



KMTTC is ISO 9001:2015 Certified

Kenya Medical Training College



**FIELD ATTACHMENT
POLICY**

MAY 2019

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PREFACE

On behalf of the Kenya Medical Training College (KMTc) Board of Directors, I am delighted to approve this Policy for use by Management. The KMTc Board is determined to improve access to and equity of quality medical training and to ensure that the institution plays its role in the realization of Sustainable Development Goals (SDGs), Vision 2030, health sector policies and the government agenda on the “Big Four”. The Board continues to realize the set milestones which contribute to improving the quality and quantity of essential health care providers. Inadequate numbers of skilled care providers have had a negative impact on efforts to expand access and improve the quality of health services. This situation is compounded by continued high prevalence of communicable and non-communicable diseases in the country.

Towards this end, the KMTc Board of Directors under my leadership is determined to critically address the task of defining long-term strategies for addressing the constraints to training and development of quality health care providers through:

- i. Improved policy and corporate governance for enhancing accountability and decision making.
- ii. Enhanced access, quality, relevance and equity in medical training.
- iii. Prudent resource utilization and good infrastructural management.
- iv. Increased visibility of Kenya Medical Training College nationally and internationally as a premier institution focusing on training, research and consultancy.
- v. Improved resource base, partnership and linkages.

In response to the 2010 Constitutional agenda, the Board will continue to direct efforts at advancing community – oriented programs that respond positively to the country’s social and economic development agenda. This Policy therefore provides an analysis of the internal and external environment, and makes strong statement on the role KMTc will play in supporting the Government to realize sustainable growth in the health sector. The Board is dedicated to offer oversight on the operations and management of the College to ensure sustainable delivery of health coverage in the country and beyond. I believe successful implementation of the Policy will be realized through total commitment of the entire staff, students and other key stakeholders.



Prof. Philip Kaloki, MBS,

Chairperson, KMTc Board of Directors.

FOREWORD

This document stipulates policies for KMTC Campuses Field Attachment as part of examinable area of study for our students, Medical & Health studies being majorly practical. They govern the students, lecturers and administrators on how the Field Attachment is conducted. It is meant to be adhered and observed to strictly, to enhance a uniform and standardized way of examining KMTC students on the practical aspects of their studies. KMTC shall maintain consistency and quality assurance on all the processes of Field Attachment. The Policy is anchored on the functions of the Academic Board as stipulated in the in the KMTC Act of 1990, Cap 261.

This Policy is therefore expected to promote professionalism, accuracy, integrity, as well as to enhance efficiency, uphold moral and professional ethics. It is envisaged that when Policy is implemented, it will:

- (i) Promote equality, social justice and foster honesty and dedication to improve results.
- (ii) Under the general direction of College Academic Board and the supervision of the Campus Principal, help in decentralization of Student attachment processes to KMTC Campuses.
- (iii) Portray uniform practices in conduct of the field attachment.

KMTC being the oldest and largest mid-level medical training, research and consultancy institution in Kenya and beyond, this Policy seeks to enhance stakeholder confidence in our products based on the process, conduct and standardization of our field attachment procedures and instruments.

If for any reason circumstances arise that are not covered by this Policy, the College Academic Board shall give direction accordingly.



Prof. Michael Kiptoo,

Chief executive Officer

VISION

A model institution in the training and development of competent health professionals

MISSION

To produce competent health professionals through training and research, and provide consultancy services

CORE VALUES

Accountability

Integrity

Responsiveness

Equity

Teamwork

Professionalism

Creativity and innovation

ABBREVIATIONS

CEO	Chief Executive Officer
COBES	Community Based Education and Services
FQE	Final Qualifying Examination
KMTC	Kenya Medical Training College
SDGs	Sustainable Development Goals

