RWANDA POLYTECHNIC

P O Box 164, Kigali
Address: KK 15 Road, Kigali
Website:www.rp.ac.rw
Email:info@rp.ac.rw

RWANDA POLYTECHNIC DUAL PRACTICE POLICY

Approved by the MINEDUC Senior Management Meeting held on 13th October 2022

October 2022

TABLE OF CONTENTS

1. INTRODUCTION AND BACKGROUND

Dual practice in education context is education attained from a special type of cooperative education that combines classroom instructions with work experience in corporations/ industryi. Several policies and institutions emphasize the role of the private sector in the transformation and economic growth of the country through participation in educational development programs as the Education sector alone cannot achieve the ambitious targets without engaging with different stakeholders including but not limited to public institution, the private sector, development partners, and civil society organizations.

Studies have indicated that dual form of training can be beneficial for at least three parties: the student, the company, and the HLIii. For instance, benefits of dual practice to students can include:

- The possibility to apply learned academic knowledge and skills in the work environment
- The possibility to work in a team.
- The possibility to successfully complete industrial tasks and contribute to the company.
- The possibility to gain and develop soft skills.
- Experiences in networking connections with professionals.
- Develop personal management skills related to time, organization,
- Better job prospects after the training.
- Monthly regular income from the company in case employment is secured.

Similarly, companies or industries can also benefit from a dual practice in the following ways:

- Industries can improve the quality of workforce,
- Can easily recruit best talent from a pool of student and cost-effectively

- The dual practice is an opportunity of deeper human and professional relationships and very crucial in business

- In comparison with active experienced industry employees, students differ from them. Students are young, open persons with fresh mind, new perspectives, and approaches. This could be an asset for the industry

- Students can help the industry in reformation, because young and fresh minds can come up with ideas and suggestions, causing curiosity and consequently leading creativity that adds value to business.

- students possess a level of technological knowledge, as they are the so called "Z generation", they are the digital natives. They should pass this socialization knowledge on to "older" and experienced industry employees.

In addition to benefits for students and industries due to dual practice approach to education, the High Learning Institutions (HLIs) also have share of benefits including but not limited to:

- The active, collaborative relationship between the industry and academia is another good impact of the dual training. The regular and formalized contacts can go beyond dual training and include joint innovation and research projects hence strengthening R+D cooperation between the two parties

- The PR value, which increases social awareness, recognition, and interest toward education.

- Dual practice can help Academic institutions a lot to understand the importance of the academic curriculum.

Benefits notwithstanding, the implementation of dual practice underscored in the existing policies and guidelines in Rwanda is very slow, ineffective, and unsuccessful compared to their expected results. This policy is therefore an initiative to identify limitations hindering the implementation of existing policies vis-a-vis the current unsatisfactory industry-academia dual

practice. It proposes a range of interventions that are geared towards fostering marketable Skills in TVET Training.

1.1 Key definitions

Industry: This term refers to any public or private organizations that are involved in manufacturing, production and have the potential/opportunities for TVET graduates' skills development.

Industry-academia dual practice: This refers to services, joint programs and projects that are aimed to promote the exchange and sharing of resources (human and physical) between academia and industry.

Limited-service contract: This is a temporary contract signed between a nominating institution and the personnel from the industry to facilitate industry-academia dual practice.

Part-time Industrial Trainer (PITS): This refers to a practitioner from the industry who is hired to offer training services in RP/IPRCs.

Rare skills: This refers to skills that are not taught in any of the Higher Education Institutions academic programs in Rwanda or skills related to the use of latest technologies and unavailable in Rwanda.

Certified experts: This refers to a practitioner with certifications from accredited bodies that provide professional certifications who can render a unique academic contribution to RP/IPRCs.

2. PURPOSE AND SCOPE

The RP Dual practice policy is developed to further facilitate and improve the learning environment with a motive to create linkages with the private sector to be able to:

- Share resources including human resources and physical infrastructure, equipment
- Acquire &Transfer knowledge and skills

- Create favorable (incentivized) working and learning environment for students and staff

- Foster innovation and research

This policy applies to all RP Colleges and partners from industry in the management of the working relationships between academia and industry. The policy procedures will be applied to all programs offered at Rwanda Polytechnic to ensure quality and relevant education and training as it would lead to better delivery of modules which can't be delivered efficiently in the colleges due to unavailability of enough physical equipment and tools to deliver it properly as well as the use of industry expertise in the teaching and learning activities.

