



**A TECHNICAL REPORT
ON
STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME
(SIWES)**

**Held at
UNIVERSITY OF ILORIN TEACHING HOSPITAL
(AT THE EXPENDITURE UNIT, DEPARTMENT OF ACCOUNTING),
OLD JEBBA ROAD, ILORIN, KWARA STATE**

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ACCOUNTANCY**

August–November, 2024

CERTIFICATION

This is to certify that the bearer has successfully completed the Students' Industrial Work Experience Scheme (SIWES).

.....

Department Coordinator

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Date

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SIWES Director

.....

Date

DEDICATION

I dedicate this technical report to the Almighty God, the giver of knowledge, wisdom and who is rich in mercy.

ACKNOWLEDGEMENTS

My profound gratitude and appreciation goes to Almighty God, the creator of heaven and earth, the beginning and the end, for His care, guardians and protection over my life throughout my course of SIWES programme.

I wish to record my sincere appreciation to my caring and loving parents, for their parental care and support towards my academic excellence, you are a wonderful parent, my sincere gratitude also goes to my brothers for being there for me.

My sincere gratitude to all my lovely friends and all that stood by me throughout the period of my SIWES programme.

ABSTRACT

This report constitutes a review of work undertaken and skills learnt during students' industrial work experience scheme (SIWES) at University of Ilorin Teaching Hospital, under the Chief Medical Director, CMD Professor Abdullahi Dan Silve Yusuf. From August – November 2024, the nature of the work include the recording of payment voucher, preparing and raising of vouchers, dispatching of payment vouchers, studying use of payment software with the cash service among other services. I was involved in these functions to know how they are being done, it also includes: sorting of vouchers, accounting and auditing. This report gives a brief information on all programmes I was exposed to, the equipment that were used and defines the experience gained during my attachment. It also accentuates some challenges faced during the process of acquiring this experience, and a few recommendations.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE REPORT

Training is indispensable and it is a key factor in ameliorating the efficiency & proficiency of the workforce. The students work experience (SIWES) programs prepares students for labour markets. It has become indispensable that industrial and technological education practitioners possess the skill needed to function effectively in a digital world.

The training also confers to students the grand opportunity of familiarizing and exposing themselves to the needed experience in handling different paraphernalia that are prevalently not available in their institutions.

Thereupon, the programme should be regarded as to our various courses of study. This paper examines whether the expected benefit of the industrial training as perceived by interns before going for the training, are actually achieved.

1.2 HISTORY OF SIWES

Before the establishment of the scheme, there was a growing concern among the industrialists that graduates of institutions of higher learning lacked adequate practical background studies preparatory for employment in industries. Thus the employers were of the opinion that the theoretical education going on in higher institutions was not responsive to the needs of the employers of labour.

The Students' Industrial Work Experience Scheme (SIWES) was initiated in 1973 by the Federal Government of Nigeria under the Industrial Training Fund (ITF) to bridge the gap between theory and practice among products of our tertiary Institutions. It was

designed to provide practical training that will expose and prepare students of Universities, Polytechnics, and Colleges of Education for work situation they are likely to meet after graduation.

As a result of the increasing number of students' enrolment in higher institutions of learning, the administration of this function of funding the scheme became enormous, hence ITF withdrew from the scheme in 1978 and was taken over by the Federal Government and handed to National Universities commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). In 1984, the Federal Government reverted back to ITF which took over the scheme officially in 1985 with funding provided by the Federal Government.

1.3 BRIEF HISTORY OF THE UNIVERSITY OF ILORIN TEACHING HOSPITAL

The University of Ilorin Teaching Hospital (UITH) is a tertiary healthcare institution located in Ilorin, Kwara State, Nigeria. It was created in 1980. It was a major public centre funded by Federal Government of Nigeria, It serves as a teaching hospital for the University of Ilorin's medical school and provides comprehensive healthcare services to patients in Ilorin and its surrounding regions. The University of Ilorin Teaching Hospital (UITH) is a tertiary healthcare institution located in Ilorin, Kwara State, Nigeria. It serves as a teaching hospital for the University of Ilorin's medical school and provides comprehensive healthcare services to patients in Ilorin and its surrounding regions.

Some Key Aspects of UITH

- Medical Education: UITH plays a crucial role in medical education, providing training for medical students, resident doctors, nurses, and other healthcare professionals. It offers undergraduate and postgraduate medical programs, including residency training across various specialties.
- Clinical Services: The hospital offers a wide range of clinical services covering various medical specialties and subspecialties. These include internal medicine, surgery, obstetrics and gynecology, pediatrics, psychiatry, ophthalmology, radiology, dermatology, orthopedics, and more.
- Research and Innovation: UITH is involved in medical research aimed at advancing healthcare knowledge and improving patient care. Through research initiatives, the hospital contributes to the development of new treatments, diagnostic techniques, and healthcare practices.
- Community Outreach: UITH engages in community health programs and outreach initiatives to promote health education, disease prevention, and wellness in the local community. These programs may include health screenings, vaccination campaigns, and public health awareness campaigns.
- Facilities and Infrastructure: The hospital is equipped with modern medical facilities and infrastructure to support its clinical, educational, and research activities. This includes state-of-the-art medical equipment, diagnostic laboratories, operating theaters, intensive care units, and outpatient clinics.

