

**INSTITUTE OF RURAL DEVELOPMENT PLANNING  
(IRDP) – DODOMA – TANZANIA**



**BACHELOR DEGREE SECOND YEAR FIELD ATTACHMENT GUIDELINE**

**2022**

## **1.0 IRDP's LOCATION, VISION, MISSION AND FUNCTIONS**

### **1.1 About the Institute of Rural Development Planning**

The Institute of Rural Development Planning is located at Miyuji/Mbwanga area, about 7kms from Dodoma City Centre along Dodoma to Arusha Road. The Institute is a corporate body established by the Parliamentary Act No. 8 of 1980s. This Act provides a legal framework for the Institute to be established as an important national centre for provision of training, research and consultancy services in the field of rural development planning and management with main objective of alleviating qualitative and quantitative shortage of skilled manpower within the framework of sustainable capacity building directed towards reducing poverty and attaining sustainable development.

IRDP strives to enhance and strengthen capacity for rural development practitioners by providing post-secondary education and training, research and consultancy services, IRDP is thus a multidisciplinary and multi-sectorial institute empowered to oversee and coordinate the provision of expertise to in-service and pre-service personnel involved in rural development planning in the country. Since its establishment, IRDP has been shaping destinies in planning and research methodologies focusing on the future prosperity of its students. As a result, graduates with IRDP qualifications have made valuable contributions in their fields. They are a proof of our unique approach of learning and training methodologies. IRDP Provides a conducive environment for teaching, learning and working to both students and staff. This includes library, academic blocks and the multipurpose hall.

### **1.2 IRDP Vision**

The vision of IRDP is to be a centre of excellence in professional training, research and consultancy in the field of rural development planning for poverty reduction and sustainable development.

### **1.3 IRDP Mission**

The mission of IRDP is to facilitate the process of Rural Development Planning and Management in the Country, by providing top quality training, Research, and Consultancy services aimed at bridging the knowledge and technical gap between the different development planning practitioners. These include the central Government Sectors, Local Government Authorities, Non-Governmental organizations; Community based organizations and the private sector.

### **1.4 Functions of the Institute**

The functions of IRDP were stipulated in the establishment Act No. 8 of 1980 as:

- a) To promote social and economic development by providing opportunities for the study of and training in the principles, techniques and their practical applications in all aspects of rural development planning.
- b) To provide facilities places and centres of learning, education, training and research in rural development planning and such other related subjects and disciplines as the Council may decide from time to time.
- c) To conduct training programme in all discipline related to rural development planning including the preparation, application and evaluation of development programme.

- d) To undertake, either alone or in association with any other person or body of persons within or outside the United Republic, research in methods and techniques of improving regional and rural development planning.
- e) To monitor and co-ordinate research and training programmes related to rural development.
- f) To collect, publish or otherwise disseminate data and other information related to rural development including the publication of results of any research carried out by the Institute.
- g) To sponsor, arrange or provide facilities for conferences, seminars or symposia on subjects related to rural development planning.
- h) To provide advisory, consultancy research and other services to the Government, organizations, villages and individuals in matters related to rural development planning.
- i) To prepare students for such examinations as may be conducted by the Institute and to grant such awards as may be prescribed under or in accordance with the Act.
- j) To establish and maintain a system of consultation and co-operation with any person or body of persons within or outside the United Republic engaged in activities related to the functions of the Institute.
- k) To perform any other function conferred upon the Institute by or under this Act.

## **2.0 Introduction to Field Attachment Programme (FAP)**

Field attachment programme (FAP) is a crucial integrated part of the Bachelor's Degree Programme offered at the Institute. The programme is undertaken at the end of second semester of second year of study by all bachelor degree students. The programme is designed to give a student a chance to learn, experience and observe what he/she has learnt in class, in real working environment.