3. SITUATIONAL ANALYSIS

3.1 Context

The RP staff are governed through both General Statute and Labour Law. Remuneration is determined by the Ministry of Public service and Labour as stipulated in the Prime Minister's Order No 100/03 of 14/08/2020. The salary scale for RP staff determined by Prime Minister's Order No 100/03 of 14/08/2020 is less competitive as compared to both the growing private sector and other higher learning institutions in Rwanda and beyond especially in countries at a similar level of social- economic development. This situation to greater extend is the cause for the high staff turnover in most critical engineering departs.

The staff Workload is determined by a ministerial order that clearly stipulates number of weekly working hours for staff in each duty station. The policy does not include dual practice in a workplace. Consequently, retaining a staff with a more robust private sector incentives is not possible, and this accounts for recent high Staff turnover.

RP TVET graduates' vertical career growth over the last 10 years is very limited (very few TVET graduates that pursued a qualification higher than their previous level and within the same field of study). This creates a dilemma for having a very small pool of qualified staff to offer training services at RP.

3.2 Current operation and practice

RP as a public institution is regulated by the laws and policy as determined by government. However, some laws and policies are Prohibitive and do not provide the ideal environment for dual practice. For instance, regulations on public service recruitment and remuneration, staff retention mechanisms.

3.3 Current legal and policy framework

As it was briefly highlighted in the background, the idea of industry-academia dual practice is not new. The Government of Rwanda (GoR) has designed a wide range of policies, guidelines, and strategic plans with goodwill to involve the private sector in skills development via learning in-situ. According to MIFOTRA's (2021, p. 4) "Guidelines on the implementation of workplace learning policy in Rwanda," these policies and strategies supporting the successful implementation of workplace learning include, but are not limited to, Vision 2050, National Strategy for Transformation (NST-1), High Education Policy of 2008, Technical and Vocational Education and Training Policy of 2008, Revised National Employment Policy, National Policy on Workplace Learning to Prepare Rwandan Youth for Employment of 2015, National Skills Development, and Employment Promotion Strategy 2017-2024, and Private Sector Development and Youth Employment Strategy of 2017.

On the same note, the Leadership (Gako) retreat in March 2011 recommended the concept of revamping the Sector Skills Councils (SSCs) to have the voice of the private sector in the entire policy process of design, provision, and evaluation of employment-focused education. SSCs should be composed by: (1) Private sector Representatives (Business/Employers' Associations, Professional Bodies, Chambers/Federations) (2) Education providers-Representatives (TVET (Public/Private, HLIs (Public/Private), Professional Trainers, Training Centres, VET Schools), (3) Government Representatives (Relevant Sector Ministries, Government agencies, VET/Education Authorities, Employment/Labour Authorities), and (4) Trade Union Representatives (Trade union, Professional Association). The GoR initiated all these strategies aiming to promote and sustain the industry-academia dual practice in skills development.

In addition to the existing policies and frameworks, various stakeholders have shown their good intentions and attempted to support industry-academia dual practice carrying out different activities such as TVET curricula development, designing manuals, training TVET trainers, holding public lectures, etc.

3.4 Limitations and Opportunities

3.4.1 Limitations

i) Limited flexibility of available legal and regulatory instruments

Despite steps made by the GoR and its stakeholders aiming at upskilling Rwanda Workforce to meet the labour market demands, the concept of 'industry-academia dual practice' has not blossomed yet because very little has been done so far compared to expectations documented in various policies and guidelines in existence. In other words, strategies to bridge gaps between industry and academia are well described in relevant national documents; however, there has been a failure at the implementation level. The next part of this section details the following three main limitations hindering practical partnership between public and private sectors: Limited flexibility of available legal and regulatory instruments, limited expertise for both industry and academia, inadequate coordination, monitoring, and evaluation (M&E) between academia and industry for skills development.