Overall, UITH plays a vital role in the healthcare landscape of Kwara State and Nigeria as a whole, serving as a center for medical education, research, and healthcare delivery.

Vision

To transform University of Ilorin Teaching Hospital to be the hub of quality and standard healthcare service delivery in Africa by the year 2019, a player in the delivery of quality healthcare service globally and expand the frontiers of the hospital in healthcare delivery by the year 2021.

Mission

This is to be attained through provision of quality and standard healthcare delivery that is second to none in Africa by the year 2019, and one of the global healthcare service institutions by the year 2021 regardless of clients statuses or creeds through quality researches, training (capacity building, manpower development and staff motivation) and services.

- Creation of industrial harmony in the hospital among health unions, stakeholders, as well as bolstering of staff dedication to duty
- Providing high degrees of service satisfaction to our clients as well as job satisfaction to staff
- Partnering locally, nationally and internationally with reputable organizations (through PPP)
- Attracting funds from entrepreneurs and stakeholders of high repute; Operation of clients-centred administration where the clients are KINGS

- Deployment of state-of-the art, hi-tech equipment's for the management (diagnoses, treatments & follow-ups) of clients, to create a world class health institution.

Services

The University of Ilorin Teaching Hospital (UITH) provides a wide range of medical services across various specialties to meet the healthcare needs of its patients.

Here are some of the services offered by UITH:

- **Primary Healthcare Services:** Routine medical care for preventive health measures, health screenings, and management of common health conditions.
- **Specialized Medical Care:** Diagnosis and treatment for a wide range of medical specialties, including but not limited to: Internal Medicine
- **Surgery** (General Surgery, Orthopedic Surgery, Neurosurgery, Cardiothoracic Surgery, etc.)
- **Others are:** Obstetrics and Gynecology, Pediatrics, Psychiatry, Dermatology, Ophthalmology, Ear, Nose, and Throat (ENT) Care, Dental Care
- **Emergency Services:** 24/7 emergency medical care for immediate attention and stabilization of critical conditions, including trauma, acute medical emergencies, and obstetric emergencies.
- **Diagnostic Services:** Advanced diagnostic services to aid in the diagnosis and management of diseases, including:
- **Radiology** (X-rays, MRI, CT scans, ultrasound)

- Laboratory Testing (Blood tests, urine tests, microbiology, pathology)
- Nuclear Medicine
- Rehabilitation Services: Physical therapy, occupational therapy, and speech therapy for patients recovering from illness, injury, or surgery to regain function and improve quality of life.
- Specialized Clinics: Outpatient clinics for specialized medical care and follow-up visits, including diabetes clinics, hypertension clinics, antenatal clinics, pediatric clinics, and more.
- Surgical Services: Surgical interventions for various conditions, including elective and emergency surgeries, minimally invasive procedures, and complex surgeries requiring specialized expertise.
- Cancer Care: Diagnosis, treatment, and management of cancer, including chemotherapy, radiation therapy, and supportive care services.

CHAPTER TWO

WORK EXPERIENCE GAINED

2.1 NATURE OF ACTIVITIES CARRIED OUT DURING THE TRAINING PROGRAMME

The nature of activities was fundamentally on practical work. Series of guides and instructions was given to me on the first week of commencement and subsequent week emphasis was on some theoretical knowledge on quickBooks accounting software.

The practical activities were learning how to draw and recording of payment vouchers; preparation of payment voucher; dispatching of payment voucher for audit; dispatching of payment voucher for cash service; for payment signing of payment voucher (at times).

2.2 TOOLS AND EQUIPMENT USED

In performing certain accounting functions or in carrying out accounting operations, some set of equipments and tools are required to make the job easier. Some tools and equipments that were exposed to me include: computer, printer, banknotes counter or bill counter machine, quickbooks.

1. Computer: A computer is an electronic device for storing and processing data, typically in binary forms according to instructions given to it in a variable program.

A computer helps an accountants to store and access financial records, make changes and



alleviate the need to keep paper files. Some popular uses of the computers in offices include preparation of word documents such as letters, reports, processing if work documents such as work orders and financial reports, presentation of reports and proposals to and behalf of executive and higher level of office personnel.

2. Printers: A printer is a hardware output device that is used to generate hard copy and print any document. A document can be of any type such as a text file, image or the



combination of both. The accountant uses the printer to print out important documents such as accounting documents, employee information, customers information etc.

