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**CONSULTANCY AND RESEARCH COMMITTEE FROM KIBOGORA
POLYTECHNIC**

**EXECUTIVE SUMMARY ON GUIDELINES OF RESEARCH WORK ROAD BY
KP STAFF AND GRADUATES**

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**UNIT I: RESEARCH WRITING PAPER FOR KP
BACHELORS DEGREE PROGRAMS**

**PART I: RESEARCH PAPER FORMAT FOR BUSINESS AND
DEVELOPMENT STUDIES AND EDUCATION FACULTIES FROM
KIBOGORA POLYTECHNIC**



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**A Research Paper to be submitted in partial fulfillment of
the requirements for the degree of**

TITLE

(SAMPLE TITLE: MENTORING YOUTH FOR CHURCH GROWTH IN RWANDA)

PAPER PREPARED BY

NAME.....

REG NO.....

DATE OF SUBMISION

DECLARATION

Declaration by the Candidate

I.....hereby declare that this special study paper is my own original work and not a duplication of similarly published work of any scholar for a academic purposes. It has therefore not been submitted to any other institution of higher learning.

All materials cited in this paper which are not my own have been duly acknowledged.

Signed.....

Date.....

Declaration by the Supervisor

I declare that this work has been submitted for examination with my approval as KP Supervisor

SUPERVISOR'S NAME.....

SIGNED.....

DATE.....

N.B Each of the followings should be presented on its own page

DEDICATION

ACKNOWLEDGEMENT

LIST OF TABLES / CHARTS

SIGLES AND ACRONYMS

LIST OF FIGURES

TABLE OF CONTENTS

CHAPTER ONE:GENERAL BACKGROUND INFORMATION

1.0 INTRODUCTION (What the chapter will cover/ is concerned with)

1.1 BACKGROUND OF THE STUDY

Global issue, Africa, Sub-Saharan Africa, Rwanda, and Area of study. Note that references must be mentioned.

1.2 STATEMENT OF THE PROBLEM

Not less than three paragraphs, clearing what the problem is, what the research seeks to solve. Remember to give authoritative resources /citations, what has been done and what is missing.

1.3 PURPOSE OF THE STUDY

Aims or hope of the Researcher or the general intention of the research. What the research is supposed to accomplish.

1.4 OBJECTIVES OF STUDY

What to find out from the research should be identified as general and specific objectives.

1.5 CENTRAL/SPECIFIC RESEARCH QUESTIONS/HYPOTHESIS

Questions with connection to target objectives.

1.6 SIGNIFICANCE OF THE STUDY

Benefits, who will benefit from the research findings

1.7. LIMITATIONS OF THE STUDY

Unfavorable conditions.

1.8 SCOPE OF THE STUDY

Area of study, physical boundary.

CHAPTER TWO: LITERATURE REVIEW

This section deals with the analysis of existing literature on the subject with the objective of revealing contribution, weakness and gaps.

2.0 INTRODUCTION

2.1 OPERATIONAL DEFINITIONS OF TERMS MUST BE MENTIONED HERE.

2.2 FIRST ITEM IN THE OBJECTIVES/Themes

2.3 SECOND ITEM IN THE OBJECTIVES/Themes

2.4 THIRD ITEM IN THE OBJECTIVES/Themes

2.5 ANY OTHER RELEVANT AND RELATED LITERATURE TO SUPPORT THE STUDY

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 INTRODUCTION

3.1 RESEARCH APPROACH AND DESIGN

3.2 TARGET POPULATION

3.3 SAMPLE SIZE

3.4 SAMPLING PROCEDURES

3.5 RESEARCH INSTRUMENTS

3.6 PROCEDURE OF DATA COLLECTION (CONSIDER ETHICAL ISSUES)

3.7 PROCEDURE OF DATA ANALYSIS

3.8 RELIABILITY AND VALIDITY MEASURES

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND SUMMARY

4. 1. INTRODUCTION TO DATA ANALYSIS

4.2. PRESENTATION OF FINDINGS + INTERPRETATIONS

4.3. SUMMARY OF DATA ANALYSIS

The raw data gathered mean nothing to a researcher or reader unless they are planned in categories and analyzed item by item according to the research objectives and questions.

CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

5.2. SUMMARY OF MAJOR FINDINGS RELATED TO RESEARCH

QUESTIONS/HYPOTHESES AND OBJECTIVES

5.3 RECOMMENDATIONS

5.4 SUGGESTIONS FOR FURTHER STUDY

REFERENCES

Respect the alphabetical order

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APPENDICES

(Note: Each appendix should be presented on its own page)

Some of the appendices commonly used:

Appendix 1: QUESTIONNAIRE SAMPLE OR INTERVIEW GUIDE SAMPLE

Appendix 2: PICTURES AND MAPS RELEVANT TO THE STUDY

Appendix 3: INTRODUCTION LETTER OF AUTHORITY

Appendix 4: SUPPORTING DOCUMENTS

**PART II. RESEARCH FORMAT DEVELOPMENT AND
EXPLANATIONS**

CHAPTER ONE: INTRODUCTION

1.0 GENERAL BACKGROUND INFORMATION

- ✓ The background of the study explains the roots of the problem. It states how widespread the problem is. It also states the people affected by the problem and the need for the issue at hand being investigated.
- ✓ The background gives the researcher a picture of what he/she intends to study.
- ✓ The background of the research is a brief justification of the need for the research.

Please read carefully the role of the background of the study.