The first limitation is embedded in the RP academic staff workload policy which does not clearly reflect dual practice between industry and academia. According to the Ministerial Order that determines weekly working hours for public servants and modalities for their respect **in its Article 3**, it is stipulated that daily working hours in the public service shall be nine (9) from Monday to Friday starting from 7 am up to 5 pm with a break of one hour running from 12 noon up to 1 p.m. The workload: therefore, calculates 1980 hours per year or 45 hours per week distributed in activities such as preparation hours, teaching hours, assessment hours, students contact hours, final year project supervision, research and innovation hours, networking hours, community outreach hours, etc.

Apparently, the teaching staff can conduct other activities than teaching. They have networking time, community outreach, and research time. However, these activities lack clear description, structure, and proper planning in the policy. For example, according to the RP academic and training staff workload policy, Community outreach is described as "the annual contributions that academic staff makes to institution interventions to the community issues for improvement of livelihood in the surrounding areas, participation in awareness activities of the institution" and many people limit it to 'Umuganda' only, while Networking "refers to the time spent by an academic staff for discussions with colleagues, attending and/or conducting public lectures, departmental and other institution meetings." These are a few examples of among many in the workload policy description that show that industry exposure is not clearly included because they lack specificity.

Secondly, the practicability of Industry-Academia dual practice is impeded by the recruitment policy constraints mainly caused by the RP's lack of autonomy on certain managerial and operational activities. In current Human Resource Management and the nature of TVET institutions, it is a must to employ permanent staff with very limited flexibility of hiring a contractual because it goes through a bureaucratic order that does not facilitate the engagement of the private sector; yet at UR, such flexibility exists. In other words, current recruitment procedures are not friendly enough to involve industry to the extent that RP cannot directly contract someone from a private sector without adhering to normal recruitment processes like job advertisement, application, selection, sitting for exams, publishing marks, appeals, appointments, etc. These bureaucratic steps are a must before engaging in any payment process. Unfortunately, they pose serious constraints to achieving academia-industry dual practice because it is quite rare that a professional would wait for such a long period of time to carry out a part-time activity.

Moreover, close private sector engagement in TVET is key to ensuring the provision of market-relevant skills. For example, Chinese TVET institutions recruit part-time private sector practitioners to teach industry-gained know-how. TVET teachers can also spend two months working in private companies to identify skills gaps. This is a key success factor that could inform Rwanda's TVET strategy, as TVET trainers gain real-life experience and are then able to adapt their training to business needs. Thus, there is a need to set flexible recruitment

procedures in public TVET centres to facilitate the involvement of the private sector in skills development in Rwanda.

Thirdly, Industry-Academia dual practice is handicapped by public asset management constraints. Public assets are managed according to the guidelines on the use of public assets set by a competent authority. The existing practice and the internal policy on public asset management do not give the private sector flexibility to easily access public assets such as labs, workshops, equipment without any payment. There is a need to engage a win-win approach to accommodate the academia-industry dual practice.

Lastly, Industry-Academia dual practice feasibility is limited by budget constraints. In the current practice, during the action plan and budgeting process, the private sector involvement in TVET activities is not given special attention yet it is paramount for quality and relevant education and training. For instance, when the budget is not enough to accommodate all planned activities, contractual staff from industry can't be thought of when even additional permanent staff to be recruited are reduced in number. This is, therefore, a serious challenge for a professional who would join a certain TVET center to contribute to the skills development from time to time as their incentives will most often not appear anywhere in the budget line unless other modalities are considered. Thus, Industry-Academia dual practice should be given a specific and recognized budget (e.g. part-time teaching, research, innovations, etc.).

ii) Limited expertise for both industry and academia

Rwanda plans to promote a knowledge-based economy because education is essential for the economic and social development of a country as having a well-trained, motivated, and adaptable workforce is key. Although the GoR has done a lot to improve the education sector, the National Skills Development Employment Promotion Strategy 2017-2024, indicates that skills development, through education (TVET & university) and work experience, does not currently respond to labour market demands because the Rwandan workforce is still lacking the necessary skills that the market needs. No high-skill sub-sector accounts for more than 5% of total employment, showing that the pool of quality skills is small. Relatively high-paying

occupations, such as professionals, managers, and technicians represent less than 10% of the total employed labour force.

