

INSTITUTE OF ADULT EDUCATION

FIELD WORK SUPERVISION GUIDELINE

Directorate of Academics

2023

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1.0 FIELDWORK PLACEMENT AND EVALUATION OVERVIEW

Introduction

Fieldwork is an essential component of professionals' development where theories are interpreted into actions in the real-life situation. The fieldwork experiences provide students with the opportunity to work collaboratively with communities, public and private sectors through the community development agencies equipped with vast work experiences. Through fieldwork, students are able to link classroom lessons with real practice, performance and refined skills necessary for entry-level practice in a variety of practice settings. It allows students understand practice in a broad range of community approaches and adult education services experience.

The fieldwork experience is the most significant component for the student's career development. This practice intends to equip students with opportunities to develop their professional capacities for a lifelong investment that are reflected in knowledge, values, goals and skills related to their professions. At the end of the fieldwork practice, students are expected to have obtained necessary practical skills for dealing with community concerns and ultimately make use of them in solving community problem. Both the supervisor and student are required to use these guidelines in realizing and fulfilling their respective roles in the fieldwork learning process.

1.1 The manual statement

This manual provides a set of guidelines describing objectives of fieldwork practice coordinated by the Institute of Adult Education. It carefully provides details, procedures, responsibilities, and roles of student, fieldwork educator, fieldwork supervisor and the fieldwork coordinator. It is intended to be a guide reference to candidates and supervisors for fieldwork students undertaking bachelor degree programmes for NTA levels 7 and

non-degree programmes for NTA level 5 offered by the Institute of Adult Education.

The manual complements the standards and requirements of the current programmes curricula registered by NACTE for the respective academic departments. The fieldwork placement introduces students to the applied work-settings that they become familiar with the organizational environment, culture, and work experiences related to their professions.

This fieldwork manual is complemented with the provisions of the IAE operating examination rules and regulations.

1.2 Terms and Definitions

1.2.1 Fieldwork

Fieldwork is defined as the practical learning activity (work) done in the field by students to gain practical experience and knowledge through first-hand observation and practice. It involves carrying out different activities to understand certain aspects of a society in the field.

1.2.2 Fieldwork placement

Fieldwork placement is an integral part of professional development which emphasises learning through practicum. It is an important part of a student's learning allowing them to experience the frontline tasks of a community and adult education professional and providing the opportunity to develop the practical skills needed in the workplace.

1.2.3 Fieldwork Student

Fieldwork student refers to a person enrolled in one of the courses or programmes of study offered by the Institute of Adult Education. The student should complete the recommended standard time for classroom courses before qualifying for field work; i.e. one semester for NTA level 5 and 7, and three semesters for NTA level 7 programmes.

1.2.3 Fieldwork Coordinator

Fieldwork Coordinator is an academic staff member responsible for the management and coordination of the fieldwork placement and learning program which supports high quality student learning experiences.

1.2.4 Fieldwork Supervisor

Fieldwork supervisor means a qualified trainer from the IAE who is assigned to supervise fieldwork and placements activities of individual students eligible to fieldwork practice.

1.3 Trainer

This refers to any of the registered teaching staff from the IAE.

1.3.1 Fieldwork educator

The person who is qualified, experienced and desirably a community development and adult education worker in the Institution/organisation where the placement occurs, responsible to provide education and supervision

1.3.2 Fieldwork supervision

Fieldwork supervision is an intervention that is provided by a trainer and fieldwork educator to a student of that same profession during Fieldwork placement.

1.3.3 Effective fieldwork guidance and supervision

For effective fieldwork supervision the Fieldwork Supervisor and the Fieldwork educator should demonstrate the following:

- i) Establish conducive learning environment for the student(s)
- ii) Exhibit interest in the student(s) learning
- iii) Understand student's learning goals and needs
- iv) Recognise student's stage of learning
- v) Demonstrate professional techniques and skills

- vi) Integrate practice with classroom theories
- vii) Apply evidence-based practice
- viii) Explain the purpose and rationale of the activity being done
- ix) Engage student in the team
- x) Enable student to solve problems
- xi) Assess the student(s) as an individual
- xii) Provide regular feedback to the student

1.3.4 Objectives of fieldwork placement

The fieldwork placement is set to orient students into different work experiences related to their profession and career development.

