and most Scandinavian countries, during summer holiday, most companies advertise the available posts for internships that students may apply for. In addition, during the final year of study, in the first semester, a student will identify a specialisation research project which is useful for a thesis to be done in the second semester. The entire second semester is devoted to accomplishing the objectives of this final year project and production of a dissertation. A student can also be attached to a company/industry to carry out this special project intended to solve a particular problem of interest to the industry and the company may fund all the costs associated with the research activities. At the end of the semester, a student will present his/her thesis and the company will use the findings from the student to resolve challenges or improve production.

In the United Kingdom (UK), students are allowed to spend six months or a year on industrial attachment and thereafter resume studies before graduating. At the University of Surrey, for instance, students go for professional training placements usually in their second or third year for about a year. The university has a well-established database of partners (in UK and abroad) willing to participate in the training programme. The placements are however not done by the university, instead the student applies and receives support from the university during the process. Opportunities are posted on the university's careers portal for students to apply and students are encouraged to apply as early as possible during their first year of study. Students on placements are paid by the partner/host institutions. The duration of an academic programme

designed to incorporate the professional training year (PTY) is 4 years to graduation. Thus, the placement programme is optional, however this must be specified at the time of application for admission to the degree programme but once admitted to the four-year programme professional training placement becomes a compulsory year long course.

In the USA, undergraduate continuing students go for internships during summer holidays for a duration of 3 months. This internship can either be mandatory or non-mandatory depending on the structure of the programme. However, due to the nature and culture of Americans, students are enthusiastic about going for internships as the opportunity equips them with both knowledge and income. They also like the opportunity because it adds value to their CVs. Companies in the US have high demands for interns and may either advertise attachment positions or approach universities for recruitment. Therefore, it is easy and straightforward for students to obtain an internship. Summer classes are alternatives for students not willing to go for internships. Depending on the nature of the programme, some final year students undertake senior research projects. These projects are directly linked and funded by the industry and the findings obtained are intended to solve industrial challenges that require academic solution. On the other hand, the student benefits from the industrial experience and get credits for their senior projects work.

At Nanyang Technological University in Singapore, students are required to undergo credit-bearing industrial attachments that range from 8 weeks to 24 weeks. During the training, the students are paid some allowances to meet daily expenses. These internship programmes which are mostly designed for 3<sup>rd</sup> or 4<sup>th</sup> year students are optional for programmes in Humanities and Social Sciences while for business and accountancy

programmes, there is room for part-time industrial attachments. The university operates and coordinates the industrial attachments under the Industrial Liaison Unit.

In Ghana, Sunyani Technical University encourages staff industrial attachments where staff are allowed to undertake industrial attachments that may last from 3 months to one year. The industrial attachments for students and staff are coordinated by the Industrial Liaison Department which was established for the purpose of linking the University with the industry. Similarly, at Makerere University in Uganda, PT stations are identified by academic staff and assigned to appropriate students. This is followed by an introduction letter and payment of the attachment field logistical and financial support. PT duration is at least 8 weeks, and it is normally conducted after the second semester during the long vacation. In Tanzania, Sokoine University of Agriculture with its agriculture programmes, conducts practical training for some programmes at the beginning of the second semester for eight weeks targeting the farming season.

Financial arrangements for university staff members on industrial attachments vary depending on the nature of the attachment, the institution's policies, and the agreements between the parties involved. Some of the common scenarios encountered in USA, Europe, China and Japan include the following:

- a. **Unpaid Arrangements:** Some industry attachments may be unpaid, especially if the primary purpose is gaining experience, knowledge, or exposure to the industry. University staff may use their own time and resources for such opportunities.
- b. **Stipends or Grants:** In some instances, the university or external funding sources may provide stipends or grants to support

university staff during their industry attachments. This financial support can help cover living expenses or costs related to the attachment.