1.0 INTRODUCTION

1.1 Definition of Field Attachment

- i. In the context of this Policy, field attachment is a field-based practical training experience that prepares trainees for the tasks they are expected to perform on completion of their training.
- ii. In the context of these guidelines, field attachment is a field-based practical training experience that prepares students for the tasks they are expected to perform on completion of their training. Currently field attachment in Kenya Medical Training College (KMTC) is known by several names in different faculties and/or Departments related to disciplines. The other names for it include: internship, academic practice, Community Based Education and Services (COBES), and health facility/clinical setting.
- iii. During consultations with the various stakeholders, it was noted that the terminology “internship” which had earlier on been adopted might be confusing with respect to the conventionally and internationally known post- basic training in some professions, especially those that do not subject their graduates to this pre-requisites before engagement on employment.
- iv. It was therefore agreed and recommended that for avoidance of this confusion, the term “Field Attachment” be adopted for all teaching units to mean any approved field based practical work carried out by staff and students for the purpose of teaching and/or research in places outside the KMTC control but where the College is responsible for the safety of its staff, students and others exposed to their activities.

1.2 Objectives

The purpose of field attachment at Kenya Medical Training College is to produce practically oriented graduates that meet the required job-related competences of their future employers. Additionally, it serves as a linkage between the KMTC and various partners who consume services and/or products of the College. The specific objectives of the field attachment program are as follows: -

- i. To enable students, get hands-on/real life experience they are expected to work in when they graduate.
- ii. To provide an opportunity for students to apply the principles and techniques theoretically learnt into real-life problem-solving situations.
- iii. To provide an opportunity for students and academic staff to interact with the stakeholders and potential employers and thus appreciate field situations that will also generate information for curricula review and improvement
- iv. To develop student understanding of work ethics, employment demands, responsibilities and opportunities.
- v. To enhance and strengthen linkages between Kenya Medical Training College and various stakeholders.

1.3 Expected Benefits from Field Attachment

Field attachment will be implemented through partnership between the College and other partners who consume the College's products and services. This partnership has three key stakeholders namely: the College, the students and the College partners. Commitment to this partnership rests on mutual benefits for all the key partners. The expected benefits of the program for the different parties include:

1.3.1. Kenya Medical Training College

- i. Will get opportunity to appreciate client demands and the quality of graduates required to fulfill these demands.
- ii. As a result of the cooperation, the potential for research will be enhanced and developed with the various partners.
- iii. Will get opportunity to access training facilities and resources to complement those available at Kenya Medical Training College.

1.3.2. Students

- i. Will acquire new knowledge, skills, attitudes and practical experiences.
- ii. Will improve their confidence in problem solving.
- iii. Opportunity to relate to different categories of people likely to be met in the real-life situation.
- iv. Will gain exposure to the demands and challenges of the work place.
- v. Will get opportunity to meet and work with potential employers.
- vi. Will have improved appreciation of the profession and therefore better work ethics.

1.3.3. College Partners

- i. Will get opportunity to be involved in training and review of programs at Kenya Medical Training College.
- ii. Will be exposed to a pool of potential employees from which to select.
- iii. This will ultimately reduce the cost of induction/orientation of new employees,
- iv. Will get additional well trained human resource for effective and efficient service delivery.

1.4 Roles and Responsibilities of the Stakeholders

If the field attachment program is to be implemented effectively and sustainably, the various partners have to commit themselves to specific roles and responsibilities. The following are the roles and responsibilities of each partner:

1.4.1. The College

- i. Will provide overall institutional management of the program.
- ii. Shall integrate field attachment into the College curricula and have it reviewed periodically.
- iii. Will be responsible for developing a monitoring and evaluation criteria for the field attachment program including the code of conduct for students and staff.
- iv. Shall initiate partnership with relevant organizations and concretize this partnership with Memoranda of Understanding.
- v. Will assist whenever possible with identifying sites that offer valuable learning experiences to the students.
- vi. Shall source for funding from development partners and internally to support implementation of the field attachment program.

- vii. Will create platforms and mechanisms for sharing experience arising out of the field attachment program by the stakeholders.
- viii. Shall be responsible for providing insurance cover to the students on attachment.
- ix. Will assist whenever possible with linking students to potential employers from the pool of partners.
- x. Will organize stakeholders' periodical forum to discuss common challenges and celebrate achievements.