1.3.5 General objective

To demonstrate evidence-based practice through integration of theory, skills and values in practical situations

1.3.6 Specific Objectives

- To use initiative in learning and practice during the fieldwork placement.
- To use all opportunities offered on placement to gain experience working in a human service organisation and develop knowledge of the sector.
- To apply the values and ethical principles of community development according to the code of ethics.
- To respect and value others with an understanding of and sensitivity towards issues of cultural diversity, gender and disability.
- To learn to communicate with clients, colleagues and community members in a respectful manner.
- To use written communication and relevant technology for completing reports and other documentation as required.

1.4 Fieldwork Placement Eligibility and Requirements

1.4.1 Fieldwork placement eligibility criteria

- a) Students enrolled in either of the courses or programmes offered by the IAE
- b) In-service students shall not be placed in their usual workplace.
- c) Students who have completed the requisite classroom courses for at least one semester for NTA level 5 and 7, and three semesters for NTA level 7.
- d) Student who has fully paid his/her tuition fee and other dues to the Eligibility criteria provided by the Examination rules and regulations of the IAE applies for fieldwork placement.

1.5 Fieldwork Placement Requirements

- a) Official introductory letter from the office of the Deputy Rector Academics Research and Consultancy
- b) Official logbook for fieldwork placement
- c) Student's action plan
- d) Institute almanac
- e) Fieldwork Manual.

1.6 Fieldwork Placement Procedure

- a) Students should be attached in any of the Tanzania's district, municipal, city council or institution of choice.
- b) The IAE is not responsible for assigning fieldwork placement to students.
- c) Students should communicate their choice of placement to the fieldwork supervisor two weeks before the end of preceding semester examinations.

- d) Fieldwork supervisor should ensure that student's learning needs match with interests of a proposed organization/institution.
- e) The IAE reserves the right to decline the suggestion by the students if it is established that learning cannot take place.
- f) In case the proposed placement by a student is declined, alternative suggestions should be considered for the placement approval.
- g) A close supervision shall be administered by the respective Heads of departments.

1.7 Duration of the field-work

- a) For NTA levels 5 and 7, fieldwork placement should last for four weeks.
- b) For NTA levels 7 fieldwork placement should last for sixteen weeks.
- c) During the fieldwork placement each student must practice for at least five hours a day (25 hours per week in total).

1.8 Qualities of an effective Fieldwork Supervisor and Educator

- a) Availability
- b) Consistency
- c) Honesty
- d) Professionalism
- e) Assertiveness.

2.0 GENERAL FIELDWORK SUPERVISION PROCESS

2.1 Expectations for the fieldwork stakeholders

During fieldwork placement, the following key players are expected to;

2.1.1 The Student

- a) Be Link the IAE and Host organization/Institution;
- b) Conduct themselves in a professional manner
- c) Adhere to the Dressing code(s)
- d) Maintain confidentiality
- e) Track self-learning records
- f) Continued attendance
- g) Comply to documentation needs
- h) Familiarize with host organization.

2.1.2 The Fieldwork educator(s)

- i) Provide a quality placement support to student(s)
- ii) Provide positive learning environment.
- iii) Support and empower student(s).
- iv) Understand the IAE field-work education program
- v) Facilitate student's professional growth
- vi) Engage student(s) in the team
- vii) Provide feedback for student's learning.
- viii) Act as role models for students.
- ix) Orient student to confidentiality.
- x) Allow time for consultation with the student.

2.1.3 The Fieldwork Supervisor

- i) Orient student(s) to professional practice and standards.
- ii) Function as a resource person to the assigned student(s),
- iii) Provide constant professional guidance.
- iv) Focal person between the host institution/organization and the IAE
- v) Assist student(s) in identifying relevant placement organization.
- vi) Pay visit to the assigned fieldwork placement areas
- vii) Assess student(s) in collaboration with field educators.
- viii) Oversee and guide the fieldwork learning process.