- ✓ Clarifies the need for the study.
- ✓ Points out the challenges faced due to identified issues.
- ✓ Indicates opportunities for improvement.
- ✓ Gives the researcher's view on the research problem.
- ✓ Convinces readers that the problem exists and needs to be addressed.
- ✓ Indicates that the researcher is familiar with the issue of study.

1.1 PROBLEM STATEMENT

This is the presentation of the theme and the relevant theory. It is the issue of concern. The researcher tries to show the roots of the problem and the connection to the theme towards the solution that reflects the needs of the society. It is a summary of the main issues from the background of the study.

1.2 PURPOSE OF THE STUDY

The Purpose of the Study is what the researcher aims or hopes to achieve at the end of the study. It portrays the overall expectation of the researcher. This also assists in the formulation of the objectives of the research.

1.3 OBJECTIVES OF THE STUDY

These are the intentions of the research. The objective specifies what the researcher would do in the study and states the specific tasks. The objectives constitute the means by which the purpose of the study could be achieved. They guide the lead to resolutions. The major/main objective reflects the aim of the study while the specific ones guide the researcher toward the main objective.

Role of specific objectives in Research.

- Guide decisions in the selection of respondents.
- Guide decisions in the selection of instruments and study area.
- Guide in the collection of relevant data.
- Influence all components of the research design, data analysis and report writing.
- Limit the scope of review of related literature.

1.4 RESEARCH QUESTIONS

Research questions are statements of the objectives which are translated into research questions.

- They are the overall questions to help the investigator to answer or to make conclusions about the study.
- The Central research question is related to the major objective of the study while the specific ones are related to specific objectives. They guide the researcher toward the solution of the main/ central research question.

1.5 SIGNIFICANCE OF THE STUDY

This outlines the importance of the issue at hand. A research should show the worth and the urgency of the study. It should state clearly how the results of the research would be used, showing how the society, teachers, parents, administrators, Ministry of Education and the government would benefit from the findings.

1.6 LIMITATIONS OF THE STUDY

These are conditions outside the investigators control that affected data collection. They are the unfavorable conditions, anticipated challenges such as limited time, finances, impassible roads, etc.

1.7 SCOPE OF THE STUDY

This is the physical boundary of the study e.g. zone, district etc. The participants involved e.g. teachers, pupils, and parents. It defines the participants who should be involved in the study and for what purpose. Please include the space, field of the study and time frame related to the research.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

2.2 KEY TERMS AND CONCEPTS

The investigator defines the terms/ concepts in the way he/she used them in the study and not from dictionary definitions or how other people have defined them.

- Literature review is an account of what has been published on the topic by other scholars.
- It involves examining books, magazines, journals, newspapers, reports, website (internet), dissertations, etc.
- The review of related literature eliminates duplicating what others have done.
- The review of related literature is guided by the objectives.

Importance of literature review

- Gives the research an insight on what has already been done in the area of study.
- Helps the researcher to know the additional data related in the study.
- Helps the researcher to develop a framework for data analysis.
- Exposes the researcher to a variety of approaches of dealing with issues.

Note: *The literature sources MUST always be acknowledged.*

Considerations when selecting related Literature.

- The literature should be related to the objectives.
- The views of the researcher are considered vital.
- The literature should be related to the geographical location of the study e.g. developing countries versus industrialized ones.
- It is important to look for the latest information.
- Compare and contrast different information.
- Consider also some contradictions from different sources.
- Quotations should not be long and be indented.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 INTRODUCTION

The researcher describes the research approach design, population, sample population, instruments, procedures of data collection and data analysis.

3.1 RESEARCH APPROACHES

We have two approaches i.e. quantitative and qualitative.

Quantitative approach- uses numerical data to explore traits and situations. The data is then analyzed using statistical methods to arrive at results which are interpreted to give meanings of the study.

Qualitative approach- Emphasis descriptions. It describes people events and situations using words in place of numbers.

3.2 RESEARCH DESIGN

Research design is the overall plan for collecting data in order to answer the research questions e.g. case study – a study of a single unit such as an individual, an organization, or community.

3.2.1 SURVEY DESIGN – This collects data from a sample or members of a large population to determine the current status or conditions and practice to make intelligent plans for improving the status or conditions.

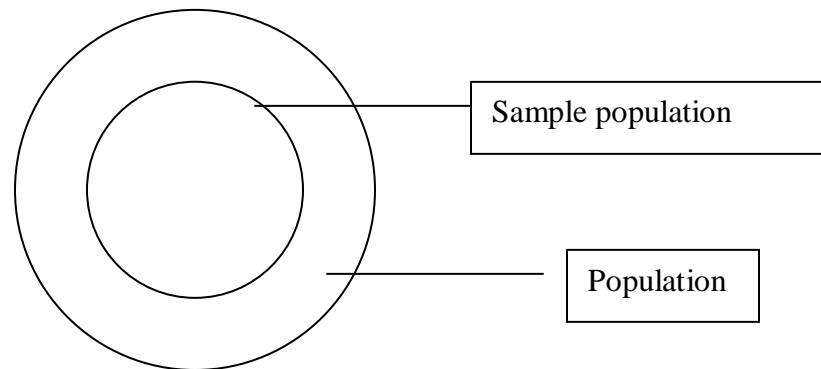
3.2.2 EXPERIMENTAL DESIGN – This is conducting a study through experiments study population/ Target population.

- This is the entire group of persons/ elements that have one thing in common.
- It is defined as the universe or the entire group of individuals, events or objects having common observable characteristics.

3.3 SAMPLE SIZE

- A sample is a representation of the population from which data will be collected. It is a smaller group obtained from the target population.