For purposes of implementation, the College will perform its roles and responsibilities through the respective Campuses and coordinated by the Academic Board Field Attachment Sub Committee. In addition, students shall have specific targets provided by their departments /faculties.

1.4.2 Roles and Responsibilities of Students

- i. Shall take field attachment as part and parcel of their training at Kenya Medical Training College and have positive attitude towards learning by practice.
- ii. Shall respect all field supervisors and any other persons they interact with throughout their field attachment period regardless of their background training and social differentiation.
- iii. Shall work willingly wherever they are attached.
- iv. Shall develop the day-to-day work plans with their field supervisors.
- v. Shall adhere to the field attachment code of conduct and also code of conduct of the host organizations.
- vi. Shall be expected to provide reports and other forms of feedback to the College and the host partners.

1.4.3 College Partners

- i. Shall participate in the planning, supervision and evaluation of the students on field attachment.
- ii. Will provide on-site technical and professional guidance to the students on field attachment throughout the field attachment period.
- iii. Will provide feedback to the College on the experience of the field attachment program.
- iv. Will commit their organizational facilities and/or resources for effective implementation of the field attachment program.
- v. Will engage in a mutual learning exercise together with the students and staff of Kenya Medical Training College.
- vi. Will provide students on field attachment with a wide range of experiences that go beyond technical skills.
- vii. Will provide quality services in various disciplines for community and national development.
- viii. Will provide a conducive learning environment to the students on attachment.

2.0 BRIEFING OF THE STUDENTS

Before the attachment, students should be briefed a week before they sit for the end of semester examination, so that they can prepare for and appreciate field attachment as an integral part of their training programs. In such briefing, the following are some of the areas that shall be addressed:

- i. The purpose of the field attachment program.
- ii. Basic requirements in terms of equipment and materials.
- iii. Code of conduct expected of the students during the field attachment.
- iv. Roles of the various supervisors (academic and field supervisors).
- v. Grading/evaluation of the field attachment program.
- vi. Various channels of communication for students on field attachments e.g. where and how to report when they have problems.
- vii. The final field attachment report format.
- viii. When and how to hand over materials/equipment lent to them (by the host organization) during field attachment.
- ix. Other matters concerning their welfare during the field attachment.
- x. Health and safety issues.

2.1. Duration and timing

The year of study that students will go for field attachment depends on the design of the academic program. Each teaching department will conduct its field attachment as per its curriculum.

2.2. Facilitation

The process of facilitating students in finding sites for field attachment will include preparing letters of introduction and other necessary documents e.g. guidelines for field attachment report writing, students' evaluation forms and log books.

2.3. Supervision

- i. There will be two distinct levels of supervision: site level day-to-day supervision by the field supervisor and the academic supervisor from the College.
- ii. Each site/student will be visited at least once by the academic supervisors.
- iii. During the visit, the academic supervisor will interact with the student on field attachment, field supervisor /other relevant officials and also visit the attachment sites to acquaint himself/herself with the activities of the student.

2.4. Evaluation

- i. Each department / faculty will carry out field attachment assessment as per its curriculum.
- ii. The field attachment, being part and parcel of the academic program, must be assessed, graded and the grades should contribute towards the grade in Practical/ Clinical Assessment in Final Qualifying Examination (FQE).
- iii. The field attachment grades should appear on the student transcript as an independent course.

2.5. Organization of Field Attachment

2.5.1 Steps for Organizing Field Attachment:

- i. Program Management
- ii. Budgeting
- iii. Pre-placement
- iv. Placement
- v. Supervision
- vi. Evaluation

Program administration

Field attachment at KMTC will be handled by the following organs;

2.5.2. Academic Council's Field Attachment Sub Committee

In order to make field attachment a College rather than a teaching unit affair, Academic Board Field Attachment sub Committee should be established at Management level with the following terms of reference:-

- i. To co-ordinate and harmonize the field attachment activities in all units.
- ii. To review supervision, assessment and final evaluation of the field attachment programs in different teaching units periodically.