## **3.0 Objective FAP**

The main objective of the FAP is to enable a student to get hold of practical skills and professional experience related to her/ his field of study. Specifically, the FAP aim at:

- a) Inculcating knowledge of different development processes taking place in the real world working places.
- b) Imparting students with skills of carrying out different activities related to their field of Study specialization.
- c) Developing student's ability to perform planning activities relevant to the field she/he is pursuing.
- d) To enable students to feel the application of the theories learnt in class and their area of applications.

## **4.0 FAP Principles**

These regulations are part of IRDP examination regulations of 2003/2004 as stipulated in the Institute's curriculum:

- a) IRDP has assigned Programme Coordinators the duty and responsibilities of overseeing the planning and implementation of the FAP.
- b) The FAP shall be conducted in the second half of the second semester.
- c) The period for FAP shall be one and a half month.

- d) The programme Coordinators with the help of Head of Department will be responsible for soliciting FAP stations and allocation of students to same.
- e) Students shall be allowed to propose FAP station in the first semester of second year and submit to their coordinator for solicit.
- f) Student must ensure before departure to FAP, he /she:
  - i) Have acceptance/ approval letter from the FAP station.
  - ii) Have all required forms to be field during the FAP from the Institute
  - iii) Have all required guidelines for completion of FAP
  - iv) Have an Introduction Letter from the Institute
- g) During arrival at the FAP station, the student shall fill in an "Arrival notification form" prepared and issued to each student by IRDP, and there after the form to be collected by IRDP supervisor during supervision (Appendix I).
- h) The student in collaboration with "Field Supervisor" has to prepare a FAP schedule before departure for the FAP.
- i) The student is responsible for bringing the Assessment form, filled in by the "Field Supervisor" in confidential sealed envelope together with his/her FA report to the respective Programme Coordinator and submit them.
- j) Each student shall be required to pass the FAP before proceeding to the next academic year.
- k) A student who fails the FAP shall be discontinued from the studies.**
- l) A student who does not go to a place allocated to him/her without a compelling reason shall be discontinued from studies.**
- m) A student shall hand in his/her FAP report for assessment in the first week of the next academic year without any delay.**

#### **4.0. FA Skills for IRDP Students**

This part intends to provide an indication of the various aspects, which may be covered during the FAP period. Since the FA is being conducted outside the Institute as a way of enabling students to obtain various skills and professional experience of the world of work, which is open and changing, thus there is no blue print or fixed content of what should be covered at the FA station as is done in the class.

However, in order to bring in some control measures, a broader coverage of the possible skills that may be obtained from the FA in the specific programme is being provided here under;

- a) Skills in planning systems**
  - o What planning system is in practice at the FAP station?
  - o What are the planning processes in place at the FAP station?
- b) Data collection for planning purposes**
  - o Data analysis
  - o Writing the district/area development plan.
  - o Writing project documents.
- c) Skills in implementing development projects/plans.**
  - o Translating development plan/project documents into budget.
  - o Planning for implementation
  - o Implementing the development plan/project.

- d) **Skills in Monitoring and Evaluation**
  - o Preparation of Monitoring and Evaluation system
  - o Conducting monitoring exercise
  - o Conducting Evaluation exercise
- e) **Skills of involving the Participation in Planning.**
  - o Needs assessment
  - o Awareness creation
  - o policy advocacy and lobbying

### **Reminding note**

As it may be noticed, the coverage is too broad and it is obvious that the issues can be hardly be covered in one and half months. However, it is expected that at least the student will get to know how the situation of the she/he will assume in the future looks like.

## **5. Selecting FAP Station**

The FAP station is a place where the students can be attached for their field work assignment. The suitability of the station will largely depend on the availability of activities expected to provide skills and professional experience to the student.

## **6. Students Responsibility**

- i) To report to the FAP in-charge at the station
- ii) To fill in and post to IRDP the arrival notification form in the first week of FAP
- iii) To observe punctuality for the whole period of FAP at the station.
- iv) In collaboration with *In the field supervisor* the student has to prepare a work schedule in the first week of FAP
- v) To perform all activities in the work schedule and other activities assigned by the *In the field supervisor*.
- vi) To keep daily records of activities performed in logbook form.
- vii) To prepare weekly reports giving a summary of important activities performed
- viii) To reflect on the theories learnt in the class to see whether they work in the real world.
- ix) To show the sense of responsibility adult, work independently under minimum supervision.