- c. **Paid Internships:** If the industry attachment involves a specific role or project, the industry partner may offer a paid internship or temporary employment. This could include salaries, hourly wages, or project-based payments.
- d. **Sponsored Research or Collaborations:** If the industry attachment involves research or collaborative projects, the industry partner may sponsor the research and provide funding for both the project and the staff involved. Funding could also come from research grants, or joint initiatives and cover staff compensation and research-related expenses.
- e. **Academic Leave:** Some universities have policies for academic leave, where university staff can take a temporary break from their regular duties to pursue external opportunities, including industry attachments. During this leave, the staff member may receive reduced or no pay from the university.
- f. **Shared Funding:** The financial responsibility may be shared in collaborative arrangements between universities and industry partners. This could involve both the university and the industry partner contributing to the compensation of the staff member.
- g. **Personal Arrangements:** In some cases, university staff may negotiate individual financial arrangements with the industry partner based on their expertise and the value they bring to the collaboration.

## **4. GUIDELINES FOR INDUSTRIAL ATTACHMENTS AND INTERNSHIPS**

### **4.1.Objectives of the Guidelines**

The objectives of developing the guidelines are stipulated below:

1. To create an on-going institutionalised functional linkage between the University and the industry (private and public sectors)
2. To provide avenues for potential employers (private and public sectors) to provide constructive inputs in order to ensure alignment of the offered academic programs to the needs of the labour market
3. To establish a formal on-going mechanism for effective dialogue and collaboration with the industry
4. To appreciate the contribution of industry (private and public sector) as a key stakeholder who impacts the University functions

### **4.2.Guiding Principles and Operational Procedures**

The following principles shall govern the industrial attachments for University of Dar es Salaam staff and students.

#### **4.2.1 For Staff**

- a. Staff shall establish clear goals and expectations stipulating roles, responsibilities, and learning outcomes during their time in the industry.
- b. Staff shall provide a pre-attachment plan to the Deputy Vice-Chancellor – Academic prior to departure.
- c. Staff shall maintain an open communication with his/her home institution through the Head of Department regarding progress and challenges faced in the industry.
- d. Time spent by staff on industrial attachment shall count as time on post.
- e. Staff on industrial attachment or internship shall make a presentation on experiences and best practices at the department and submit a report to the DVC – Academic.
- f. Depending on the nature of attachment, at least one technical report shall emanate from the attachment.
- g. Staff industrial attachments may be in the form of technical engagement, research visits, guest professorship, professional affiliations, or academic leave with institutions relevant to their specific disciplines in the country or abroad.

- h. Industrial experience points may in future be considered for staff promotion as per staff promotion policy and guidelines, *mutatis mutandis*.
- i. Industrial attachments and internships may be implemented through partnership between the University and other private or public partners that provide goods or services.
- j. This guideline may be reviewed periodically to accommodate new developments nationally, regionally and globally.