3. Bank note counter or bill counter: A currency counting machine is a machine that counts money either in stacks of banknotes or loose collections of coins. Currency counters are commonly used in vending machines to determine what amount of money



has been deposited by customers, it also detects counterfeit bill (the machine stops when it reaches a counterfeit bill).

4. Quickbooks: Quickbooks is an accounting software just as sage and others. It is a great business accounting software for small to mid-sized business owners. It helps save time on bookkeeping and paper work. It automatically handles some of the easy bookkeeping tasks, saving your time and making your day easier. It also provides tools to making your day easier. It also provides tools to manage your customers, vendors, clients inventory and finances.

2.3 RELATION OF THE TRAINING TO THE COURSE OF STUDY

The correlation of the training to the Course of Study is that of the practical job and functions that was executed during the attachment period. Most of the theoretical

work done in the school such as source documents, journal entries, double entry concept of bookkeeping etc, were all practically done during the training period.

CHAPTER THREE

INTERPERSONAL EXPERIENCE

3.1 ROLE OF INDUSTRIAL-BASED SUPERVISOR

The role of the industrial based supervisor was to keep financial records of payment transactions, preparation of voucher, payment of voucher, dispatching of vouchers; rectification of voucher-related issues; collaborative function between voucher unit and cash service unit. He equally signs the training log book for students on a daily basis.

3.2 RELATIONSHIP OF STUDENT WITH THE INDUSTRIAL-BASED SUPERVISOR AND OTHER STAFF

On my arrival to the Accounting Expenditure Unit of the UITH, my supervisor, who happened to be my industrial based supervisor introduced me to various workers in different section of the Accounting Unit. I also got to know their names and their functions in the organisation.

When I got there, the chief accountant exposed me to the essentials of quickbooks accounting software and how it is used in keeping and recording financial transactions. I was taught how to raise voucher, how to trace payment vouchers, how to dispatch among other services.

3.3 SKILLS ACQUIRED DURING THE TRAINING PROGRAMME

The training gave me the opportunity to be a part of an actual work situation outside the classroom. There was an enhancement and proficiency in using the computer and as well as being competent in using payment software after raising vouchers.

CHAPTER FOUR

4.1 PROBLEMS ENCOUNTERED DURING THE TRAINING PROGRAMME

The following problems were encountered during the training programme:

1. Too much task/ laziness of workers
2. Going for lectures whilst running an industrial training programme
3. Closing late at work.

4.2 GENERAL APPRAISAL OF THE PROGRAMME

Generally speaking, the aim of practical training is to help students develop skills and abilities that support professional studies and prepares them for work later on. Obtainment of actionable skill is a therapy to significant progress and growth in any society.

Practical knowledge is learning without which mastery of an area of knowledge may be difficult if not unfeasible to achieve and that actionable knowledge involves developing skills via the use of tools or equipments to perform tasks that are related to student's field of study.

SIWES was established by Industrial Training Fund (ITF) to solve the problem of lack of adequate practical skills in preparation for employment in industries by Nigerian graduates of tertiary institutions. The scheme exposes students to industry based skills that are germane for an effective transition from the classroom to the world of work and it gives the student opportunity to be a part of real work situation outside the lecture room.

Participation in SIWES is a necessary pre-condition for the award of Diploma and Degree certificates in specific disciplines in most institutions of higher learning in Nigeria.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The megahit of the training as could be envisaged is dependent on the ministers, Industrial Training Fund, institutions, Employees of Labour and the general public involved in the articulation and management of it.

Therefore, the importance of industrial training cannot be overemphasized because it boots the students' practical experience and exposure which in turn lays foundation for student's development and nation building.

5.2 CONCLUSION

If industrial attachment is properly planned and implemented it may be the panacea to solve death of skills needed for employment. During my SIWES programme,

I was exposed to series such as invoicing software & auditing of reports etc. I was also exposed to various accounting tools and equipments as well as industrial/building materials.

This training also gave me the opportunity to interact, share knowledge and ideas with other students from different institutions.

5.3 RECOMMENDATIONS

The following recommendations are made based on the experience gathered from the training:

1. workers of where students are sent to on industrial training should help facilitate the I.T. programme of the students rather than use it as a means of taking a break from their jobs or handling the difficult duties to students.
2. The school should ensure that industrial training programme is not been ran simultaneously with school lectures as this might inhibit student's significant level of concentration.
3. Companies/organizations should make certain and possible that students on Industrial training close early at work other than closing at the same time with the staff and management of the organization/company.

5.4 SUGGESTIONS THAT WILL IMPROVE THE SCHEME

1. Selection and placement should not be left completely to students. The schools (polytechnics/universities) should device a means of allocating students to related companies/organizations.
2. Students should be taught how to write report and their reports should be read through and corrected.
3. Federal government should ensure that funds are available to the institutions as at when due in order to facilitate proper monitoring of students on IT.

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