2.1.4 The Fieldwork Placement Coordinator

- i) Assign fieldwork students to a full-time technical supervisor.

- ii) Facilitate student's access to fieldwork placement request letters.
- iii) Provide students with fieldwork log-books.
- iv) Monitor and evaluate the entire fieldwork placement process.
- v) Provide IAE supervisors with relevant and adequate tools for assessment.
- vi) Facilitate IAE supervisors field visits costs logistics.
- vii) Orient students to the requirement(s) before they are discharged for fieldwork placement.

2.1.3 Up-keeping during Fieldwork placement

Meals, accommodation and transport expenses during the fieldwork placement shall fully be borne by the student and the IAE shall not in any way be responsible for the same.

a) Fieldwork evaluation tools

There shall be two Student Evaluation Forms which are used to evaluate the fieldwork experience, the mid-evaluation and the final evaluation forms.

b) Mid-evaluation form (Formative evaluation)

Fieldwork educator shall evaluate the student's performance by filling in and scoring the midterm evaluation form to help student learn from the evaluation and the IAE to maintain a reflective record of the student's performance.

Important note:

Students are responsible for informing their fieldwork educators as to due dates set for the formative evaluation.

Failure to submit/collect the field placement tools on time will also result to FAIL for the course.

Failure to meet with the student's fieldwork educator as scheduled will result to FAIL for the course. See APPENDIX I on the list of Appendices

c) Final-evaluation form (Fieldwork Supervisor)

The fieldwork supervisor will inquire from the fieldwork educator on whether the student has successfully completed the work at the placement to a sufficient degree to deserve credit.

See APPENDIX II on Appendices

2.1.4 Fieldwork evaluation Scores and Grades

The grade for the fieldwork assessment tools will be weighted according to the provisions of the curricula standards registered under their respective programmes.

The distribution of marks for each of learning evidence shall be as follows:

SN	Item	Total Scores (%)
1	Student's log-book	10
2	Fieldwork report	40
3	Mid-evaluation form (fieldwork educator)	25
4	Final-evaluation form (fieldwork supervisor)	25
Total		100

The total scores aggregated from the four components of evaluation shall be graded accordingly in the following categories;

Grade	A	B+	B	C	D	F
Scores (%)	100 -70	69 - 60	59 - 50	49 - 40	39 - 35	34 - 0
Definition	Excellent	Very Good	Good	satisfactory	Poor	Failure

The grades can only be interpreted as Pass or Fail; Students whose work is generally satisfactory should score grades A, B+, B, or C and be considered to pass and Students whose work fails to meet the even minimum standards of acceptability should either receive grade D or F and be considered to fail.

Fieldwork supervisors shall only award grades upon reviewing submitted evaluations from the fieldwork coordination office.

2.2 Fieldwork Documentation

2.2.1 Student's Logbook

The Logbook is intended for collecting, keeping and updating student's daily logs with detailed descriptions of the work done, including the time covered.

The Logbook should be submitted to the fieldwork supervisor upon completion of fieldwork placement for marking and grading.

The daily logs should be certified as they are registered in the logbook.

The daily logs should reflect the following items.

SN	Item (to be considered when filling the logbook)
1	Activities performed in a day
2	Lessons learned from the activity(ies) performed
3	Challenges encountered
4	Comments, questions, and reflective thinking (personal opinion)
5	Determine the next step(s) for improvement

2.2.4 Student's Fieldwork report

At the end of the fieldwork placement, each student shall be required to produce a well-written, detailed and comprehensive fieldwork report with appropriate contents, free from plagiarism, grammatical and spelling errors. (see section 2.4 for the Fieldwork report structure).

2.3 Format of the fieldwork report

a) Cover Page

Title (Field-work report)

- i. Name of the student
- ii. Date of submission

b) Title Page

- i. Name of the Institution (IAE)
- ii. Title (Field-work report)
- iii. Department
- iv. Name of student and Registration Number
- v. Programme of study
- vi. Date of submission: (MM, YYYY)

2.3.1 Preliminary Pages

Acknowledgement

Acknowledgement is the author's statement of gratitude to and recognition of the people and institutions that helped the author's field-work placement and report writing.