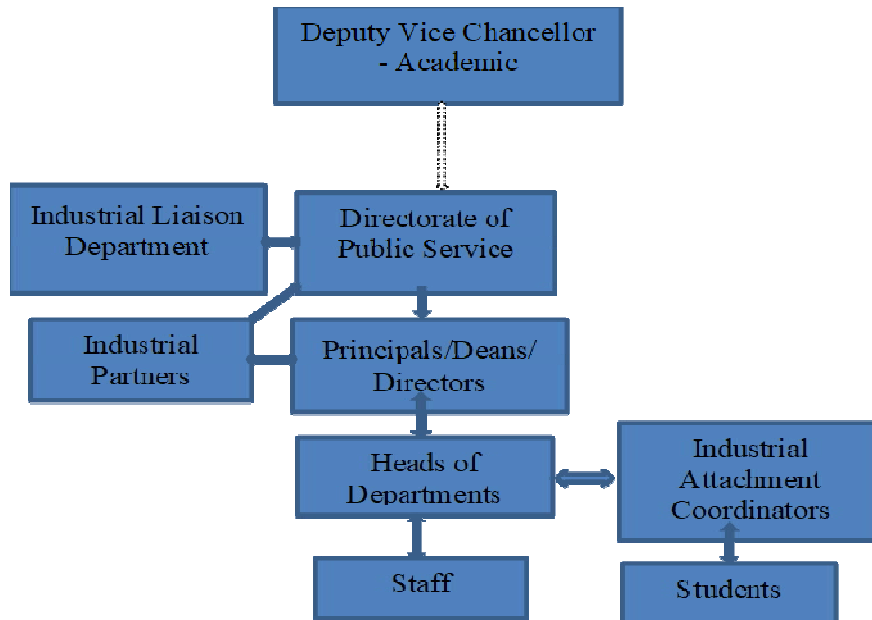
#### **4.2.2 For Students**

- a. Students or interns shall enjoy equal opportunity for acceptance or placement at host institution without discrimination in terms of religion, gender or physical disability.
- b. Training should be relevant to the students' academic programme and should be provided to enhance candidate's employability skills.
- c. Industrial attachment or internship shall be mandatory for every programme, however those who make it optional shall be required to make appropriate case on the matter for approval.
- d. Industrial attachments for students may be part-time or full time depending on disciplines and existing agreements with the partner institutions.
- e. Student industrial attachments and internships shall be undertaken at any time during the academic year to avoid congestion and by taking into account all relevant factors such as farming cycles in agriculture.
- f. The time of starting the industrial attachment and duration is specified during curriculum development and governed by discipline specific regulations and procedures for the conduct of industrial training for students. Re-scheduling of the time and duration should seek approval of the Deputy Vice Chancellor – Academic.
- g. Industrial attachments and internships may be implemented through partnership between the University and other private or public partners that provide goods or services.
- h. Industrial attachments for students may be part-time or full time depending on disciplines and existing agreements with the partner institutions.

### 4.3. Organisation and Financing of the Industrial Attachment and Internship

#### 4.3.1. Industrial Liaison Section

There shall be an Industrial Liaison Section which shall operate under the Directorate of Public Service, as illustrated in the following organisational structure.



#### 4.3.2. Functions of the Industrial Liaison Section

- To coordinate all industrial attachments or internships at the University
- To align industrial attachments or internships with the University Strategic Plan
- To provide support to units that need to initiate industrial attachment programmes
- To work with academic units to identify partners and develop collaboration
- To maintain communication and collaboration with industrial partners to enable departments secure attachment places for students
- To liaise with the Directorate of Student Affairs to provide pre-attachment orientation workshops
- To establish a platform of discussion with the Unit Industrial/PT Coordinators in order to address challenges and forge new partnerships

- h. To collect feedback from students and staff in order to improve the industrial attachment experience
- i. To maintain a database of collaborating partners and initiate written agreements in the form of MoUs with the partners
- j. To establish a University Career Portal where placements and partnerships can be advertised for students and staff to apply
- k. To carry out any other functions as devised by the DVC in charge of academic matters.

### **4.3.3. Financing**

#### **4.3.3.1. Students**

- a. Students are expected to meet their own expenses during the entire period of the industrial training. There shall be no direct financial implication to the host organization/industry besides using their facilities and expertise.
- b. Depending on available funded major projects suitable for student's industrial experience, collaborating partners may provide incentives to the student attachés or when the student attachés work beyond hours.

#### **4.3.3.2. Staff**

- a. University staff are encouraged to negotiate individual financial terms based on their expertise, the industry's needs, and their contributions to the collaboration.
- b. Funding for staff may come from external funding agencies, grants, collaborative research projects or consultancies or joint initiative between the University and industrial partners.
- c. Staff member on industrial attachment in the form of an academic leave might receive reduced or no pay from the University while retaining their position at the University.
- d. The University may financially support UDSM staff undertaking industrial attachment or internship when such support is not provided by the host institution. Thus, the University will cover the costs related to travel, accommodation, travel insurance and a modest stipend at applicable University rates.



#### **4.4. Eligibility for Industrial Attachments and Internship**

##### **4.4.1. Staff**

- a. Must be a confirmed employee of the University.
- b. Must be an academic or technical member of staff at the University.
- c. Must provide proof of acceptance by the host institution and terms of engagement.

##### **4.4.2. Students**

- a. Must be a bonafide student of the University or a recent graduate of the University (not exceeding one year after graduation).
- b. Must have met the specific academic unit's requirements for entry into industrial attachment programme.