- The findings from the sample population are generalized for the target population.



3.3.1 SAMPLING PROCEDURE

This is the process of selecting a number of individuals (a sample) from a population in a way that the individuals are representative of a large group from which they were selected. The size of the sample should neither be too large nor too small but enough to fulfill the requirements of efficiency, representativeness, reliability and flexibility.

3.3.2 EXAMPLES OF SAMPLING TECHNIQUES

Two broad types are:

- i. Probability sampling
- ii. Non – probability sampling.

Probability sampling (known as random or chance sampling) e.g. simple random sampling

- Systematic random sampling
- Stratified random sampling
- Cluster sampling
- Multi – stage sampling.

3.4 RESEARCH INSTRUMENTS/ TOOLS

Research instrument refers to the aids of collecting data. Some examples of instruments/tools are:

- Questionnaires
- Interviews
- Observations
- Checklists/ Sampling
- Tests
- Focus groups

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND SUMMARY

4.1 INTRODUCTION

In this chapter the raw data from the questionnaires, interviews, checklists, focus groups and observations are presented, analyzed and interpreted.

The chapter starts with a brief introduction to the study and demographic information about the respondents and the area of study such as gender age of respondents, number of students per class etc.

The raw data gathered means nothing to a researcher or a reader unless they are planned in categories and analyzed item by item according to the research objectives and questions.

The data is represented in form of:

- ✓ Frequency tables
- ✓ Bar graphs
- ✓ Pie charts
- ✓ Histograms
- ✓ Frequency polygons

The data should be analyzed and interpreted, stating why the results are the way they are.

Note: The observation and data analysis is combined and discussed as one.

4.2 DISCUSSIONS

The discussion must follow the research objectives or research questions.

The discussion presents the research questions and what the answers are. The most common means of organizing the data in this chapter is to discuss the research questions/objectives one by one.

It also presents how what you have found links with previous knowledge as discussed in the literature review and the lessons learned from the conduct of the study including the implications for practice or policy.

The results must be presented and discussed the way they are without any alterations.

Infuse your own opinion to indicate originality when discussing the results.

The discussion may go beyond the data collected to place the findings in a broader perspective.

In a nutshell, the discussion should:

Follow the research questions/Hypotheses, objectives in relation to findings and the literature review in chapter 2, it is the time to include your own opinions to enrich the study discussion.

4.3 SUMMARY

This is a summary of the main findings of the study; which have been presented as per objectives, research questions/hypotheses or themes. Each objective or theme should be supported by data.

CHAPTER FIVE: GENERAL CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This is a brief introduction about the study which includes the title, research problem and methodology.

In this chapter, the answers to the research questions are presented. These are the research findings. It also presents the relationship of these findings to earlier findings, the implications of the current situation, suggested improvements, the questions raised and the suggestions for further research.

5.2 CONCLUSION

This is a summary of the findings of the study and should be short and brief

It makes conclusions from the findings of the study.

It presents the practical application of finding in real world situation.

Findings should be in a descending order according to frequency.

5.3 RECOMMENDATIONS

Recommendations are derived from the key findings:

- The recommendation must be practical and capable from implementation and not unrealistic or topic.
- Recommendations are made in line with the objectives or research questions/Hypotheses.
- The recommendations make suggestions in areas for further research and the improvement of methodology.
- They also make suggestions on action to be taken to address the issues and problems.

REFERENCES

- This indicates the list of books, journals and other documents that he/she has used in selecting the research problem and those that are likely to be helpful during the study.
- Written in alphabetical order
- Written in a new page in alphabetical order and using the APA format.

APPENDICES

Kindly refer to the above instructions mentioned in the main research format

UNIT II: INTERNSHIP REPORT

PART III: FIELD WORK REPORT WRITING GUIDELINES FOR HEALTH SCIENCES THIRD YEAR STUDENTS AND THEOLOGY DEPARTMENT

KIBOGORA POLYTECHNIC LETTERHEAD

**FIELD WORK REPORT WRITING GUIDELINES FOR
HEALTH SCIENCES THIRD YEAR STUDENTS**

TITLE

**(SAMPLE TITLE: MENTORING YOUTH FOR CHURCH GROWTH IN
RWANDA)**

PAPER PREPARED BY

NAME.....

REG NO.....

DATE OF SUBMISION

DECLARATION

Declaration by the Candidate

I.....hereby declare that this special study paper is my own original work and not a duplication of similarly published work of any scholar for a academic purposes. It has therefore not been submitted to any other institution of higher learning.

All materials cited in this paper which are not my own have been duly acknowledged.

Signed.....

Date.....

Declaration by the Supervisor

I declare that this work has been submitted for examination with my approval as KP Supervisor

SUPERVISOR'S NAME.....

SIGNED.....

DATE.....

DEDICATION

ACKNOWLEDGEMENT

LIST OF TABLES / CHARTS

SIGLES AND ACRONYMS

LIST OF FIGURES

TABLE OF CONTENTS

The field work is not a research work. The field work report is about the activities done in the field and the skills acquired during the exercise reflecting the academic competency at that level.

The purpose of a field report is to describe the observation of people, places, and/or events and to analyze that observation data in order to identify and categorize common themes in relation to the research problem underpinning the study.

The content of it represents the researcher's interpretation of meaning found in data that has been gathered during one or more observational events.

Begin with an Executive summary, then acknowledgment and table of contents before you start writing your introduction and first chapter.