Certification

Acknowledge and approve this to be your own and authentic intellectual work (Provide space for your signature).

List of abbreviations and acronyms

If you use abbreviations extensively in your field-work report, you must include a list of abbreviations and their corresponding definitions in the preliminary pages.

Abstract

Abstract is an important element of the Fieldwork report and essentially, the brief summary of the field-work. It is one of the shortest sections of your field-work report, but it is worthwhile taking great care to write it well as it should be able to stand alone to explain why and how you did what you did, and what are the lessons and implications.

Table of Contents

Include a table of contents

Information included in the table of contents must match the headings, major subheadings, and numbering used in the body of the field report.

List of Tables, Figures, Illustrations and Appendices

If applicable, include a list of tables, list of figures, and/or list of illustrations following these guidelines:

Numbers, titles, and page numbers must each match the corresponding numbers, titles, and page numbers appearing in the fieldwork report.

2.3.1 Chapter one

a) Background information

Introduction (Brief explanation of the fieldwork programme).

b) Institution/organization Description

i) Institution/organisation: means an organization in which the student is placed to conduct his/her field work.

ii) Location: this is the geographical area, where the placement Institution/organisation is based or situated.

iii) Core values (if any): Core values are more of the beliefs, ethical conducts of a particular organization.

iv) Vision and mission: vision means bigger picture state or condition of target population in the future. It is the broad objective which the organization seeks to achieve in long period of time, mission is vehicle or means which drives the organization toward the ahead desired condition or situation.

v) Functions and scope: every organization has tasks or activities which have been implemented throughout the existed of the organization.

2.3.1 Chapter two

a) Description of Activities Performed

This should describe in details the performed activities, one after another.

Note: Photos taken during performing activities should be placed to Appendices

Lessons learned during practical learning should be discussed in relation to theories taught in the classroom and state whether there are relevant to the communities served by the organization under Fieldwork placement.

Should discuss on practical learning in relation to theories taught in the classroom and state whether there is contextual relevancy or variance

Problems encountered during Fieldwork placement; students are required to explain the problems encountered on the course of doing practical learning. This helps not only students in future but also the Fieldwork placement Institution/organisation and IAE institute in Fieldwork organizing, implementation and monitoring. Also students should show their competences by explaining how they have solved the problems encountered.

2.3.4 Chapter three

a) Conclusion

- i) Conclusion is a winding up of the whole discussion or explanation concerning a topic and whenever possible the writer shows his/her personal views.
- ii) The conclusion should briefly recap of the entire study, reiterating the importance or significance of student's observations. Avoid including any new information.

- iii) The conclusion should not be more than two or three paragraphs.
- iv) Recommendations.
- v) The recommendations should reflect the gaps identified in the course of practical learning and aligned with the roles of key players of fieldwork placement (key stakeholders).
- vi) Be sure to describe any unanticipated problems you encountered and note the limitations of student's study.

2.3.5 References

This entails a list of all sources that you consulted and obtained information from while writing fieldwork report.

Note that field reports generally do not include further readings or an extended bibliography. However, consult with student's fieldwork supervisor concerning what student's list of sources should be included.

Be sure to write them in the preferred citation style (APA) of student's discipline.

2.3.6 Appendices

This is where you place information that is not essential to explaining student's findings, but supports student's fieldwork report (especially information that is repetitive or lengthy), that validates student's conclusions, or that contextualizes a related point that helps the reader understand the overall fieldwork report.

3.0 SPECIFIC FIELDWORK SUPERVISION PROCESS

3.1.1 Students Responsibilities

a) Student's accountability is manifested by maintenance of accurate and thorough time-logs indicating the hours at work as well as the nature of the work performed (log-books).

3.1.2 Before placement

- a) Student should set professional learning objectives, review and adjust throughout fieldwork placement.
- b) Peruse documents suggested by supervisor
- c) Work-out their fieldwork schedule (plan) in close collaboration with fieldwork supervisor as soon as the fieldwork placement is acquired and approved.