#### **4.5. Duration of Industrial Attachment/Internship**

##### **4.5.1. Staff**

- a. The duration of industrial attachment for staff will be a minimum of three months and maximum 1 year depending upon the discipline or area of specialization.
- b. Staff may engage in industrial attachment once in every three years.

##### **4.5.2. Students**

- a. Students' industrial attachment should be organised while the students are still at the University.
- b. The duration of each attachment will be a minimum of two months (eight weeks) for full time attachments and six months for part-time attachments and a maximum of one year depending on the degree programme.
- c. The start time of the industrial attachment is as specified by the programme in which the candidate is admitted. Permission for

postponement of industrial attachment programme shall be approved by the Head of the Academic unit (Principal/Dean/Director).

#### **4.5.3. Internships**

- a. Internships for students will commence immediately after completion of the first semester of the final year.
- b. Depending on the nature/design of the programme, full time mandatory internships shall last for a minimum of 16 weeks (equivalent to one full semester).

#### **4.6.Industrial Attachment Stations**

##### **4.6.1. Identification of Industrial Attachment and Internship Stations for Staff**

- a. Industrial attachment stations shall be approved by the Director of Public Service upon recommendation of the Head of Industrial Liaison Section.
- b. Academic units shall initiate memorandums of understanding (MoUs) with institutions/companies approved by the University which shall be signed by Vice Chancellor.
- c. Staff will be responsible for applying and soliciting industrial attachment placements which, upon recommendation of the Head of Department and Principal/Dean/Director, shall be brought to the attention of the Director of Public Service and subsequently approved by the DVC – Academic.

#### **4.6.2. Identification of Industrial Attachment and Internship Stations for Students**

- a. Industrial Attachment Coordinators at Departmental levels in the Academic Units shall be responsible for securing students' placements.
- b. Students can also independently seek placements which shall be approved by industrial attachment coordinators from their respective units.

#### **4.6.3. Qualities of Industrial Attachment Stations**

The main objective of industrial attachment is to produce highly skilled staff and practically oriented graduates who meet the competencies required by their future employers. Industrial attachment stations should have the following general qualities.

- a. Must be a legally registered company or institution.
- b. Has suitably qualified officers with the ability to train staff/students.
- c. The company/institution activities must be relevant to the student's degree programme.
- d. Must be willing to enter into agreement with the University for long-term collaborations.
- e. Must be willing to work with the University to prepare and agree upon a set of activities to be accomplished by the student attachés throughout the entire period of placement at their institution.
- f. Must be able to commit their organisational facilities and/or resources for effective implementation of the attachment program.
- g. Must be willing to host students/staff without the need for inducements except for direct costs that demand cost sharing.
- h. Must be willing to provide feedback to the University on industrial attachment programme for the student or staff involved.

## **4.7.Roles and Responsibilities of Stakeholders**

For the purpose of implementation, the University will perform its roles and responsibilities through the respective colleges/faculties/schools/institutes. For the attachment program to be implemented effectively and sustainably, students, staff, the University, and partners have to commit themselves to specific roles and responsibilities. The following are the roles and responsibilities of students, staff, the industrial partner or hosting institutions and the University.

### **4.7.1. Role of Students**

- a. Shall take industrial attachment as part and parcel of their training and shall have positive attitude towards learning by practice.
- b. Shall respect all supervisors and any other persons they interact with throughout their field attachment period regardless of their background and social differences.
- c. Shall work willingly without expectations for incentives wherever they are placed/attached.
- d. Shall be aware of the expected set of activities to be accomplished during the training period and develop work plans with their host supervisors.
- e. Shall provide reports and other forms of feedback to the University and the host institution. This may include self-evaluation, program evaluation, supervisors' evaluation and host evaluation.
- f. Shall engage fully throughout the whole period of industrial attachment.
- g. Shall commit to the given work-related guidelines and expectations required by workplace supervisor in completing the tasks and projects.
- h. Shall behave in an appropriate manner and comply with the policies and regulations of the host institution including signing of non-disclosure agreements when required.
- i. Shall respect the employers, their staff and demonstrate appropriate working attitude and teamwork spirit.