Start with a summary of ½ a page to tell your reader what the purpose of the report is and how you went about gathering material, and what are your findings, then what the conclusions and recommendations are. Conclusions and recommendations will evaluate the comparative strengths of the alternatives and recommend a course of action. (This executive summary needs to be a good one).

CHAPTER ONE: INTRODUCTION

The introduction should describe the specific objective and important theories or concepts underpinning your field of study. The introduction will also describe the nature of the organization or setting where you are conducting the observation, what type of observations you have conducted, what your focus was, when you observed, and the methods you used for collecting the data.

You must also include a review of pertinent literature in the context of the following:

- ✓ Overview of the field work placement.
- ✓ Discussion of the primary functions, structure, business of the Organization or company and their role within that business.
- ✓ Review of the industry that the company works within.

CHAPTER TWO: WORK DONE AND LESSONS LEARNT

This includes a brief description of task undertaken. Deduce lessons learnt for each task undertaken (supervisor should make sure that Students produce information that relate to the log book).

Therefore, while writing your field report, systematically describe the varying aspects of an observed situation by answering *the Five W's of Investigative Reporting* as follow:

WHAT: What you observed includes the temporal, physical, and social boundaries you imposed to limit the observations you made. What were your general impressions of the situation you were observing?

WHERE: The background information about the setting of your observation must be recognized and this must include the geographical boundaries.

WHEN: Factual data about the day and the beginning and ending time of each observation must be recorded. Remember to include the background information or key events which impacted upon the situation you were observing.

WHO: These are the participants in the situation in terms of age, gender, and/or any other variables relevant to your study. Record who is doing what and saying what, as well

as, who is not doing or saying what. If relevant, be sure to record who was missing from the observation.

WHY: Why were you doing this? Describe the reasons for selecting particular situations to observe. Note why something happened or not. Also note why you may have included or excluded certain information.

CHAPTER THREE: LITERATURE REVIEW

The review of literature related to key task performed (supervisor will guide student on selection of the topic to ensure that;

- ✓ The review includes key academic theories
- ✓ Demonstrates that knowledge of student in area reviewed is up date
- ✓ Relates literature review with task undertaken
- ✓ With proper citation and footnotes

CHAPTER FOUR: FIELD CONTEXT ANALYSIS

Relate theories learnt in class with what is happening in the field/ context. Description of skills learned and enhanced, review of how the experience has affected.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

The conclusion should briefly recap of the entire study, reiterating the importance or significance of your observations. Avoid including any new information. You should also state any recommendations you may have. Be sure to describe any unanticipated problems you encountered and note the limitations of your study. The conclusion should not be more than two or three paragraphs.

WORD LENGTH

This report must be precise and concise in order to facilitate the reading and marking of it by concerned supervisors. For third year students in health sciences the report should not be less than 5,000 words and not beyond 6,000 words.

REFERENCES

List all sources that you consulted and obtained information from while writing your field report. Note that field reports generally do not include further readings or an extended bibliography. However, consult with your professor concerning what your list of sources should be included. Be sure to write them in APA style.

APPENDICES

This is where you would place information that is not essential to explaining your findings, but that supports your analysis, that validates your conclusions, or that contextualizes a related point that helps the reader understand the overall report. Examples of information that could be included in an appendix are figures/tables/charts/graphs of results, statistics, pictures, maps, drawings, or, if applicable, transcripts of interviews.

**PART III: INTERNSHIP REPORT FORMAT FOR BUSINESS AND
DEVELOPMENT STUDIES FACULTY AND THEOLOGY
DEPARTMENT**

INTERNSHIP REPORT FORMAT FOR BDS AND EDUCATION FACULTIES



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INTERNSHIP REPORT DONE AT.....(Name of organization)

FROMTO.....

NAME :

REG. NO :

ACADEMIC YEAR

SUPERVISOR:

SUBMISSION DATE: (month and year)

PRELIMINARY PAGES

Begin each part on a separate page

Headings must appear at the top of the page, positioned at the centre, in capital letters and in bold text.

Presentation of the preliminary pages takes the following sequence which involves some or all of the following parts:

- Executive Summary
- Acknowledgement
- List of acronyms
- Table of contents

CHAPTER ONE: OVERVIEW OF FIELD WORK

INTRODUCTION

- Overview of the field work placement.
- Discussion of the primary functions/ structure/business of the organization/company and their role within that business.
- Review of the industry that the company works within.

CHAPTER TWO: WORK DONE AND LESSON LEARNT

2.0 INTRODUCTION TO THE WORK DONE

- Brief description of task undertaken
- Deduce lessons learnt for each task undertaken
- Make sure that you produce information that relate to the log book

2.1 LESSON LEARNT AND FIELD ANALYSIS

- Relate theories learnt in class with what is happening in the market

- Description of skills learned and enhanced, review of how the experience has affected career plans and ambitions, and what skills the student may be currently lacking.

CHAPTER THREE: CONCLUSION AND RECOMMENDATION

3.1 Conclusion

- Provide an effective conclusion which gives the answer to the main questions/objectives of the report
- Your conclusion should provide a summary of what argued in before in the texts, and incorporate your personal view.
- Identify if there is any challenges in your analysis

3.2 Recommendations

In line with what you observed in your analysis, give your advice to the respective authority addressing the needs of your report and the challenges, if any.

