



Majmaah University
University Vice Residency for
Educational Affairs
Student Training Administration



Cooperative Training Guide for
Academic Programs
2024/2025-1446



Cooperative Training Guide for Academic Programs

Cooperative Training Guide for Academic Programs



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First: Student and Cooperative Training Administration



Introduction

Training serves as a vital channel for human development, aiming to enhance skills, acquire knowledge, and strengthen capabilities. Consequently, both individuals and institutions are committed to obtaining high-quality training and managing it in a manner that ensures the realization of its intended value.

Considering this, the University Vice Presidency for Educational Affairs has established an administration dedicated to student training. This administration works on framing, organizing, and managing student training programs in collaboration with relevant entities across the university, including deanships, departments, and colleges.

This guide aims to clarify the internal workflow of the administration, its vision, the mission it aspires to achieve, its organizational structure, role and significance. It covers essential details for entities interested in training. The guide also includes helpful information for student trainees about training mechanisms, regulations and the available types of training within the university's academic programs.

We sincerely hope to be able to support our students, as we work toward fulfilling the university's vision and mission of achieving excellence and leadership in education.

Student Training Administration- University Vice Presidency for Educational Affairs



List of Terms

- ***Cooperative Training:*** Training carried out through collaboration between the university's colleges and academic programs on one side, and various training institutions that host university students and offer them opportunities to apply the skills and knowledge they have acquired through theoretical and practical study on the other. During cooperative training, students work toward achieving the learning outcomes outlined in the field experience course description. In addition, their practical skills are assessed to ensure that the intended practical skill outcomes have been met prior to graduation.
- ***Trainees:*** Students enrolled in the university's academic programs—both male and female—who engage in activities such as field training, clinical rotations, workplace training, internship year, or summer training.
- ***Academic Supervisor:*** A faculty member responsible for monitoring trainees during the training period and evaluating their performance afterward.
- ***Field Supervisor:*** The individual at the training site responsible for monitoring trainees, guiding and helping them acquire workplace skills.
- ***Program Field-Training Coordinator:*** The individual responsible for coordinating and organizing all forms of field training for students within a specific department or academic program.
- ***College Training Coordinator:***
The individual responsible for monitoring and organizing all forms of field training across each academic program within the college. When this role extends to the entire college rather than a single program, it is referred to as the College Training Coordinator.
- ***Host Organizations:*** Organizations formally approved by the academic program where trainees undertake their cooperative field training. These may include hospitals, schools, companies, and other training sites, depending on the nature of each academic program.
- ***Training Period:*** The designated timeframe during which trainees spend time within the training organization. Depending on the program and the nature of the



training, this period may last for one academic semester—either during the academic year or the summer—two semesters, or a full academic year, as is often the case in medical programs. The duration varies according to the academic program plan and the description of the Field Experience course.

- **Field Training Unit:** An administrative unit within the college that organizes, manages, and monitors the field training activities of the various academic programs. It is affiliated with the College Vice Dean for Educational Affairs and the Vice Dean for Student Affairs. In some colleges, it may be referred to as a committee.

Cooperative Training Guide for Academic Programs



About the Student Training Administration

The Student Training Administration operates under the Vice Presidency for Educational Affairs and is responsible for supporting the academic and professional development of students across all university programs. In collaboration with training coordinators from various colleges and programs, the administration works to enhance the practical skills of students and ensure that the intended learning outcomes are met, in alignment with the graduate attributes established by Majmaah University.

Its mission is to help students become well-qualified graduates ready to meet the dynamic needs of the job market and contribute to national development, in line with the goals of Saudi Arabia's Vision 2030.

To achieve this goal, it provides technical and administrative support for field, clinical, and technical training programs across the university. It ensures that all training activities meet rigorous quality standards and promotes continuous improvement through the effective use of technology in student registration, training, and follow-up processes. As part of this commitment, this administration has launched the university's Cooperative Training Platform (منصة التدريب التعاوني) to support the organization and management of field training activities across all colleges and academic programs.