3.1.3 During placement

During placement, students will:

3.1.4 On the first day of the placement:

- a) Report and attend orientation sessions organised by the field educator at the fieldwork placement.
- b) List the requested learning activities and jointly prepare the schedule with field educator
- c) Mid-evaluation form **MUST** be presented to the fieldwork educator who shall administer to the student to complete the list of learning evidences for fieldwork placement.
- d) Set date for mid-evaluation with the fieldwork educator.

3.1.5 Throughout Regular days of placement:

- a) Apply observation skills, take short notes and discuss them with fieldwork educator.
- b) Cooperate with fieldwork educator and fieldwork supervisor in taking responsibility for self-learning experience.
- c) Comply with code of ethics and standards of practice (respect, confidentiality, punctuality, dress-code, etc.) of the Host as well as those of the IAE.
- d) Register daily logs after every activity performed.

- e) Make a daily reflection of events, their learning, digest the fieldwork educator's feedback and plan for the next activity.
- f) Set time for reading relevant charts and documents available to get a better grasp of interventions and tasks ahead;
- g) Continue and complete the activities started the previous day(s); while assuming active role in professional activities like; facilitating meetings, mobilizations, participatory methods etc;
- h) Adhere to the calendar and proactively participate in activities and tasks assigned.
- i) Keep the fieldwork educator reminded of the due dates for the mandatory mid-evaluation.

3.1.6 After fieldwork placement:

- a) Finalise fieldwork report.
- b) Submit final fieldwork reports and logbooks to the assigned supervisor.
- c) Adhere to the field-work report submission procedures & deadlines.

3.1.7 At the end of every week of placement:

- a) Make assessment of the ending week activities based on the objectives set.
- b) Make sure the fieldwork logbook is filled appropriately.
- c) Participate in the weekly evaluation sessions and get feedback from the fieldwork educator.
- d) Review the plan for the following week activities.

3.2 Fieldwork educator's Responsibilities

3.2.7 Week 1:

- a) Welcome and orientate student(s) to the institution/organization, workplace team, workplace environment, workplace policies and procedures and provide a working space to use during fieldwork placement.
- b) Review student's placement plan, objectives, and self-directed timetable
- c) Schedule for weekly reflective-feedback sessions, and mid-evaluation
- d) Identify and give access to relevant organization resources, information and services that could facilitate learning to student(s)
- e) Establish contact with the Fieldwork Supervisor.

3.2.8 Regular weeks of placement:

- a) Conduct reflective sessions, review student's learning plan and objectives
- b) Conduct mid-evaluation
- c) Discuss student's progress with the fieldwork supervisor
- d) Consolidate and expand student's knowledge and skills base.
- e) Encourage and endorse placement tools (field logbook).

3.3 Fieldwork Supervisor's Responsibilities

3.3.7 Before fieldwork placement:

- a) Establish a learning plan with the student; identify learning objectives and actions
- b) Encourage student(s) to acquire all necessary fieldwork placement tools.
- c) Facilitate student to identify and gain access to information and relevant service institution/organizations.
- d) Guide student to establish and schedule a self-directed timetable for weekly reflective and feedback sessions, as well as formative (mid) and summative (final) evaluation dates.

3.3.8 During fieldwork placement:

Week 1:

- a) Confirm that all assigned students are rightfully placed in the field.
- b) Establish and communicate timetable for regular contact with the student(s) and fieldwork educator.

Regular Weeks

- a) Consult and make discussions with the Fieldwork Educator on student(s) progress.
- b) Make follow-up for the mid-evaluation (consult both student(s) and fieldwork educator).
- c) Remind student(s) to participate in mid-evaluation at the end of the week 8 of placement.
- d) Attend issues brought to attention by either the fieldwork coordinator, fieldwork educator or the student.

Towards the last week of placement:

- a) Make a physical visit to the student placements.
- b) Discuss individual student's progress with the Fieldwork Educator.
- c) Conduct final (summative) evaluation to student(s) in consultation with the Fieldwork Educator.