REFERENCE/ BIBLIOGRAPHY

- Use either reference or bibliography as your heading for this section. In both cases, make sure that you discuss with your supervisor and agree on which term to use.
- Adhere to the alphabetical order i.e. different entries should be arranged in alphabetical order by the surname of the first author. Each entry starts with a hanging indent and 1.5 lines spacing between
- No numbering for your list
- You list the sources that you have used in your work. Don't list sources just for the sake of adding materials to this section

FORMATTING

Presentation Layout

General Text: 1.5 line spacing using one side of the page only.

Font: Times New Roman, font size 12.

Page number: centred at the bottom of the page.

Justified: Both left and right.

Headings: chapter heading print size 14 in bold typeface. Sub heading print size 12 in bold typeface.

Word length: your report should not **exceed 6,000 words**

Binding: One hand bounded of the field work report

NOTE:

- Please follow the structure of the report as indicated above.
- You are advised to plan your work carefully and back-up your work using different storage devices in order to avoid problems as a result of computer crash, virus attack or any other reason. Computing and printing problems will NOT be accepted as reasons for non-submission
- **PLAGIARISM is A CRIME** therefore, not accepted

PART IV: EVALUATION FORMS

SAMPLE OF SUPERVISORY FORM

A. SUPERVISOR’S FORMS AND TIMELINE

These forms must be filled by the Adviser or supervisor, the date activities and comments are to be given by the supervisors and signed when students meet with them.

RESEARCH PROPOSAL

| DATE | ACTIVITIES | REMARKS/COMMENTS |
|------------|--|---------------------------------|
| March 2015 | Chapter 1 Title Research objectives and research questions, background information, statement, purpose, significant, limitation, delimitation, scope | Recommendation Sign..... |
| | Literature Topics relevant related to objectives/Themes of the study. At least 4 pages typed) References, included | Sign..... |
| | Research methods Approach used, Research design, tools/instruments, sample population or size, Data procedures, sampling, Data analysis Reliability and validity | Sign..... |
| | Research instruments Questionnaires or interview guides, observation guide, Focus group. | Sign..... |
| | PROPOSAL FINAL COPY Research report typed, signed, completed for making | Sign..... |

Appendices

Time frame.

The research needs to make a progression of the research. The time frame guides the duration of the research.

Budget

- This is an estimate cost of the research.
- The researcher when drawing a budget is guided by the following questions:-
 - ✓ Who are the target group?
 - ✓ What are the costs implications involved in reaching the target group?
 - ✓ Does the researcher require other people to help in the research as assistants?
 - ✓ Do such people have momentary implications?
 - ✓ What activities does the researcher oversee in the research process and what monetary implication do they have?

1. FIELD WORK ASSESSMENT FOR HEALTH SCIENCES

Overall field work assessment in health sciences will be based on originality and has to meet standard required by KP in terms of presenting facts and solving problems.

Grades will be allocated as follows (out of 100%)

Supervisor's assessment: 20%

Student's book report: 30%

Student's final Report Presentation: 50%

CLINICAL EVALUATION FORM

| KIBOGORA POLYTECHNIC Faculty of Health Sciences CLINICAL EVALUATION FORM Student Name: _____ Unit of Evaluation: _____ Date & Time: _____ Name of Examiners: 1) _____ 2) _____ | | | |
|--|---|---------------------------------------|----------|
| No | Criteria | Score | Comments |
| 1 | Logbook completed | 2 | |
| 2 | General Appearance . well groomed . In full uniform(clean, closed shoes, student ID Card) . Clinical toolkit (Thermometer, stethoscope, watch) | 5 1 2 2 | |
| 3 | Presentation of client . Identifies client correctly . Introduces self to client . Introduces client to Examiner . Explains to the client and caretaker all that would be done to the client and obtains consent | 5 1 1 1 2 | |
| 4 | Nursing Process . Carries out appropriate assessment × <i>Obtains complete health history from client</i> × Takes time to study the client's notes (pt files) | 30 1 1 5 2 | |

| | | | |
|---|---|--------|--|
| | <ul style="list-style-type: none"> × use methods of physical exam (observ/palp/auscult/perc.) · Makes appropriate nursing diagnoses · Sets SMART goals/expected outcomes · Selects appropriate interventions · Sets appropriate priorities during clinical interventions · Evaluates care appropriately | 4 | |
| 5 | <p>Skills performance</p> <ul style="list-style-type: none"> · Washes hands correctly · Explains the procedure to the client / family and obtains consent · Prepares equipments correctly · Positions correctly the client · Maintains client's privacy · Demonstrates competency in skills: respect the standard procedure, achieve critical points of the procedure · Respect the principles of Asepsis · Manage time effectively · Efficient use of the available materials · Maintains communication with client during care · After finishing: <ul style="list-style-type: none"> - Thank the client - Put him/her in comfortable position - Discard and arrange materials appropriately | 2 2 | |
| 6 | <p>Documentation and Report</p> <ul style="list-style-type: none"> · Documents assessment done · Document procedure done | 6 | |
| | <ul style="list-style-type: none"> · Document and report relevant observations made during procedure | 4 | |
| 7 | Provides relevant health education to client | 5 | |
| 8 | <p>Professional behaviour</p> <ul style="list-style-type: none"> · Communicate well with the team staff, client/family · Communicates honestly | 1 5 | |
| | <ul style="list-style-type: none"> · Maintain good (therapeutic) relationship with client / family / relatives · Advocate for client | 2 2 | |
| | <ul style="list-style-type: none"> · Shows good judgement use critical thinking in situation | 2 | |
| | <ul style="list-style-type: none"> · Demonstrates observation skills | 2 | |

| | | | |
|----|---|----------|--|
| | · Attendance: Arrives on time, and available when needed | 3 | |
| 9 | Theory · Answers questions clearly and correctly | 5 | |
| 10 | Self evaluation (able to assess own skills competency, able to identify the mistakes, to recognize his/her own weaknes and strength Accepts constructive feedback | 5 | |

Total Score:...../100

2. INTERNSHIP EVALUATION FORM FOR EDUCATION STUDENTS

INTRODUCTION

Justification of internship

The role and utility of internship in the training of a teacher

CONTENT

Historical background of where internship was held.