Vision, Mission, and Values

Vision:



To provide a high-quality training environment that meets accreditation standards and helps shape graduates who are skilled, socially capable, and ready to meet the real needs of the job market.



Mission:

To keep improving the training experiences offered to students across the university's academic programs. The aim is to help students build the skills and competencies required by their disciplines, strengthen their academic and personal capacities, and ensure they meet the graduate qualities the university stands for.



Values:

- **Excellence** in all aspects of training and support processes
- **Distinction** in the services we provide
- **Innovation** in developing ideas, approaches, and initiatives
- **Quality** in the outcomes we deliver



Organizational Structure

The Student Training Administration operates under the Vice Presidency for Educational Affairs and reports directly to the Office of the Vice President. Within each college, field training units are affiliated with this administration.

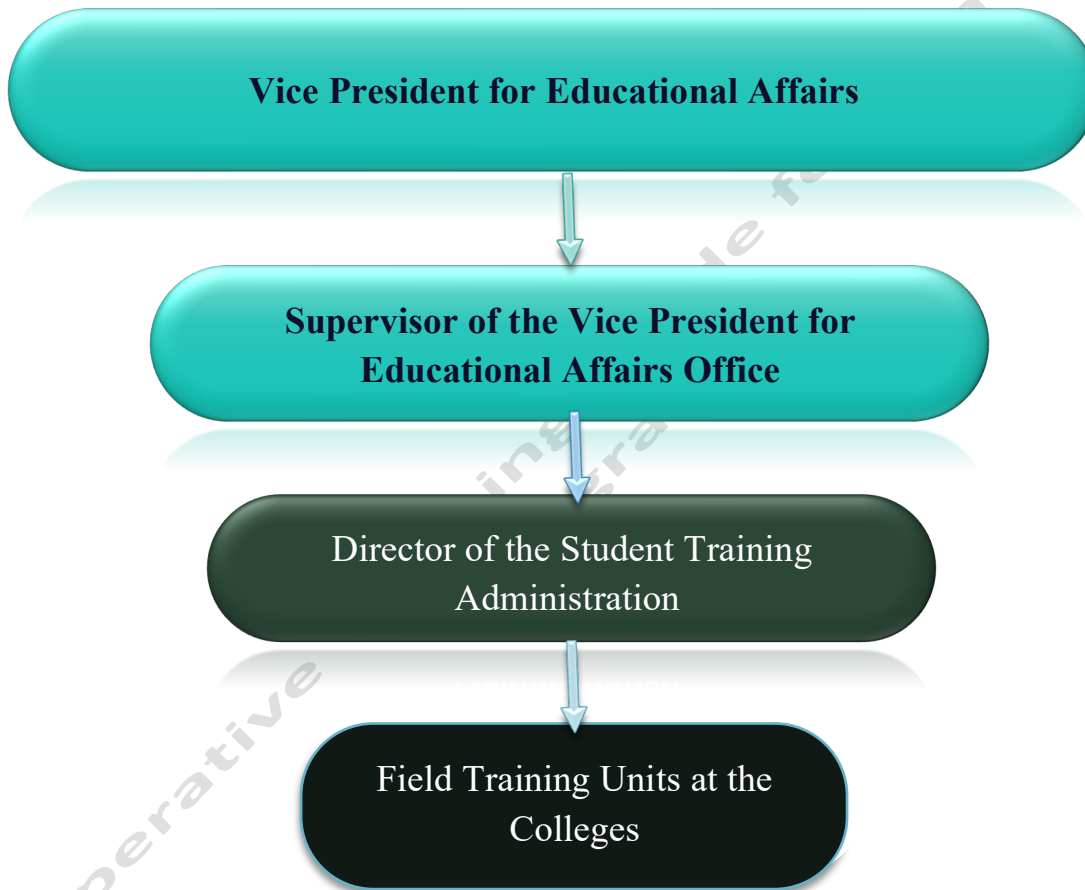


Figure (1) Organizational Structure of the Student Training Management



Objectives of the Student Training Administration:

