

**REPORT OF THE STUDENTS INDUSTRIAL WORK
EXPERIENCE SCHEME (SIWES)**

BY

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ND/23/MKT/PT/0041

HELD AT

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SUBMITTED TO

**MARKETING DEPARTMENT,
INSTITUTE OF FINANCE AND MANAGEMENT STUDIES,**

KWARA STATE POLYTECHNIC, ILORIN.

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CERTIFICATION

This is to certify that Hussain Abdulrahman adelekan, with Matric Number ND/23/MKT/FT/0041 has completed his four (4) months Industrial Attachment at the University of Ilorin Teaching Hospital (UITH). The work contained here is original and entirely executed by the student.

.....
Hussain Abdulrahman Adelekan

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Date

.....
Mr. Yusuf Abiodun
SIWES Coordinator,
Marketing Department

.....
Date

DEDICATION

I dedicate this report to my parents, whose love, support, and encouragement have been my source of inspiration throughout my academic pursuits.

May this report be a testament to their sacrifices and investments in my education.

ACKNOWLEDGEMENT

I wish to express my profound gratitude to the Management of the University of Ilorin Teaching Hospital (UITH) for providing me with the opportunity to undergo my Student Industrial Work Experience Scheme (SIWES) attachment.

I also wish to thank the entire staff of the Central Store Department, where I was attached, for their cooperation and assistance during my stay.

I am particularly grateful to my Industrial Based Supervisor, Mrs. Alamoyo I. W., for her guidance, support, and encouragement throughout my attachment. Her wealth of experience and expertise were invaluable to my learning experience.

Finally, I appreciate the support and encouragement of my family, friends, and colleagues, without which this report would not have been possible.

REPORT OVERVIEW

This comprehensive report presents a detailed account of my experience and reflections during the student Industrial Work Experience Scheme (SIWES) programme at the University of Ilorin Teaching Hospital (UIH). The programme, which spanned from Monday, 5th August, 2024 to Friday, 29th November, 2024, provide me with invaluable hands-on experience in record keeping.

OBJECTIVES

The primary objective of this report is to provide a comprehensive overview of my SIWES experience, highlighting the activities I performed, the skills I acquired, and the challenges I encountered.

METHODOLOGY

This report is based on my personal experiences and observation during the SIWES programme. I employed a reflective approach, documenting my activity throughout the programme. Additionally, I interacted with hospital staff and my supervisor to gain a deeper understanding of the hospitals operations in procuring, sorting, recording and storing goods.

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CHAPTER ONE

1.0 Introduction

The Student Industrial Work Experience Scheme (SIWES) is a mandatory programme designed for Nigeria University and Polytechnic Students. It was established by the Industrial Training Fund (ITF) in 1973 to provide students with hands-on experience in their chosen fields.

Prior to the introduction of SIWES, Nigerian Universities focused primarily on theoretical education, with little emphasis on practical training. This led to a significant gap between the skills and knowledge acquired by graduates and the requirement of the industry. To address this challenge, the Industrial Training Fund (ITF) was established in 1971, with the mandate to promote and encourage the acquisition of skills in industry and commerce. Two years later, in 1973, the ITF introduced the SIWES programme to students with practical experience in their chosen fields.

1.2 Objectives of SIWES Programme

1.2.1 Primary Objectives

- i. To Provide Student with Practical Experience: SIWES aims to provide students with hands-on experience in their chosen fields, helping them to develop practical skills and apply theoretical knowledge in real-world settings.
- ii. To Develop Students Skills and Knowledge: The programme seeks to enhance students' skills and knowledge in areas

such as communication, teamwork, problem-solving and critical thinking.

- iii. To Enhance Students Employability: SIWES aims to prepare student for the workforce by providing them with relevant work experience, skills, and knowledge, making them more employable after graduation.

1.2.2 Secondary Objectives

- i. To Enhance Students Understanding of the Work Environment: SIWES provides students with a deeper understanding of the work environment, including the organizational culture, policies, and procedures.
- ii. To Develop Students Analytical and Problem Solving Skills: The program helps students to develop analytical and problem-solving skills enable them to analyse problems and develop effective solutions.
- iii. To Expose Students to Industrial Practises: SIWES provide students with the opportunity to learn about industrial practises, procedures, and standards.