Looking at the current situation by job type, about 1.7 million people (about 52% of the total) are engaged in simple work, routine work that does not require specialization, followed by services and sales positions (about 19% of the total) and occupations related to handicrafts and trade (about 8%). Nearly half of the total has not completed any education, and about 30% are elementary school graduates. Nearly 80% of the labour force has an education background of primary education or lower, while those who graduated from universities account only for 7.2% of the total, which is less than 10%. The reality is that the number of people who have completed higher education in the labour force is very limited as created from Labour Force Survey Annual Report (2019).

One of the effective majors that would help TVET centres and professional bodies to sort out this issue of lack of skilled workforce in Rwanda is industry-academia dual practice; nonetheless, limited expertise for professionals from both industry and academia is a serious barrier. Evidence shows that Rwandan academia in the TVET field is not acquainted with sufficient technological advancement nor updated to the technology revolution so that they can attract the private sector and professionals for their upskilling and/or conducting joint projects. Vice-versa, professionals from the private sector have limited pedagogical skills to efficiently deliver training in TVET centres. It is even made worse by some teaching staff and professionals who stay in their comfort zones and ignore the importance of both in-house and outdoor continuous capacity development (CPD) programs, yet current socio-economic and technological changes require continuous learning to gain updated skills. Therefore, there is a need for an attitude change on the side of TVET trainers, but most especially the public and private partnership will be a golden opportunity for them to realize their skills mismatch and find solutions together.

iii) Inadequate Coordination, M&E between academia and industry for skills development

For effective and efficient coordination of all stakeholders involved in skills development, there is a need to harmonize existing institutional processes and systems as well as improve monitoring and evaluation mechanisms.

In countries where skills development is at a satisfactory level, the private sector is part of the operation of the education and training providers through participation in the governing boards of educational institutions. The sector skills council has the mandate to advocate for the interests of the private sector in terms of skills development. However, there is still a low level of involvement of the private sector, yet it should be considered at equal footings like public institutions instead of being service providers to the training and education system. Internationally, Sector skills Councils are responsible to ensure private sector needs are addressed by skills development providers and this is achieved by being responsible to develop National Occupational Standards describing the skills needed in various sectorial jobs and requirements to develop them. SSCs are also responsible for conducting skills audits

3.4.2 Opportunities

Limitations notwithstanding; the current social- economic environment provides opportunities for dual practices to happen. There are factors which only require internal policy re-align and development to create the needed dual practice for both academia and private. These factors include:

- Increased private sector investment (Kigali Special Economic Zone),
- Growth in technology, especially ICT,
- Accessibility that easily links industries as high learning institutions,
- Incentives to private sector offered by government which consequently attracts international investors willing offer opportunities to students and semi – skilled labor,
- Public investment in sectors that offer massive labour for instance construction, transport, agriculture, environment, ICT etc,

- Limited skilled labor in the private sector that would take advantage of RP/TVET skilled labor from staff and students,

- Abundant Semi- skilled labor force that RP would be able to young and small SMES.

4. RP DUAL PRACTICE POLICY OBJECTIVES AND ACTIONS

4.1 Objectives

The RP dual practice aims at creating a functional environment that result into a win- win model for industry academia linkages. The policy offers a platform through which the following objectives will be achieved.

i. Building a mutually beneficial relationship with the private sector for skills development

ii. Creation of Incentives for academic staff and students to foster quality learning and education

iii. Optimise and benefit from labour mobility

4.2 Policy Actions

The RP dual practice policy is hinged on four strategic actions. They include:

i. Strategic partnership development,

ii. Development of incentives for students and staff,

iii. Reduction of the training cost while attaining quality standards,

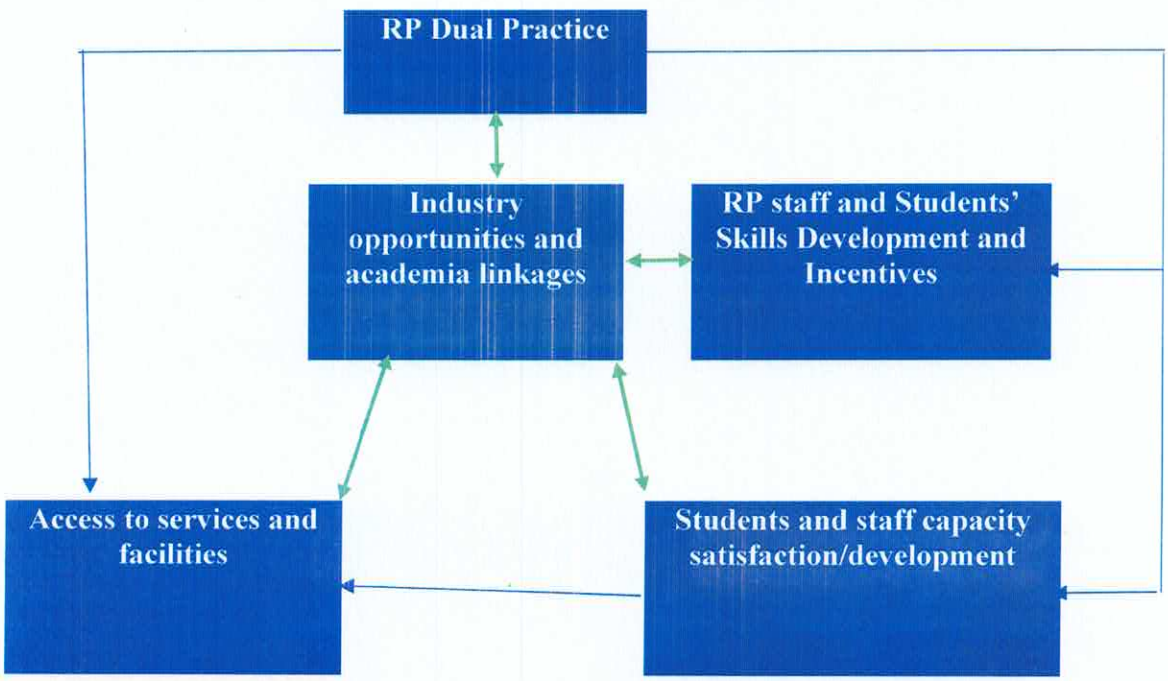
iv. Transfer skills and knowledge.

5. POLICY PROCEDURES AND IMPLEMENTATION OF RP DUAL PRACTICE

5.1 RP approach to Dual Practice

RP dual practice policy will be implemented by creating an enabling environment to ensure that the dual practice procedures and guidelines facilitates and motivates RP staff and students to have access to services, facilities and taking advantage of the opportunities provided through industry- academia linkages as demonstrated in figure 1 below.

Figure 1: Conceptual framework for RP Dual Practice



5.2 Intervention Areas.

The RP dual policy is aligned to acceptable standards and guidelines as determined by the Higher Education Council on out-sourcing teaching resources. For instances adherence to only 30% of teaching faculty as part- time and 70% full time staff. RP will annually develop criterion determining areas of intervention as informed by the faculty capacity gaps and needs for staff, students' skills development. Table.1 below highlights the magnitude of intervention in different programs offered at RP. Each college will provide an assessment report aligned to the academic year clearly identifying programs that require critical, Moderate and low level of intervention based a set criteria as demonstrated below.

Table 1: Criteria for determining area of intervention

Sector	Program	Critical	Moderate	Low
Civil Engineering	Construction Technology	- New program - New technology - Absence of facilities (workshop, laboratory etc) - Number of credit units - Expertise of staff in a specific program	- Contextualised learning - Specialised equipment - Limited access to needed resources	- Limited credit units that might not require to hire a full time

5.3 Application to enrol for RP Dual Practice

Participation in the RP dual Practice will be based on specific instruments aimed at attracting best talent that will create the desired outcomes on efficiency, effectiveness, and economy/cost-effectiveness. The instruments required will include:

I. MOU (formal agreement) between institutions

II. Endorsement and recommendation of PITs from both parties

III. CV and qualifications of PITs

IV. Invitation for applicants to and from the industry:

The PITs will be categorized into three (3) groups:

Group A: Experts from the industry that signed MoUs with RP

RP shall write to the industry with which they signed an MoU requesting a needed practitioner. After a qualifying staff from the industry is selected and approved by the responsible committee, RP / IPRCs shall sign a limited-service contract with the practitioners (PIT).