The primary goal of the Student Training Administration is to enhance and support cooperative field training across all academic programs at the University. To achieve this, the administration focuses on:

- Maintaining close collaboration with training coordinators across colleges to identify and address any challenges that may arise during students' cooperative field training.
- Offering workshops designed to equip training coordinators with the knowledge and skills needed to meet regulatory requirements and satisfy the expectations of both students and host organizations.
- Collaborating with the Deanship of Development and Quality, as well as academic programs, to continuously improve training curricula in alignment with Vision 2030 and the university's graduate attributes.
- Ensuring the integrity of cooperative training programs by safeguarding trainee rights and maintaining the university's reputation.
- Monitoring and assessing the effectiveness of training programs through careful analysis of reports, using insights to drive ongoing improvements.
- Fostering a high-quality training environment that aligns with the university strategic goals and promotes comprehensive student development.
- Facilitating partnerships with international training institutes and providing students with access to global expertise.

Second: Cooperative Training: Regulations, Practices and Forms



Cooperative Training

Cooperative training is one of the most effective methods for applying the skills students have learned in their academic courses. Unlike other educational approaches, it offers unique benefits. In cooperative training, students apply the knowledge and skills they have gained in the classroom in real-world environments directly related to their field of study. This hands-on experience allows them to engage with practical situations that reflect the theoretical knowledge they have acquired during their studies. Moreover, trainees are supervised by professional mentors from the host organization, who assess their performance, provide guidance, and ensure they are following sound scientific and practical practices.

Cooperative training also offers the advantage of full immersion in practical experience. During this period, the student is dedicated to working at an organization in either the public or private sector that aligns with their field of study. This experience helps the student gain hands-on knowledge and enhances their communication and fieldwork skills. Cooperative training provides an essential opportunity for students to apply their theoretical learning through engaging in tasks and activities that develop both their expertise and professional competence. Additionally, students gain experience in interacting with others and become familiar with the challenges of fieldwork, learning how to address these challenges effectively.



Cooperative Training Objectives

- Provide trainees with hands-on experience before graduation.
- Offer trainees the opportunity to directly engage with the job market and understand its demands.
- Reinforce theoretical learning by integrating it with field experience.
- Prepare trainees to take on responsibilities, adhere to work schedules, and follow the rules and regulations of the workplace.
- Enhance trainees' communication, teamwork, and ability to handle work pressure.
- Ensure that students meet the necessary graduation and award requirements.
- Foster collaboration and the exchange of expertise between the university, its colleges, and host organizations.

Cooperative Training Guide for Academic Programs



Types of Cooperative Training

Cooperative training plays a vital role in preparing students for the professional world by helping them develop essential, discipline-specific skills through real-world experience. Across various academic programs, students participate in structured training opportunities designed to complement their academic knowledge. For example, education students gain hands-on teaching experience in schools and early-childhood centers, while medical students complete their internship year in hospitals and clinical settings. Business students train in administrative, accounting, or legal departments across various industries, and engineering students undertake on-site placements with construction and engineering firms. Computer Science and Information Technology students intern at technology companies and software development firms, and students in the Applied College work within industries aligned with their technical specializations. These field experiences aim to reinforce academic knowledge and build the practical skills and professional confidence students need to succeed in the workplace.

Cooperative Training
Programs



Phases of Cooperative Training

The cooperative training process follows a structured, evidence-based approach that unfolds over three interconnected stages. Each stage builds on the success and effectiveness of the previous one, and outcomes from the final stage feed back into the planning of future training cycles. The stages are as follows:

Phase 1: Preparation for Cooperative Training

This stage focuses on administrative and academic preparation to ensure that students are ready to begin their cooperative training placements. Key steps include:

1. **Identifying Eligible Students:** Academic programs assess which students are eligible for cooperative training based on academic criteria such as GPA, completed coursework, and the number of credit hours earned. These criteria are verified through students' academic transcripts.
2. **Identifying Suitable Host Organizations:** Training sites capable of accommodating the number of trainees are identified. This may involve ongoing partnerships with established host organizations or new recommendations from faculty or students. In the latter case, students fill out a form nominating a training site, which is reviewed by the program field-Training coordinator to ensure the organization meets cooperative training standards.
3. **Assigning Academic Supervisors:** Faculty members are assigned to supervise students throughout the training period. Each supervisor receives a list of the students under their supervision.
4. **Student Orientation:** Orientation sessions and meetings are held to prepare students for the training experience. These sessions cover training objectives, procedures evaluation methods, follow-up, and communication channels with supervisors. Students are guided on how to submit training reports—whether via the program's website, Cooperative Training Platform (منصة التدريب التعاوني), or directly to their academic supervisor. These sessions are typically scheduled at the beginning of each training cycle, depending on the nature of the academic program.
5. **Notifying Host Organizations:** When training involves student groups, host organizations are provided with an official list of trainees, approved evaluation forms, and an outline of the key skills students are expected to develop. For individual placements—where students arrange their own training sites—the



college issues each student an official nomination letter. The host organization is then asked to confirm its acceptance or decline of the placement request.

6. Issuing Training Authorization Letters: Once the student receives official approval from an eligible host organization, the training unit or coordinator issues a formal training letter, allowing the student to begin their training at the designated site.

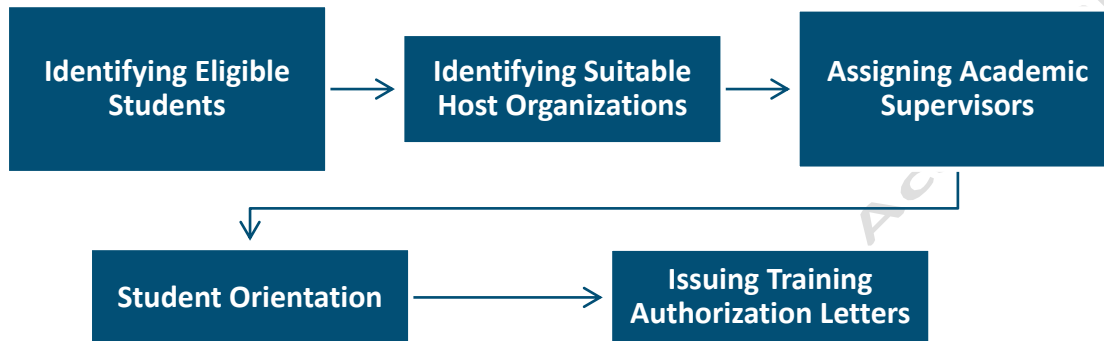


Figure (2) The Steps Phase One of Cooperative Training

Phase 2: Cooperative Training Implementation

In this phase, responsibilities are shared between the student trainees and the academic program's training supervisor. *Trainees* are required to:

1. Begin their training on the first official day, following the receipt of the training commencement letter.
2. Adhere to all training rules, regulations, and procedures set by both the college and the host organization.
3. Follow the dress code and professional conduct standards required by the host organization.
4. Commit to the assigned daily or weekly training schedule and the required training hours. Trainees are expected to actively engage in acquiring the practical skills relevant to their academic discipline and follow the instructions of both academic and field supervisors.