1.2.3 Personal Objectives

For the SIWES programme, my personal objectives are:

- i. To acquire practical skills and knowledge in marketing management.
- ii. To develop my communication and interpersonal skills.
- iii. To learn about industrial practices, procedures, and standards in a marketing settings

- iv. To develop problem-solving and critical thinking skills.
- v. To enhance employability after graduation.

I believe that achieving these objectives will help me to become a more competent professional in my chosen field.

CHAPTER TWO

2.1 HISTORICAL BACKGROUND OF THE UNIVERSITY OF ILORIN TEACHING HOSPITAL

The University of Ilorin Teaching Hospital (UTH) is a tertiary healthcare institution located in Ilorin, Kwara State, Nigeria. The hospital was established in 1980 as a teaching hospital for the University of Ilorin's college of Health Sciences. The hospital started with a few departments and has since grown to become one of the leading tertiary healthcare institutions in Nigeria.

As part of my SIWES programme, I was attached to the University of Ilorin Teaching Hospital (UTH) for a period of nine weeks. This experience provides me with invaluable insight into the procurement and supply chain management processes in healthcare setting.

The University of Ilorin Teaching Hospital (UTH) has several objectives, including:

- i. Providing high-quality patient care: UTH aims to provide excellent healthcare service to patients.
- ii. Promoting medical education and research: The hospital provides training and research opportunities for medical students and professions.
- iii. Developing healthcare professionals: UTH aims to develop the skills and knowledge of healthcare professionals.

2.2 ORGANIZATIONAL STRUCTURE OF UITH

The University of Ilorin Teaching Hospital (UITH) is headed by a Chief Medical Director who oversees the overall management of the hospital. The hospital is sub-divided into various departments headed by a Consultant or Head of Department. The hospital has a complex organization structure that ensure the effective management of its various departments and its units.

2.3 DEPARTMENTS/UNITS AND THEIR FUNCTIONS

There are various departments and units at the hospital, each headed by a Consultant, Head of Department or Unit. However, the overall head is the Chief Medical Director (CMD), Prof. Abdullahi Dasilval Yusuf who is the chief administrative officer whom all departmental or unit heads report to. These departments include the Diagnostic Department, Clinical Department, Intensive Care Unit, Neonatal Unit, Accident and Emergency Unit, Dental Unit and also the Central Store among others.

❖ CLINICAL DEPARTMENTS

- i. Department of medicine:
- ii. They provide medical care to adult patients.
- iii. They conduct medical research and training programmes.
- iv. They offer specialized service in cardiology and other department.

❖ SURGERY DEPARTMENT

- i. They provide surgery care to patients.
- ii. They offer specialized service in general surgery, orthopaedic surgery, neurosurgery and plastic surgery.
- iii. Conduct surgical research and training programs

❖ PEDIATRICS DEPARTMENT

- i. They provide medicine care to children.
- ii. They offer specialized service in paediatric, cardiology, paediatric nephrology, and paediatric oncology.
- iii. Conduct paediatric research and training programme.

❖ NON-CLINICAL DEPARTMENTS

- i. Department of nursing service.
- ii. They provide nursing care to patients.
- iii. They offer specialized service in critical care nursing.
- iv. They conduct nursing research and training programme.

❖ **LABORATORY DEPARTMENT**

- i. They provide laboratory service to patients.
- ii. They offer specialized service in clinical chemistry, haematology, microbiology, and histopathology.
- iii. They conduct laboratory research and training programmes.

❖ **CENTRAL STORE DEPARTMENT**

The Central Store is the department responsible for procuring, storing, and distributing medical supplies, equipment, and consumables to various departments within the hospital.

The Central Store is typically headed by the Head of Department, Store and Supplies, Mrs. Alamoyo I.W., who oversees the day-to-day operations of the department.

The functions of the central store include the following:

- i. Responsible for the procurement, storage, and distribution of medical supplies and equipment.

- ii. Ensure the availability of essential medical supplies and equipment.
- iii. Conducts inventory management and supply chain management.

CHAPTER THREE

3.0 Activities Carried Out

During my SIWES attachment at the Central Store of the UITH, I was exposed to various activities that enhance my practical skills and knowledge in store management. This chapter highlights my involvement in voucher numbering and filling, receiving and inspecting goods, and store maintenance.

3.1 Voucher Numbering and Filling

One of the primary activities I was involved in was voucher numbering and filling. This activity enables me to understand the importance of proper documentation and record-keeping in a storage facility. I learned how to assign unique numbers to each voucher, maintain accurate records, and file document in a systematic and organized manner.