## **7. Responsibility of *In the field supervisor***

*In the field supervisor* is a person appointed by the organization/institute or company in which the FAP is taking place to supervise students. S/he is responsible for the day-to-day supervision of the students.

The duties and responsibilities of *In the field supervisor* are:

- i) To sign and stamp the arrival notification form of the student.
- ii) To orient student with organization's activities.
- iii) To figure out types of activities to be performed by the students so as to gain relevant skills.
- iv) To assist students to prepare work schedule in the first week of FAP.
- v) To administer and follow up the student's progress of FAP activities.
- vi) Sign the student's logbook once a week

- vii) Assess the student's performance and award points accordingly. The points/award will be written in special assessment form which the supervisor will handle it to a student in confidential sealed envelope.
- viii) Considering the student as a person with sense of an adult therefore, being treated as other workers.

**Reminding note:** FAP is organized and supervised by IRDP Programme Coordinator of the respective programme.

## **8. Logbook**

The log book is a day-to-day data collection describing the actual tasks the student has performed. As the name suggests, the logbook has been written on special format forms which will be provided by the Institute of Rural Development Planning. The logbook has to be compiled on site and signed by the "local supervisor" (Field Supervisor).

## **9. Assessment of FAP**

Due to the important role of FAP in the planning courses of the Institute, the FAP for first and second year together contribute 20% of the dissertation paper prepared in the third year by each student.

The assessment of the FAP will consider the following areas:

### **Report assessment**

- Organization of the report
- Description of study objectives
- Description of student involvement
- Problems identification and success
- Conclusion
- Recommendation

### **Logbook assessment**

- Arrangement of activities
- Adherence to guidelines
- Neatness

### **The in-field supervisor assessment**

- Students Discipline
- Students Personality
- Ability to work independently
- Student initiative capacity
- Ability to work with others
- Student responsiveness to orders
- Ability to use knowledge and practice

## **10. GUIDELINES FOR WRITING FA REPORT**

The objective of the Field Attachment report is to foster and reflect;

- i) The student's understanding and appreciation of planning practices
- ii) The student's appreciation of what might be his/her responsibilities after graduation and the people she/he will have to work with.

- iii) The student's ability to communicate planning information.

Every student is supposed to submit a written report at the end of the field attachment period. This is to be compiled in accordance with the guidelines given below.

- i) **All reports must be computer typed** and should reach the course coordinator of the respective year by the beginning of the first week of the first semester of the next academic year.
- ii) After the evaluation, the report will be returned to the students for necessary corrections.
- iii) It is anticipated that the students will keep the reports as evidence of professional experience.
- iv) Reports to be submitted by all students shall consist of two parts; an *introductory part*, *presentation* and *discussion of the findings*.

### **An Introductory Part**

The aim of this introductory part is to describe the area where the organization is located, the activities of the organization where the FAP was conducted including brief description of the area profile, specific description of the departments/sections in which the student was working. The introductory part is intended to show inter relationships within the organization. The organization chart may be used to elaborate on responsibilities and flow of information within the organization.

### **Presentation and Discussion of Findings**

This part aims to give opportunity to the students to contribute their own opinions on possible solutions for an existing problem on such matters as; the unity operation, methods and procedures, working facilities, innovations and improvement.

### **Outline for the FAP Report**

**Cover page** Should bear

- o The Name of the Institute of rural development planning.
- o Title of the report e.g., Field Attachment Report Conducted at Kwemkomole Village.
- o Student Name
- o Programme and year of study
- o Address of the Institute
- o Date

**Pages before chapters** Should bear

- o Abstract
- o Acknowledgement
- o Table of content
- o List of tables
- o List of figures
- o List of appendices
- o Abbreviations
- o Definition of terms

## **CHAPTER ONE**

### **1.0 Introduction Part**

Before putting forward the profile of the FAP station, the student needs to tell in a nutshell why she/he has conducted the field attachment, where the field was conducted, in which organization/institute/department and what the reader should expect to see in the report.