- j. Shall reflect regularly on individual work and academic performance for self-improvement throughout the industrial attachment process.
- k. Shall critically analyse matters of concern arising from the industrial attachment encounter and relate them to theoretical knowledge.
- l. Shall write and submit final report to the students' academic department as a requirement for assessment.

#### **4.7.2. Role of Staff**

Staff on industrial attachment are expected to commit themselves to the following:

- a. Shall respect all supervisors and any other employees with whom they interact during industrial attachment or internship, regardless of background or social differences.
- b. Must adhere to the public servant code of conduct and that of the host institution.
- c. Shall provide reports and other forms of feedback to the University and the host partners. This may include, among others, self-evaluation, program evaluation, supervisors' evaluation and host evaluation.
- d. Shall always act honestly, conscientiously, reasonably and in good faith to safeguard their responsibilities, the interests and good name of the University and the welfare of colleagues and students.
- e. Shall comply with the policies and regulations of the host institution, including signing of non-disclosure agreements when required.
- f. Shall be conscious of their own safety and those of co-workers at the host institution.
- g. Shall ensure that they do not engage in, nor encourage, any acts of corruption and embezzlement of funds and property.
- h. Shall remain at the host station throughout the entire duration of the industrial attachment or internship.
- i. Depending on the nature of attachment, staff shall submit a technical report to the Deputy Vice Chancellor – Academic.

- j. Must hold a seminar at their department, prepare and submit a report regarding the industrial attachment to the DVC – Academic within one month of reporting back to the University.

#### **4.7.3. Role of the Industrial Partner/Host Institution**

The industrial partner or host institution shall at least provide the following:

- a. Participate in the planning, supervision and evaluation of the staff/student on attachment.
- b. Provide pre-attachment orientation to students/staff regarding policies and regulations that must be observed, including any pre-engagement contracts/agreements that need to be signed.
- c. Provide on-site technical and professional guidance to the staff on attachment throughout the duration of the attachment.
- d. Provide feedback to the University on the experience of the industrial attachment program.
- e. Commit their organizational facilities and/or resources for effective implementation of the industrial attachment program.
- f. Engage in a mutual learning exercise together with the staff.
- g. Provide staff/student on industrial attachment programme with a wide range of experiences that go beyond technical skills.
- h. Inform the University of any form of misconduct by the staff/student.

#### **4.7.4. Role of the University**

- a. Provide overall institutional management support of the program.
- b. Integrate industrial attachment into the University curricula and review it periodically.
- c. Develop a monitoring and evaluation criteria for the attachment programme, including the code of conduct for staff and students.
- d. Initiate and negotiate partnerships with relevant organizations and concretize this partnership with memorandum of understanding for sustainability of the industrial attachment program.
- e. Identify hosts or partners that offer valuable learning experiences to the staff/students.
- f. Develop criteria for selection and training/orientation of the University supervisors.

- g. Solicit funds internally to support the implementation of the industrial attachment programme for students and staff.
- h. Create platforms and mechanisms for sharing experiences arising out of the attachment program by the stakeholders.
- i. Send appreciation letters to the partner institutions at the end of an industrial attachment programme for a particular cohort of students or staff engagement.
- j. Incorporate staff industrial attachments in the University annual budgets and fund sourcing

#### **4.8. Supervision and Evaluation**

Students or staff on industrial attachment shall be collaboratively assessed by both the sending and receiving/host institutions. Thus, a workplace assessment will be done by the Host Supervisor in collaboration with the Mentor Teacher/Instructor and an academic assessment will be done by an Academic Supervisor from the University to provide overall performance of the student or staff. However, discipline specific assessment methods and tools should be developed depending on the purpose and design of the training programme as specified in the relevant curriculum.

##### **4.8.1. Academic Supervision**

Academic supervision shall be provided to the students to ensure the academic component of the field/industrial attachment is successfully completed. Thus, there shall be physical visits or virtual interactions with the host institution by the academic supervisor. An assessment form shall be filled by the academic supervisor regarding the students' performance.