Group B: Practitioners from industry without MoU with RP

RP shall announce and invite qualifying industrial experts from the public to submit Curriculum Vitae which will be reviewed by the RP independent committee appointed by the RP senior management and make database upon which the RP will hire and contract the expert

Group C: The academic staff to be involved in the industry exposure or joint activity with industry

RP shall periodically identify academic staff members that need to undertake industry exposure (In the form of internship, on-job training, etc.) in the industries with which RP / IPRCs has a formal working framework. The practical training at the enterprises equips them with the latest technology and skills for evolving industry needs. It ensures the relevance of the teaching to the world of work, and it provides to them the opportunity to experience the practical application of the material they are teaching.

5.4 Management of RP Dual Practice Policy

5.4.1 Dual Practice Human Resources Requirements

The RP dual practice policy will be implemented through a step-by-step phased planning and implementation including the following:

i) Preparatory phase:

Conducting periodic/yearly Needs Assessment for Industrial trainers by college Academic Board

- Approved RP Academia-Industry linkages for skills Development Report by RP senior Management
- Approved TORs for PITs by the RP senior Management
- Approved academic calendar and \Budget by Senior Management
- Call for application for PITs per each category (Critical, Moderate, and Low)

Conducting Needs Assessment: RP and its Colleges intending to recruit a Part-time Industrial Trainer (PIT) shall first identify modules within specific programs that require industry expertise and identify teaching staff members who need industrial exposure and structure the findings into a report called "*RP Academia-Industry linkages for skills development*" and this shall be elaborated and aligned with the starting of the academic year and beginning of the fiscal year for better planning and budgeting for the industry-academia dual practice.

ii) Implementation phase:

Selection and approval by the RP Academia-Industry linkages for skills development Report. The "RP Academia-Industry linkages for skills development Report" shall include the number of needed Part-time Industrial Trainer (PIT), as well as the number of academic staff for exchange. The report shall be approved by the RP Senior Management for implementation.

Recruitment modality: The recruitment method of independent practitioners who are not attached to industries with an MoU; shall be through an oral examination after reviewing the applicants' Curriculum Vitae (CV).

Signing contracts: Successful candidates shall sign limited-service contracts (hourly basis) with RP.

Criteria for selection of Part-time Industrial Trainers (PITs)

- A Part-time Industrial Trainer must be recommended by an organization that signed an MoU with RP and she/he must submit their CV and academic credentials.
- A Part-time Industrial Trainer whose major role among others includes delivery of theoretical modules must be a holder of at least a master's degree in a related field.
- A Part-time Industrial Trainer whose major role among others includes delivery of practical modules must be a holder of at least 1 level higher than the level she/he is supposed to teach or the same level with 7 years of experience in the related field.
- Experts with rare skills or certified candidates shall be required to present their CVS and certificates for recruitment.

Part-time Industrial Trainer Workload

The Part-time Industrial Trainer workload shall depend upon the number of credits and teaching hours highlighted in the modules they are supposed to deliver, and it will be indicated in the contract to be signed between two parties.

5.4.2 Deliverables during Dual Practice

Part-time Industrial trainers shall assist PR/IPRCs in teaching and facilitating the learning for theoretical or practical modules, developing teaching materials, delivering modules, facilitating students' industrial exposure where necessary, setting, and marking examination papers and assignments, conducting moderation of examinations, invigilation of examinations,

collaborating in research and innovation activities, and any other related activities assigned by the institution.

5.4.3 Appointment, Nomination, and Termination of services under Dual Practice framework

The duration of a limited-service contract will depend on the number of credits and teaching hours highlighted in the modules a Part-time Industrial Trainer is supposed to deliver.

If a Part-time Industrial Trainer demonstrates competency and unique skills, the RP/College management may sign another limited-service contract with them without repeating the same nomination procedures.