### **1.1. Brief Profile of the FAP Area**

In this part student has to select some few physical, social, economic and cultural aspect relevant to his/her FAP. The relevance can be determined by looking the relationship between the aspects and the functions performed by the organization/institute in which the student id attached.

### **1.2. Background Information to Organization**

In this subsection student should exactly state the organization/institute he/she is referring e.g., BACKGROUND INFORMATION OF KWEMKOMOLE VILLAGE. Basically, this subsection requires student to give the profile of the organization or institution he/she was attached to some of the aspects include establishment of the organization management including organization chart, objectives and functions of the organization/institute.

## **CHAPTER TWO**

### **2.0 presentation and discussion of findings**

This part briefly describes student's involvement in the organizations' activities. In this part student have to explain how he/she was involved in the organization's activities. Since the work schedule will be appended to his/her report, this part should be as brief as possible for the purpose of helping the reader to reflect on the problems and prospects to be presented in the next subsection.

### **2.2 Problems Identified and Success**

In this sub section the student has to identify practical problems faced by the organization as well as the achievements that so far, the organization has registered. He/she need to explain how and why she has come to conclude that those presented situations are problems to the particular organization.

### **2.3 Conclusion and Recommendations**

#### **2.3.1 Conclusion**

Student has to give summary of the major findings as discussed in his/her ability to interpret issues and draw valid conclusions.

#### **2.3.2 Recommendations**

Based on the draw conclusions, the student has to advise workable solutions for the improvement of the organization performance. It is in this part where the student is expected to show the ability to apply planning skills in solving problems.

### **Reference or Bibliography**

This part shows list of books and other reading materials used as reference to your report. This could be in APA Style.

### **Appendices**

Should bear/attached different forms used in FAP.



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**FIELD ATTACHMENT (FA) ARRIVAL NOTIFICATION FORM**

1. Name of student.....
2. I declare that I have started working (mention the name of the FA station) .....  
.....  
Address P. O. Box: .....  
Tel. No: .....
3. Date of starting FAP: .....
4. Name of the Project/department.....
5. My *In the field supervisor's* name is.....
6. Her/his position is.....
7. My contact address is.....
8. Place .....
9. Student's Signature: ..... Date .....
10. In the field Supervisor's contacts .....
11. In the field Supervisor's Signature ..... Date .....
12. Official Stamp.....

To be sent to:

**Course Coordinator**

**2<sup>nd</sup> Year - BDPCD**

**Institute of Rural Development Planning**

**P. O. Box 138**

**Dodoma**

**FIELD ASSESSMENT FORM**  
**INSTITUTE OF RURAL DEVELOPMENT PLANNING (IRDP) – DODOMA TANZANIA**



**FIELD ATTACHMENT ASSESSMENT FORM**

(To be filled by immediate supervisor during field study, sealed in a confidential envelop and hand in to student for submission to IRDP)

1. Name of student.....

2. Number of contact days.....

3. From.....to.....

S/N	Item to be assessed	Total	Marks awarded by in the field supervisor
1	Students Punctuality and discipline	10	
2	Student personality	7	
3	Ability to work independently	13	
4	Ability to work with others	10	
5	Student responsiveness	10	
6	Student initiative capacity	13	
7	Ability to use knowledge, practice and skills in area of specialization	10	
8	Quality and clarity of assigned work	10	
9	Ability to collect data and produce report(s) as required	7	
10	Student contribution to your organization	10	
	<b>TOTAL</b>	<b>100</b>	

Name of field supervisor.....

Position of supervisor.....

Official Stamp and date.....

## FIELD ATTACHMENT LOG BOOK



Name of student.....

Field attachment station.....

Number of contact days.....

From ..... to.....

Date	Planned Activities	Accomplished Activities	Activities not accomplished	Signature of the field Supervisor

Date of Field attachment completion..... Signature and official stamp.....