Methodology: coherent presentation of school

Practice activities

Relevance ideas

Research efforts

Opportunities and constraints- lesson learnt

Language application (spelling mistakes etc)

CONCLUSION AND RECOMMENDATION



**EDUCATIONAL DEPARTMENT
SCHOOL PRACTICE/PLACEMENT ASSESSMENT FORM**

Name of student:..... Reg.
N^o:.....Combination of :.....
Name of school:.....
Senior:.....
Subject:.....Topic:.....Date.....

Instruction for scoring:

Award marks in the place provided and total up the scores at the end.

| ITEMS | A awarded Scores | Supervisor's comment |
|--|------------------|----------------------|
| I. TEACHING PREPARATION | 10 scores | |
| • Scheme of work | 5 | |
| • Objectives | 2 | |
| • Lesson Plan | 3 | |
| II. TECHNIQUES AND STRATEGIES USED IN EFFECTIVE TEACHING | 40 scores | |
| • Progression and linking with other session | 2 | |
| • Motivation of learners | 4 | |
| • Involvement of learners | 2 | |
| • Individualization of learners | 4 | |
| • Mastery of language(English) and other required language | 5 | |
| • Usage of examples and teaching learning aids | 10 | |
| • Opportunity for learners to internalize learnt material | 4 | |
| • Provision for enough exercises to learners | 4 | |
| • Summary of learnt materials | 2 | |
| • Assessment of learnt material and provision for feedback to learners | | |

| | | |
|--|------------------|--|
| III. LESSON CONTENT | 40 SCORES | |
| Materials development in lesson steps | | |
| • Consistence in delivery process | 7 | |
| • Accuracy of facts | 7 | |
| • Effectiveness of methodology used | 7 | |
| • Teaching skills used in the lesson | 7 | |
| • Amount taught | 7 | |
| Relevance of the conclusion | 5 | |
| IV. TEACHER'S PERSONALITY AND ATTITUDES | 10 SCORES | |
| • Communication and language adaptation to the learners | 3 | |
| • Classroom management | 3 | |
| • Mood and humour | 2 | |
| • Decent dressing | 2 | |
| TOTAL OF SCORES AWARDED OUT OF 100 | 100 | |

Name of supervisor, date and

signature

.....

Students' comments:.....

.....

.....

Student's name and

signature:.....

.....

STUDENT TEACHER’S CONFIDENTIAL REPORT

Name of studentReg
number.....
Schoolcombination
.....
Report submitted byHead of
school.....
Duration of
internship:to

1. ATTENDANCE

- a) Date of reporting on
duty.....
- b) Number of days absent during the above
period
- c) How often did the student teacher leave the school premises during working
hours without official consent?

| | | |
|------------|-----------|-------|
| Frequently | Sometimes | Never |
|------------|-----------|-------|

Comments

.....
.....
.....
.....

2. PUNCTUALITY

- Indicate the level of the student teacher’s punctuality/lateness:
- a) Commencement of the school day:
 - b) Starting classes :

| | | |
|---------|------------|-------------|
| Always: | Sometimes: | Frequently: |
|---------|------------|-------------|

Comments.

.....
.....
.....
.....

3. RELIABILITY

- How reliable and responsible was the student –teacher in his/ her
- a) Preparation of lessons?

.....
.....
.....
.....

- b) Giving and marking assignments?

.....
.....
.....

c) Participation in school life?

.....
.....
.....

4. **WORK OUTPUT, INITIATIVE AND CONSCIENCIOUSNESS.**

Comment on the amount of work done and the initiative and conscientiousness of the student teacher in doing it.

a) The student teacher's output was:

| | | |
|-----------|------------------------|------------------------|
| Very good | Sometimes insufficient | Regularly insufficient |
|-----------|------------------------|------------------------|

b) The student teacher's level of work was:

| | | |
|---------------|---------|---------------|
| Above average | Average | Below average |
|---------------|---------|---------------|

Comments on the student- teacher's initiative and conscientiousness:

.....
.....
.....

5. **PLANNING, ORGANISATION AND COVERAGE OF A WORK PROGRAMMES:**

Comment on:

The quality of the student-teacher's scheme of work:

.....
.....
.....
.....
.....

Was the scheme of work followed and covered?

.....
.....
.....

Did the student-teacher master the subject content and its procedures?

.....
.....
.....

6. **INTEREST IN PROFESSIONAL GROWTH:**

Evaluate the student- teacher’s interest and professional growth in his/her making regular.

Comments on the lessons taught as well as making and recording observations as instructed in teaching practice checklist.

| | | |
|----------|--------------|------|
| Outstand | Satisfactory | Poor |
|----------|--------------|------|

Comments

.....
.....
.....
.....
.....

7. THE STUDENT TEACHER RELATIONS WITH THE STAFF.

Comments on the student teacher’s:

a) Attitude to and cooperation with the staff members and administration.

.....
.....
.....
.....
.....

b) Willingness to accept and profit from advice:

.....
.....
.....
.....