Termination of the appointment

The completion of assigned tasks at the end of a semester shall automatically terminate a limited-service contract.

The appointment of a Part-time Industrial Trainer may be terminated by RP before the expiry of his/her normal limited-service contract in case of employee's gross misconduct.

5.4.4 Remuneration under RP Dual Practice

The payment of Part-time Industrial Trainers must be considered in the normal payroll of the institution and be budgeted for under the contractual staff budget line. The fees will be taxable according to applicable laws.

Upon completion of the module, a Part-time Industrial Trainer will be paid 40% of the total expected amount whereas the 60% remaining will be provided after administering the summative assessment, grading, reporting marks in the RP Management Information System (MIS), and its approval by the competent authority.

Payment formula:

The remuneration shall be calculated in accordance with the following two (2) category:

Category 1- Practitioners from Industry

- Practitioners sent by organizations that signed MoUs with RP shall be paid a net amount of ten thousand Rwandan francs (Rwf 10,000) per hour, transport excluded. This shall also apply to competent practitioners identified outside the circle of organizations that signed MoU with RP with a master-level qualification or a holder of bachelor's degree with practical skills

- Practitioners sent by organizations that signed MoUs with RP shall be paid a net amount of fifteen thousand Rwandan francs (Rwf 15,000) per hour, transport excluded. This shall also apply to competent practitioners identified outside the circle of organizations that signed MoU with RP with a PhD level qualification or Masters with practical skills and 3 years of work experience.

- Individual Experts with rare skills or with professional certifications shall be paid a net amount of twenty thousand Rwandan francs (Rwf 20,000) per hour. Transport excluded.

The table below summarizes the recommended part-time pay rate per hour (Rwf)

S/N	Category	Net/hour	Transport (Net)
1	Rare-skilled Expert	20,000	10,000 per each day of teaching
2	Part-time Industrial Trainer (PhD) **or Masters with practical skills and 3 years of work experience.**	15,000	

3	Part-time industrial trainer (Masters) or a holder of bachelor's degree or Advanced diploma with practical skills	10,000	

Category 2: Practitioners from RP academic staff for industry exposure

- The support for the RP academic staff travelling more than 30 km shall refer to the normal mission facilitation in public services as per the guidelines on the mission for a public servant in Rwanda which guides also the maximum duration of the mission.
- The RP academic staff travelling within a 30 Km radius shall get a lump sum of six thousand Rwandan francs (Rwf 6,000) per day, transport and Lunch included.
- For large projects in key strategic sectors managed by government institutions whereby a window for involvement of lecturers through industrial exposure has been included and budgeted for, RP shall not provide the mission allowance rather an academic staff will be facilitated as planned for those projects because there is normally a remuneration allocated to that activity.
- The remuneration for RP academic staff in the industry may also be covered by the industry in case it is agreed upon in the MoU between an industry and RP / IPRCs
- The industrial exposure of an academic staff shall be also counted as part of the workload for a staff and shall be considered in the academic staff promotion policy
- The RP academic staff are also allowed to get employed in RP Corporate Private Company and be remunerated according to the approved framework from the company if their usual duties and responsibilities within the colleges are fulfilled.

6. RESPONSIBLE ORGANS AND GOVERNANCE FRAMEWORK

6.1 Ministry of Education

- Approve, monitor, and evaluate implementation of the RP Dual practice
- Mobilise, advocate for dual practice with both Private and public sector
- Integrate dual practice into other relevant legal and policy framework

6.2 Higher Education Council

- Monitor standards and guidelines as provided in the QMS for HLIs
- Integrate dual practice strategies into quality control instruments

6.3 RP Senior Management

- Approve Academia-Industry linkages for Skills Development Report alongside the academic calendar
- Monitor implementation of the dual practice strategies
- Approve recruitment and Plans report for PITs

6.4 College Academic Board

- Conduct a study on the needed Academia-Industry linkages for Skills Development
- Participate in the recruitment of PITs
- Develop and submit for approval an industrial training plan.

7. REFERENCE

1. Pogatsnik, M., 2018. Dual education: The win-win model of collaboration between universities and industry