##### **4.8.2. Host Supervision**

Host supervisors shall ensure the student or staff is appropriately placed, trained and advised. They shall provide daily supervision to the students or staff in relation to the assigned work. Mentor teachers/instructors shall assign tasks to the student attaché and they shall monitor and assess the accomplishments of the assigned task on a daily basis. An assessment form shall be filled to provide feedback on the student or staff performance and general or specific comments regarding the attachment. The assessment shall include, among other things, specific skills, general employment skills, attitude to work, and human relationship.

### **4.8.3. Grading for Students**

A final report or reflective journal should be submitted by the student for final assessment as reflected in the student's degree programme curriculum. The format of the report or reflective journal shall be designed by appropriate academic units to accommodate discipline-specific attributes of the programme.

### **4.8.4. Students' Industrial Attachment External Evaluation**

For the purpose of assuring academic credibility and improving academic standards, samples of students' final reports or reflective journals shall be submitted to the University appointed External Examiners for evaluation and feedback. Thus, there shall be an evaluation form designed for external examination of students' industrial attachments that provides space for constructive feedback.

### **4.8.5. Staff Evaluation**

Staff on industrial attachment shall be evaluated based on the objectives and expectations of the attachment. Therefore, outputs in terms of innovation, technical reports, established future collaborations/funding schemes, or opportunities for consultancies may be considered as criteria for evaluation of staff.

Input from the industry partner is also valuable. Their assessment of the staff member's performance, professionalism, and contributions can provide insights into the practical application of academic knowledge in real-world scenarios.

## **4.9. Completion of the Industrial Attachment**

Upon completion of the industrial attachment,

- a. Students shall submit employers' assessment, logbook, and a final report.
- b. Staff are expected to prepare a report outlining their achievement during the attachment and they also need to present their experience and share the knowledge gained with their colleagues through seminars or related avenues.



## **5. DISCIPLINARY PROCEDURES DURING INDUSTRIAL ATTACHMENTS AND INTERNSHIP**

Industrial attachments and internships shall be guided by the professional code of conduct, which guides what professionals should and should not do. In this regard, during industrial attachment and internship the University staff and students shall abide by the professional code of conducts and by-laws stipulated in the following documents:

- a. Standing Orders for the Public Service – Third Edition (2009)
- b. University of Dar es Salaam Staff Code of Conduct (2012)
- c. University of Dar es Salaam Staff Regulations (2013)
- d. Student by-laws (Revised Version of 2021)
- e. General University Examination Regulations

### **5.1. Disciplinary Procedures for Staff and Students**

For effective performance, staff/students shall perform their duties and responsibilities diligently and with a high degree of professionalism. In this regard, staff/students shall observe the following:

- a. Set a good example in deeds and words.
- b. Observe punctuality concerning hours of arrival at work.
- c. Stay at the workstation for all working hours.
- d. Carry out the assigned duties efficiently.
- e. Not absenting oneself from duty without permission from the authority.
- f. Finish assigned duties within specified time and standards.
- g. Refrain from any conduct which might impair one's work performance.
- h. Avoid the use of rude and offensive language.

### **5.2. Participating in Core and Extra-Curricular Activities**

Staff/student shall abide by and adhere to the code of conduct and institutional regulations, policies and practices. The following cases shall be treated as contravening the Code of Conduct about attendance:

- a. Failure to attend work without an acceptable reason.
- b. Absenteeism from the host institution without official permission.
- c. Unreported and repeated late arrivals at work.
- d. Reporting for duty while drunk.

### **5.3. Staff/Students' Dress Code**

- a. Staff/students shall always maintain personal hygiene, dress in respectable attire by following the acceptable norms and core values as stipulated in various documents, such as the code of ethics and conduct for the public servant in Tanzania, University of Dar es Salaam Staff Code of Conduct, institutional rules and regulations, University of Dar es Salaam Student by-laws, among others.
- b. Staff/student shall avoid provocative and indecent dressing styles that are likely to destroy other people's attention.
- c. Violation of the Dress Code Policy shall include, among others, the following provocative dressings:
  - i. Skimpy and tight-fitting outfits revealing body parts.
  - ii. Transparent outfits that expose body parts.
  - iii. Sagging trousers that reveal underpants.
  - iv. Any other unacceptable appearance as per public servant dress code.