8. THE STUDENT TEACHER’S RELATIONS WITH STUDENTS:

Comment on the quality of the student’s teacher’s with the students.

Did he/she handle them and stimulate their interest, participation and cooperation?

.....
.....
.....
.....

9. PERSONALITY AND GENERAL PROFESSIONAL COMPETENCE:

Comments on:

a) Significant personal qualities such as dress, decorum, confidence and sincerity:

.....
.....
.....
.....

b) General professional competences including any matter not dealt with above which you consider important:

.....
.....
.....
.....

10. GRADE AWARDED (Circle as appropriate)

- A Outstanding/excellent
- B Very good
- C Good
- D Satisfactory
- E Unsatisfactory

Signature

Date

Head of the school / the school stamp

3. KIBOGORA POLYTECHNIC STUDENT'S INTERNSHIP EVALUATION FORM FOR BDS STUDENTS

Students Names: _____

Organization _____

Internship period: _____

PURPOSES OF THIS SUDENT'S EVALUATION:

The purpose of this evaluation form is to take a personal inventory, to pin-point weaknesses and strengths of the intern student and to outline and agree upon his/her practical improvement program. This Evaluation will provide a history of development and progress.

INSTRUCTIONS:

Listed below are a number of traits, abilities and characteristics that are important for success in business studies. Place an "X" mark on each rating scale, over the descriptive phrase which most nearly describes the person being rated.

Carefully evaluate each of the qualities separately.

1. QUALITY OF WORK AND ACCURACY is the correctness of work duties performed...neatness, accuracy, and orderliness of work

| | | | | |
|--------------------------------|---|---|---|---|
| _____ Makes frequent errors | _____ Careless; makes recurrent errors | _____ Usually accurate makes only average Number of mistakes | _____ Requires little supervision; is exact and precise most of the time | _____ Requires no supervision; always accurate |
|--------------------------------|---|---|---|---|

2.ABILITY TO LEARN is the ability to grasp instructions, to meet changing conditions and to solve novel or problem situations, speed in mastering routines, grasping explanations, and retaining new knowledge.

| | | | | |
|--|--|---|--|---------------------------------------|
| _____ Very slow to "catch on" or absorb | _____ Requires more than average instructions | _____ Grasps instructions with average ability | _____ Usually quick to understand and learn | _____ Exceptionally keen and alert |
|--|--|---|--|---------------------------------------|

3.CREATIVITY is talent for having new ideas, for finding new and better ways of doing things and for being imaginative.

| | | | | |
|--|---|--|--|--|
| _____ Rarely has a new idea; is unimaginative | _____ Occasionally comes up with a new ideas | _____ Shows imagination; has reasonable number of new ideas | _____ Frequently suggests new ways of doing things; is very imaginative | _____ Continually seeks new and better ways of doing things, is |
|--|---|--|--|--|

extremely
imaginative

4. ATTITUDE AND COOPERATION is the sociability and warmth which an individual imparts in his/her attitude toward clients, other members of the organization, his/her supervisor.

| | | | | |
|---|--|---|---|---|
| Very distant and aloof; chronic complainer; may argue about or refuse assignments | Occasionally un-cooperative; shows little enthusiasm | Warm; friendly; sociable; responds well to changes and new routines | Very sociable and out-going; is usually cheerful; very flexible | Extremely sociable; excellent at establishing good will |
|---|--|---|---|---|

5. BUSINESS APPEARANCE is the personal impression an individual makes on others. (Consider cleanliness, grooming, neatness and appropriateness of dress on the duty.)

| | | | | |
|--|---|--|--|--|
| Very untidy; poor taste in dress; not suitable for the workplace | Sometimes untidy and careless about business appearance | Neat and clean; satisfactory business appearance | Careful about business appearance; good taste in dress | Unusually well groomed; very neat; excellent |
|--|---|--|--|--|

6. PHYSICAL FITNESS is the ability to work consistently and with only moderate fatigue. (Consider physical alertness and energy.)

| | | | | |
|---------------------------------|------------------------------|--|-------------------------|------------------------------|
| Tires easily; is weak and frail | Frequently tires and is slow | Meets physical and energy job requirements | Energetic; seldom tires | Excellent health; no fatigue |
|---------------------------------|------------------------------|--|-------------------------|------------------------------|

7. ATTENDANCE is faithfulness in coming to work daily and conforming to work hours.

| | | | | |
|---|---|----------------------------------|------------------------------------|---------------------------|
| Often absent without good excuse and/or often reports for work late | Lax in attendance and/or reporting for work on time | Usually present for work on time | Very prompt; regular in attendance | Always regular and prompt |
|---|---|----------------------------------|------------------------------------|---------------------------|

8. APPEARANCE ON DUTY is the orderliness and cleanliness in which an individual keeps his/her work area.

| | | | | |
|----------------------|------------------------------|--|--|-----------------------------------|
| Disorderly or untidy | Some tendency to be careless | Ordinarily keeps work area fairly neat | Quite conscientious about neatness and cleanliness | Unusually neat; clean and orderly |
|----------------------|------------------------------|--|--|-----------------------------------|

9. INITIATIVE AND DEPENDABILITY are the abilities to do required jobs well with a minimum of supervision.

| | | | | |
|---|------------------------------|--|--|------------------------------|
| Requires close supervision; is unreliable. Needs constant | Sometimes requires prompting | Usually handles necessary tasks and completes with | Requires little supervision; is reliable; works independently. | Requires absolute minimum of |
|---|------------------------------|--|--|------------------------------|

prodding and direction

reasonable
promptness

Good follow through

supervision; self
starter

10. JOB KNOWLEDGE/SKILLS is the information concerning work duties which an individual should know for a satisfactory job performance.