2.5.3 Faculty Committees on Field Attachment

At unit level, there will be a Faculty/Department Field Attachment Committee chaired by the Dean. It will comprise of the following:-

- i. Dean
- ii. Heads of Department
- iii. Field Attachment Co-coordinator(s)

The terms of reference of the unit level committee shall include:

- i. To carry out budgeting for field attachment
- ii. To assist the College in identifying funding sources
- iii. To review placement and supervision procedures
- iv. To handle assessment and the final evaluation of field attachment
- v. To mainstream field attachment in the academic programs

2.5.4. Budget

The sponsors of students and the College should consider field attachment as a priority academic activity. The following are recommendations on sustainability measures: -

- i. KMTC to commit by giving the necessary financial support for field attachment.
- ii. The College to cost Field Attachment and the fees passed over to the benefactors of the students. The tuition should have the field attachment component.

- iii. Teaching units should form partnership with the Counties and private sector and negotiate how best the partners can support the field attachment program. The teaching units should endeavour to source for additional resources from development partners to support the field attachment program.
- iv. In addition to supporting the field attachment programs directly, County Government and development partners should support participating institutions to offer field attachment to students.
- v. On-site supervisors should be recognized and motivated through appropriate means such as payment of honorarium and/or a letter of recognition.
- vi. Each unit will have an annual field attachment budget with the following line items:-
 - a. Students' maintenance.
 - b. Student's materials and equipment.
 - c. Planning and preparation for students' placement and supervision.
 - d. Meetings
 - e. Transport.
 - f. Subsistence.
 - g. Communication.
 - h. Stationery.
 - i. Academic Supervision.
 - j. Transport.
 - k. Subsistence.
 - l. Facilitation for on-site supervision
 - m. Coordination expenses.

2.5.5 Pre-placement

This activity consists of three tasks namely; visits to field attachment areas and joint planning, briefing students and re-orientating the academic staff.

2.5.6. Visits to Field Attachment Sites and Joint Planning with the Partners

- i. The purpose of the visits is to identify partners/sites and negotiate relationships, roles and responsibilities. The visits should be followed by exchange of communication with the partners to confirm appointment. Academic staff together with the partners should identify suitable sites for students' attachment. Criteria for site selection should be as follows
 - a) Availability of suitable field supervisor(s).
 - b) Availability of supportive facilities to the learning of the student(s).
 - c) Availability of on-going activities to provide learning experiences to the student(s).
 - d) Gender needs.
 - e) Health and safety of the site.
- ii. Joint planning should include drawing an action plan for implementation

of the program; agree on the evaluation criteria of the students on field attachment and modalities for supervision. It also involves training of the field supervisors in specific requirements for supervision and evaluation of the students on field attachment. This activity should be carried out during the break between Semester I and II.

2.6. Re-orientation of the Academic Staff

- i. Since all the academic staff will participate in supervision of the students on field attachment, they should all be involved in the planning and organization of the exercise. They should be well re-oriented on the following:-
 - a) The purpose of the field attachment program.
 - b) What the task involves.
 - c) Development and review of the monitoring and evaluation/assessment criteria.
- ii. This activity should be carried out before the visits to the field attachment sites. This is because some of the staff will be involved in the pre-placement preparations.

2.7. Placement

2.7.1. Duration and Timing

- i. The year of study that students will go for field attachment depends on the design of the academic program. While cognizant of the cost of the field attachment program, it is nevertheless preferable that students have field attachment at least twice but not more than thrice during their training at the College. This is considered to be the adequate period for students to have a first experience, conceptualize those experiences in their training and try out what they have learnt in another way (in the second field attachment).
- ii. It is recommended that all teaching units conduct their field attachment at the end of the second semester and each period of field attachment should last at least eight (8) weeks per year.