3.3.9 After fieldwork placement:

- a) Guide student(s) in finalising their fieldwork reports.
- b) Collect final fieldwork reports and logbooks from the assigned students.
- c) Collect the fully filled fieldwork mid and final evaluation forms from the fieldwork coordinator.
- d) Mark the collected Fieldwork logbook and reports.
- e) Aggregate scores from the fieldwork learning evidences and grade the assigned student's performance accordingly.
- f) Submit the assessment report to the respective fieldwork coordinator.

3.4 Fieldwork Coordinator Responsibilities

3.4.7 Before fieldwork placement:

- a) Identify and provide list of eligible students for fieldwork placement.
- b) Assign eligible students to their respective Fieldwork supervisors
- c) Communicate the assignment to the respective Fieldwork supervisors and the students
- d) Organise and Coordinate fieldwork placement and supervision for eligible students
- e) Set and communicate fieldwork placement and supervision calendar
- f) Encourage trainer(s) and students to acquire all necessary fieldwork placement tools.

3.4.8 During fieldwork placement:

Week 1:

- a) Confirm with the fieldwork supervisor that the assigned students are rightfully placed in the field.
- b) Remind supervisors to establish and communicate timetable for regular contact with the student(s) and fieldwork educator(s).

Regular Weeks

- a) Remind fieldwork supervisors of the milestones for the fieldwork calendar.

Towards the last week of placement:

- a) Prepare logistics for fieldwork supervision (summative evaluation).

After fieldwork placement:

- a) Collect dully filled mid and final evaluation forms from fieldwork supervisors.
- b) Collect assessment report(s) from the fieldwork supervisor(s).
- c) Distribute the collected mid and final evaluation forms to the respective assigned fieldwork supervisors.

3.5 Techniques to Record Student's Observations

- a) Although there is no limit to the type of data gathering technique you can use, these are the most frequently used methods: See Appendices 1 and 2.

Appendix 1

MID-EVALUATION FORM (FORMATIVE EVALUATION)

To be administered to individual fieldwork Student by the Fieldwork educator

Name of Student _____

Fieldwork placement institution/organization _____

Name of Fieldwork educator: _____

Please evaluate the student using the following scale:

- 0** for **Very poor**; not observed
- 1** for **Poor**; consistently unsatisfactory performance
- 2** for **Fair**; generally satisfactory, but inconsistent performance
- 3** for **Satisfactory**; consistently acceptable performance
- 4** for **Good**; consistently better than satisfactory performance
- 5** for **Very Good**; consistently outstanding, superior and excellent performance

Note: Use the scale of **0 1 2 3 4 5** to rank your observation against each of the following formative evaluation aspects; (*circle only one e.g. 0 1 2 3 4 5 for Satisfactory*)

1. Student's professional conduct.
 - A. Reported at Fieldwork placement on the scheduled date
0 1 2 3 4 5
 - B. Punctuality for work during placement
2 3 4 5 0 1
 - C. Proper dressing (*Attend work in appropriate clothing*) 0 1 2 3 4 5
 - D. Speak and act in a professional manner 0 1 2 3 4 5
 - E. Overall conduct: 0 1 2 3 4 5
2. Relevance of plan of action; Yes/No
If yes, please rate its relevance to the fieldwork 0 1 2 3 4 5
3. Evidence of written work; Yes/No
(E.g. short-notes, logbook, Summary, etc.) 0 1 2 3 4 5
4. Active role in Fieldwork activity; Yes/No
(E.g., conflict resolution, outreach service, mobilization, etc.)
0 1 2 3 4 5
5. Cooperates with others and team mates 0 1 2 3 4 5

6. Cooperates with the assigned Fieldwork educator(s) 0 1 2 3 4 5
7. Ability to integrate classroom lessons into practical working environment 0 1 2 3 4 5
8. Adherence to the host organization values and principles 0 1 2 3 4 5