Poorly informed about work duties; requires much guidance and instructions

Lacks knowledge of some phases of work

Moderately informed; can answer most questions; knows job well; requires minor instructions

Understands all phases of work; sound grasp of essentials; knowledge of job.

Has complete mastery of all phases of job; exceptional

11. QUANTITY OR VOLUME OF WORK is the amount of work an individual does in a work day; speed and production.

Does not meet minimum requirements

Does just enough to get by

Volume of work is satisfactory

Very industrious; does more than is required. Consistently turns out more than average

Superior work production

12. TOLERANCE is the ability to withstand pressure and to remain calm in crisis situations.

Goes "to pieces" under pressure is jumpy and nervous

Occasionally "blows up" under pressure; is easily irritated

Has average tolerance for crises; usually remains calm

Tolerates most pressure; very good tolerance for crises

Thrives under pressure; really enjoys solving crisis

13. COURTESY is the polite attention the individual gives other people.

Blunt; discourteous; antagonistic; can be upset easily; touchy

Sometimes tactless; abrupt and impatient at times

Agreeable, pleasant and courteous

Always very polite and willing to help

Inspiring to others in being courteous and pleasant; extremely tactful

COMMENTS

MAJOR WEAK POINTS:

1. _____
2. _____
3. _____

and these can be strengthened by doing the following:

MAJOR STRONG POINTS:

1. _____
2. _____
3. _____

and these can be used more effectively by doing the following:

GENERAL ASSESSMENT NOTE:

| | 1/5 | 2/5 | 3/5 | 4/5 | 5/5 |
|-----------------------------|------------|------------|------------|------------|------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| Total | | | | | |
| TOTAL/65 | | | | | |
| PERCENTAGE/100 | | | | | |

Rated by _____

Organization Supervisor's Names and Signature _____

Date _____

Reviewed by KP Supervisor's Names and signature _____ Date _____

PART IV: OTHER INFORMATION

RESEARCH AND CONSULTANCY COMMITTEE OF KIBOGORA POLYTECHNIC

As High Learning Institution (HLI), Kibogora polytechnic (KP) has in its mandate to carry out research and consultancy be it by staff as well as by students. It is in this regard that a committee to promote and oversee these activities is critical. This committee shall report to the senate.

Terms of Reference:

1. To promote and facilitate research and consultancy activities
2. To obtain information and reports regarding research and consultancy and maintain the records
3. To receive submissions of research proposals and other forms of research applications from academic staff
4. To advise on fundamental issues related to research and consultancy policy for both academic staff and students
5. To develop, oversee and monitor processes in the institute for effective implementation of research and consultancy policy, procedures and good practice while endeavouring to identify resource needs and potentials
6. To monitor the quality of research and consultancy activities and advise
7. To provide an annual report on its activities under its terms of reference to the Senate
8. To encourage the publication of research results.
9. To initiate a KP magazine

Composition:

Chair of Committee, to be nominated on the discretion of the Vice Rector Academic

One representative nominated from each faculty

One representative nominated from each academic unit

B. MEMBERS:

- Pastor Mathias TWAHIRWA, PhD, Lecturer in the Department of Theology (elected chairman of the committee)
- Marie Cécile UWIHANGANYE, Dean of Students and Assistant Lecturer in Education (elected Committee Secretary).
- Providence SIBOMANA, Assistant Lecturer in BDS
- Védaste NGIRINSHUTI, Assistant Lecturer in HS

C. TERMS OF REFERENCE

The election of this committee was facilitated by Dr. Dariya MUKAMUSONI, the Vice-Rector of KP as the meeting leader. This committee stated working on January 8, 2015 with the following assignment :

10. To obtain information and reports regarding research and consultancy and maintain the records
11. To receive submissions of research proposals and other forms of research applications from academic staff
12. To advise on fundamental issues related to research and consultancy policy for both academic staff and students
13. To develop, oversee and monitor processes in the institute for effective implementation of research and consultancy policy, procedures and good practice while endeavoring to identify resource needs and potentials
14. To monitor the quality of research and consultancy activities and advise
15. To provide an annual report on its activities under its terms of reference to the Senate
16. To encourage the publication of research results.
17. To initiate a KP magazine

D. ACHIEVEMENTS

In this regard, this committee is proud of the following achievements:

1. Election of the committee under supervision of KP academic Vice Rector
2. Elaboration of KP research guidelines for KP students
3. Elaboration of internship report format
4. Elaboration of final field report writing
5. Elaboration of dissertation report format (memoires)
6. Elaboration of assessment / evaluation sheet to be marked by 1 KP supervisor.
7. Internship Marking allocation
8. Information Collection on Research papers and internship ' supervision from some existing accredited institutions of higher learning in Rwanda revealed the following research fees structures:

| Institution | Student dues in Rwf | Supervisor allowance | Panels allowances | Comments |
|-------------|---------------------|----------------------|-------------------|--|
| ICK | 130 000 | 100 000 | 30 000 | No balance for the institution |
| ULK | 160 000 | 100 000 | 40 000 | 20 000 for the institution |
| INILAK | 150 000 | 100 000 | | The balance is shared between the panel members. |

9. Proposal on research supervision payment includes the recommendations and suggestions listed below.

E. OBSTACLES

Various academic tasks assigned to different members of the committee

F. REMAINING TASKS

More are to be done. This is just the beginning taking into consideration of the above mentioned terms of reference