2.7.2 Posting

The process of posting students for field attachment will include:

- i. Identifying suitable candidates for each site.
- ii. Preparing letters of introduction and other necessary documents e.g. guidelines for field attachment, report writing, students' evaluation forms, log books and journals.
- iii. Payment of students' field attachment logistical and financial support, which should be harmonized with the time of posting. The payment of student allowances should be done not more than one week before their date of reporting for the field attachment.

2.7.3. Students' Records

- i. Students on field attachment will be required to keep notebooks (or log books) where they will enter their daily records of the activities they are engaged in as well as new knowledge and innovations learnt. A sample of the logbook will be provided to the students.

- ii. The on-site supervisor shall assess the daily records in the logbook. In addition, the logbooks shall be assessed and signed by the academic supervisors each time they visit the student(s) in the field.
- iii. At the end of the field attachment period, the student shall produce a report of their field attachment experiences based on guidelines in Annex III and a completed program assessment form (see sample in Annex II).
- iv. All College policies and procedures apply throughout the duration of the field work. It is the Academic Supervisor's responsibility to ensure that people involved in the field work are aware of all relevant policies. The College shall develop suitable penalties for students who do not comply with the guidelines.

2.8. Requirements for On-Site and Academic Supervisors

The on-site and academic supervisors need to meet the following requirements.

2.8.1. On-site supervisors

On-site supervisors will:

- i. Be persons with relevant practical experience.
- ii. Show willingness to have regular contact with the student on field attachment.
- iii. Have reasonable ethical and professional conduct.
- iv. Be willing to engage in a learning experience with the student on field attachment.

2.8.2. Academic supervisors

- i. Supervision will be done by qualified academic staff i.e. assistant lecturer and above.
- ii. Schedules of the academic supervisors will be communicated to the partners and/or field supervisors in advance.
- iii. The allocation of Academic supervisors shall be regionalized for ease of management and for prudent use of public resources; regionalization shall be done along the eight (8) boundaries of the Regions.
- iv. A lecturer shall only supervise within the region where he/she lectures, however a Head of Department may request for outsourcing of a supervisor from out of his/her Region where the lecturers are fewer. This request shall be approved by the Deputy Director Academics (DDA).
- v. The supervision reports will be written on the spot and copies given to the student and the field attachment coordinator.
- vi. DDA to ensure that students are followed and supervised as prescribed in the specific curriculum.
- vii. The field work supervision is considered normal course loading for lecturers and shall never attract extra compensation apart from subsistence allowances as prescribed by the Salaries and Remuneration Commission from time to time.

2.8.3. Students' Assessment

Marks for the field attachment performance will be distributed between assessment by the on-site supervisor, academic supervisor and field attachment report. In view of the purpose of the field attachment program as providing practical orientation, the assessment by the on-site-supervisor, who is best placed to monitor and assess the students' daily performance, should be given prominence. The marks for field attachment be distributed as follows:

- i. Assessment by the on-site field supervisor based on agreed criteria will carry not more than 40% (see sample assessment form in annex I).
- ii. Perceived benefits/value to all parties.
- iii. Organization and coordination.
- iv. Supervision.
- v. Sustainability.

2.8.4. Overall evaluation

For continued partnership, academic supervisors should evaluate the field attachment program annually based on:

- i. Perceived benefits/value to all parties
- ii. Organization and coordination
- iii. Supervision
- iv. Sustainability

3.0 CONCLUSION

- i. The importance of field attachment in KMTC training programmes is significant since all curricula are competence based focusing on community needs.
- ii. All parties, i.e. students, KMTC partners, the teaching /departments and units in the College do recognize and appreciate its value.
- iii. For effective implementation of field attachment under these guidelines, Academic Board has decided as follows:
 - a) All teaching Academic Departments should as a matter of urgency review and mainstream field attachment in their curricula.
 - b) The semesterisation of academic programs needs to be reviewed to provide for appropriate timing of field attachment.
 - c) Field attachment should be provided for in the KMTC annual budgets and sourcing of funding for field attachment is a primary role of the College.
 - d) Partnership with the collaborating organization should be negotiated/engaged, formalized and strengthened for sustainability of the field attachment program.
 - e) This field attachment guidelines area set to be dynamic to suit the ever-changing environment. Therefore, these guidelines need to be reviewed after one year of implementation.