Through this activity, I develop skills in data management, record-keeping, and documentation. I also gained an appreciation for the importance of accuracy and attention to detail in maintaining a well-organized storage facility.

3.2 Receiving and Inspecting Goods

Another key activity I was involved in was receiving and inspecting goods delivered to the central store. This activity taught me the importance of verifying the quantity and quality of goods received, checking for damages or discrepancies, and documenting any issues or concern.

Through this activity, I developed skills in quality control, inventory management, and supplier management. I also gained an understanding of the importance of effective communication and documentation in receiving and inspecting process.

3.3 Store Maintenance

Furthermore, I participated in store maintenance activities, including cleaning, dusting, and organizing the store area. This activity emphasizes the importance of maintaining a clean, safe, and organized storage environment. I developed skills in housekeeping.

CHAPTER FOUR

4.0 Experience Gained

During the SIWES attachment at the Central Store of the University of Ilorin Teaching Hospital (UITH), I gained valuable experience and skills that will benefit me in the future. This chapter highlights the practical skills, communication and interpersonal skills, problem-solving and critical thinking skills, teamwork and collaboration skills acquired during my attachment.

4.1 Practical Skills

One of the primary objectives of the SIWES attachment was to acquire practical skills in store management. I gained hands-on experience in various aspect of store operations, including receiving and inspecting goods, storing and issuing goods, and maintaining store records. I also developed skills in inventory management, including counting and recording stock levels, identifying and reporting stock discrepancies, and recommending stock replacement.

4.2 Communication and Interpersonal Skills

Effective communication and interpersonal skills are essential in store management. During my attachment, I develop skills in communicating with suppliers, hospital staff, and other stakeholders. I learned how to negotiate with suppliers, resolving conflicts, and provide excellent customer service. I also developed skills in writing reports, preparing presentations, and

communicating complex information to non-technical stakeholders.

Here are some essential communication and interpersonal skills I acquired:

- i. **Effective communication:** I learned how to communicate clearly and concisely with hospital staff, suppliers, and other stakeholders.
- ii. **Cultural competence:** I acquired skills in providing culturally sensitive service to hospital staff and patients.
- iii. **Team collaboration:** I learned how to work collaboratively with the central store staff, hospital staff, and suppliers to achieve set goals.

4.3 Problem-Solving and Critical Thinking

Store management involves solving problems and making critical decisions. During my attachment, I developed skills in analysing problems, identifying solutions and implementing corrective actions. I learned how to think critically, evaluate options, and make informed decisions. I also developed skills in identifying and mitigating risks, and in developing contingency plans.

4.4 Teamwork and Collaboration

Finally, I developed skills in teamwork and collaboration during my attachment. I worked closely with the central store staff, hospital staff, and suppliers to achieve common goals. I learned how to build effective relationships, communicate with team members, and contribute to team objectives. I also developed

skills in leading teams, motivating team members, and resolving conflicts.

Here are some essential teamwork and collaboration skills I gained:

- i. **Collaborating with hospital staff:** I learned how to work collaboratively with hospital staff, including doctors, nurses, and other healthcare professionals.
- ii. **Role clarification:** I gained experience in clarifying roles and responsibilities within the team, ensuring efficient and effective service delivery.

CHAPTER FIVE

5.0 Summary, Conclusion and Recommendation

5.1 Summary

The SIWES programme at the University of Ilorin Teaching Hospital (UITH) provided me with valuable practical experience in store management and inventory control. I acquired several skills and knowledge, including record-keeping and documentation, time management and organization, and communication and interpersonal skills.

5.2 Conclusion

In conclusion, my SIWES attachment was a valuable learning experience that provided me with practical skills and knowledge in my field of study. The attachment enabled me to apply theoretical concepts to real-world situations. I am grateful for the opportunity to have participated in the SIWES programme, and I believe that it has prepared me well for my future career.

5.3 Recommendations

Based on my experience, I recommend that the programme should be extended to other departments that are not included in the SIWES Scheme. Additionally, the duration of the programme should be increased to six months and the place of primary assignment should also ensure that students are assigned to assigned to relevant departments and units.

REFERENCES

UITH (2024) Annual Report

UITH News Letter

Information from the Organisational Based SIWES Coordinator