### **5.4. Staff /Students' Relationship at Host Institutions**

Staff/students on industrial attachment/internship shall always be in a formal relationship with various stakeholders. In all accounts, a cordial, respectful, and supportive relationship must be maintained throughout the duration of placement.

In this regard, staff and students shall:

- a. engage in a formal relationship with other stakeholders in order to develop or create a conducive working environment;
- b. set a robust role model and demonstrate ethical behaviours as they interact with clients, colleagues, and others;
- c. be objective in all their dealings with clients, colleagues and management;
- d. understand the norms and values of the society;
- e. treat other members of the profession with respect and dignity;
- f. always avoid making offensive statements about colleagues;
- g. respect themselves and others by not engaging in any form of harassment, such as physical punishment, sexual abuse, bullying, mental and emotional harassment which may subject an individual to fear, trauma and anxiety among others;

- h. maintain a non-discriminative behaviour to clients, fellow staff or members of the public on the grounds of sex, religion, ethnicity or disability; and
- i. refrain from taking part in activities that might instigate the feeling of hatred or enmity among different communities.

Any severe imbalance within these relationships may be construed as 'misconduct'. Therefore, the following cases shall be treated as contravening the code of conduct:

- a. Being guilty of immoral conduct, stirring disobedience, being guilty of a criminal offence and engaging in excessive use of intoxicants.
- b. Seducing and/or being involved in love affairs with clients in one's working station.
- c. Using abusive language.
- d. Seeking material or sexual favour(s) from clients for a higher academic rating or good services.
- e. Sexual harassment shall include but is not limited to the following:
  - i. Sexual jokes, innuendoes, noises, rude suggestions, abusive language, obscene gestures
  - ii. Defamation comments on a person's anatomy, persistent demands for dates
  - iii. Pressuring for sexual activity or favour
  - iv. Asking about personal sex life, explicit sexual suggestions in return for reward
  - v. Telling lies or spreading rumours about a person's sexual life to assassinate their character
  - vi. Unwanted physical contact of any sort which is sexual, including touching sensitive body parts, brushing against the body, hair or clothes, kissing, pinching, patting, grabbing, or cornering
  - vii. Displaying pornographic and sexually suggestive pictures and/or sexual objects
  - viii. Transmitting offensive written, telephone or electronic communications of sexual nature
  - ix. Indecent exposure
  - x. Using one's authority or power, either explicitly or implicitly, or coercing another into unwanted sexual relations or punishing another for his or her refusal

- xi. Creating an intimidating, hostile or offensive working or educational environment through verbal or physical conduct of a sexual nature
- xii. Rape or assault
- xiii. Public and/or group sex
- xiv. Any other act as identified in the UDSM/DUCE/MUCE Anti-sexual Harassment Policy.

#### **5.5. Disciplinary Measures against Misconducts**

- a. Penalties for students' misconduct shall be handled in accordance with UDSM/DUCE/MUCE Student By-laws, UDSM General University Examination Regulations, Academic Units' Specific Regulations and Procedures approved by the University Senate, Tanzania Teachers' Code of Professional Conduct, and any other UDSM/DUCE/MUCE applicable policies, regulations and procedures.
- b. Staff misconducts shall be subjected to disciplinary procedures and penalties in accordance with Standing Orders for the Public Service, University of Dar es Salaam Staff Code of Conduct, and University of Dar es Salaam Staff Regulations.

## **6. APPEALS AGAINST DISCIPLINARY MEASURES**

Appeals shall follow the University procedures stated in the General University Examination Regulations (GUER), Student By-laws, Standing Orders for the Public Service, and University of Dar es Salaam Staff Regulations.

## **7. QUALITY ASSURANCE OF INDUSTRIAL ATTACHMENTS AND INTERNSHIPS**

The quality assurance policy and its existing implementation framework shall be applied for all industrial attachment programmes. The University of Dar es Salaam Quality Assurance Policy 2008, revised in 2021 provides for monitoring and evaluation of teaching practice and practical training for students. Furthermore, the policy describes the procedures for monitoring and evaluation of strategic collaboration and partnership.

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