ANNEX I: SAMPLE STUDENT ASSESSMENT FORM BY THE FIELD SUPERVISORS

From the Faculty /Department

Note to the field supervisor: The purpose of this evaluation is to help students on field attachment to further develop their job performance. You are encouraged to discuss your responses with the student in a positive and objective manner, just as you would review job performance with your employees/colleagues. The first part of the evaluation is based on a scale of 1 to 10 where 1 means that the student needs much improvement in his/her performance and 10 means that the student's performance is outstanding.

You are provided with 10 criteria in the table below upon which to base your assessment of the student and award him/her the appropriate grade on the 1 to 10 scales.

Field.....Attachment.....

Site/Place.....

Student's Name:

Needs Improvement	Average	Above Average	Outstanding
1 2 3 4	5	6 7 8	9 10

CRITERIA	1	2	3	4	5	6	7	8	9	10
Organizes work well/attends regularly	1	2	3	4	5	6	7	8	9	10
Completes assigned tasks on time/punctual at work	1	2	3	4	5	6	7	8	9	10
Has Initiative/resourcefulness	1	2	3	4	5	6	7	8	9	10
Accuracy of work	1	2	3	4	5	6	7	8	9	10
Adapts of working conditions	1	2	3	4	5	6	7	8	9	10
Has ability to get along with others	1	2	3	4	5	6	7	8	9	10
Follows up on assignment	1	2	3	4	5	6	7	8	9	10
Has ability to get along with others	1	2	3	4	5	6	7	8	9	10
Follows up on assignment	1	2	3	4	5	6	7	8	9	10
Has ability to communicate	1	2	3	4	5	6	7	8	9	10
Has ability to apply theory in practice	1	2	3	4	5	6	7	8	9	10
Has ability to judge or take decisions	1	2	3	4	5	6	7	8	9	10

2. What do you consider to be the strength of this student in terms of technical competence?

.....

.....

3. How would you describe this student's personality to others?

.....

.....

4. What aspects of job performance (weakness) should this student seek to improve?

5. Are there any special skills you would like to see in the student attached to your district/firm?

6. What aspects of knowledge would you recommend this student to acquire in order to be more effective in delivery of related services under the current field situation?

7. What do you see as the benefits the student has derived from this field attachment?

8. How has your organization benefited from having the student on field attachment?

9. What problems if any have you experienced with the student?

10. Would you consider having a student on field attachment next year?

11. Give any suggestions that would improve the field attachment to the benefit of the College/Partners as well as the Students.

Signature of the Field Supervisor

Name:-----

Designation: -----

Date: -----

Thank you very much for being a good field supervisor in providing this valuable practical training to our students. We look forward to having stronger relationship with you in this noble effort.

Please return the filled form to:

-----Field Attachment Coordinator,

Faculty/Department -----

P. O. Box -----

Phone -----E-mail ----- Fax -----

ANNEX II: SAMPLE STUDENT EVALUATION FORM

(FROM THE FACULTY/DEPARTMENT)

This is a quick instrument for evaluating your field attachment situation. You are requested to take a few minutes to complete this form as honestly as possible. Your views are urgently required for preparation of a report to the Faculty. This evaluation form should be completed as soon as the field attachment ends. Please, send the completed form to the field attachment coordinator.

1. What do you consider to be the major strengths of the field attachment?

2. How have you specifically benefited from participating in this field attachment?

APPROVAL

Title : Field Attachment Policy

Contact : Deputy Director Academics

Approval Authority : The Board of Directors

Commencement Date : May 2019

SIGNED



**Prof. Philip Kaloki, MBS,
Chairperson, KMTC Board of Directors.**

15th May 2019

Date



KMTC is ISO 9001:2015 Certified.

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