Name of Student: _____

Signature: _____ Date: ____/____/20____

Name of Fieldwork educator: _____

Signature: _____ Date: ____/____/20____

Please validate with your official seal

Comments and suggestions about our fieldwork placement programme

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Appendix 2

FINAL-EVALUATION FORM (SUMMATIVE EVALUATION)

To be administered for the individual fieldwork Student by the Fieldwork Supervisor in collaboration with the fieldwork educator

Name of Student _____

Program of study _____

Fieldwork placement institution/organization _____

Name of Fieldwork Supervisor: _____

Please evaluate the student using the following scale:

- 0** for **Very poor**; not observed
- 1** for **Poor**; consistently unsatisfactory performance
- 2** for **Fair**; generally satisfactory, but sometimes inconsistent performance
- 3** for **Satisfactory**; consistently acceptable performance
- 4** for **Good**; consistently better than satisfactory performance
- 5** for **Very Good**; consistently outstanding, superior and excellent performance

Note: Use the scale of **0 1 2 3 4 5** to rank your observation against each of the following formative evaluation aspects; *(circle only one e.g. 0 1 2 3 4 5 for Satisfactory and tick the appropriate option for YES/NO)*

1. Student's professional conduct

A. Reported at Fieldwork placement on the scheduled date

0 1 2 3 4 5

B. Continued presence in the fieldwork placement

3 4 5

0 1 2

C. Student's personality (Appear in an appropriate manner)

0 1 2 3 4 5

D. Speaks and acts in a professional manner

3 4 5

0 1 2

2. Relevance of plan of action; Yes/No

If yes, please rate its relevance to the fieldwork schedule

3 4 5

0 1 2

3. Evidence of written work; Yes/No

(E.g., short-notes, logbook, office memo, etc.)

3 4 5

0 1 2

4. Appropriate filling of the Log Book

0 1 2 3 4 5

5. Fieldwork activities done so far

3 4 5

0 1 2

Name of Fieldwork Supervisor: _____ -

Signature: _____ Date: _____/_____/20____

Appendix 3:
Institute of Adult Education

Arrival Note

(a) Field Practical.....(Academic year and semester)

(b) Department of.....

(c) Name of student.....

(d) I confirm that I have started working with
..... (company/organization)

Address: P.O. Box.....

Fax No:.....

Tel No:.....

Email:.....

(e) Date of starting practical field study:.....

(f) Field educator name and mobile
:.....

(g) Student contacts:.....

(h) Distance in Kilometers from bus stop to field station.....

(i) Convenient means of transport from bus stop to field station.....

Student's Signature:.....Date:.....

(i) Field educator's name, signature and official rubber stamp

Name:.....

Position:.....

Signature:.....Date:.....

[Official stamp]

Appendix 4

Joint Appraisal Statement

BY IAE SUPERVISOR AND FIELDWORK EDUCATOR

Name of

Student:_____Reg.NO_____

Name of **IAE** Department:

Name of Field Work

Educator:_____

Organisation:

Statement by **IAE** Supervisor and Field Work Educator, We have jointly discussed/reviewed field attachment practical training progress for the

above named student and hereby make the following overall statement:

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Signature (IAE Supervisor) _____ Date: _____

Signature (Field Work Educator)
_____ Date: _____

Official stamp

APPENDIX 5:

STUDENT'S TEMPLATE FOR SETTING LEARNING OBJECTIVES

This tool helps student to evaluate his/her professional learning objective(s) and customise to their own learning experiences and professional competencies.

- a. Learning Objective: This is your goal (the what) and also should read as your outcome, therefore make it simple E.g. To use participatory approaches to identify and solve community problems.

b. What steps will I take to achieve this objective?

Clue

Write the steps on how to achieve this goal e.g.

- i. Discuss with supervisor/colleague/team member*
- ii. Locate assessment & familiarize self with procedures*
- iii. Attend for formative and summative assessment*
- iv. Evaluate observations in consultation*
- v. Record the observations*

c. What resources do I need to achieve this objective?

d. What will happen as a result of this objective being achieved?

This should reflect two main ideas that reflect the use of the steps:

- The impact on your learning & competence*
- The impact on the service user or others.*

e. What will change in my practice?