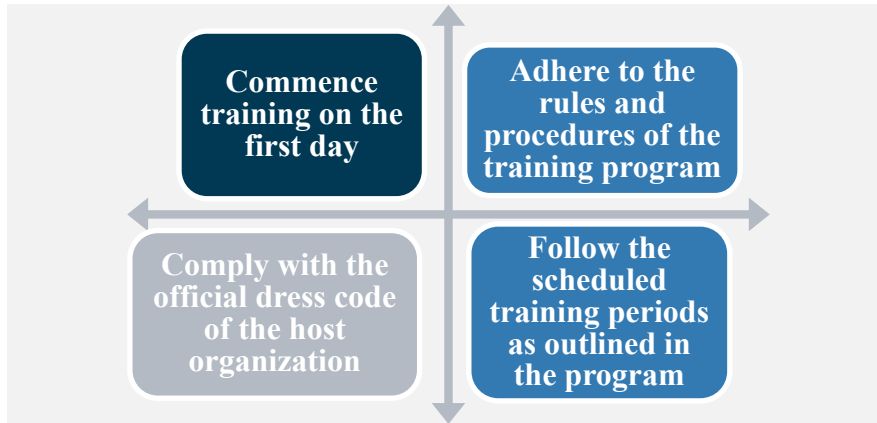


Figure (3) Trainee Responsibilities During the Second Phase of Cooperative Training

During the second phase of cooperative training, *academic supervisors* play a vital role in monitoring student progress and ensuring adherence to training standards. Their key responsibilities include:

1. **Ensuring Student Placement:** Academic supervisors must confirm that students have commenced their training within the first week of receiving the official training letter. A signed confirmation letter from the host organization must be uploaded to the Cooperative Training Platform. Students who fail to begin training on time without a valid excuse will be subject to penalties.
2. **Providing Ongoing Support:** Supervisors are expected to maintain regular contact with student trainees, offering guidance and addressing any challenges in collaboration with the on-site field supervisor.
3. **Monitoring Student Submissions:** Supervisors must ensure that trainees submit their training outputs according to the timeline specified by the academic program.
4. **Assessing Performance:** Supervisors are responsible for evaluating students' training activities based on pre-approved criteria. Assessments must follow the official evaluation timeline communicated to students at the beginning of the training period.

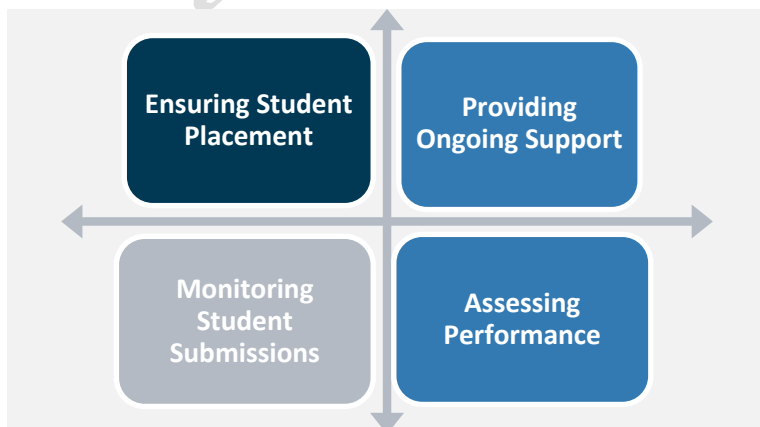




Figure (4) Academic Supervisor Responsibilities During the Second Phase of Cooperative Training

Phase 3: Post-Cooperative Training Phase (Follow-up)

This phase involves the completion of all formal procedures related to the cooperative training program by trainees, academic supervisors, and field supervisors. During this phase, the following steps are carried out:

1. **Submission of Training Outputs:** Trainees are required to submit their training outputs based on the specific requirements of each program. These may include technical reports, production outputs, medical records, case studies, or other materials as defined by the program.
2. **Review of Host Organization Evaluation reports:** Evaluations completed by host organizations are reviewed, including their feedback on the trainees' performance and suggestions for improving the field training experience.
3. **Evaluation of Training Outputs:** Academic supervisors assess trainee performance and submitted outputs based on pre-established criteria and grading standards.
4. **Field Training Committee Meeting:** The field training committee at the program reviews student evaluation results. This may involve discussions or specific assignments, depending on the program. The committee then submits the final grade.
5. **Review of the Training Program:** The field training committee conducts a review of the training program through surveys and feedback from students, academic supervisors, field supervisors, and host organizations. The goal is to identify areas for improvement, address challenges, and consider proposed solutions to enhance the program's effectiveness.



Figure (5) Procedures of The Third Phase of Cooperative Training

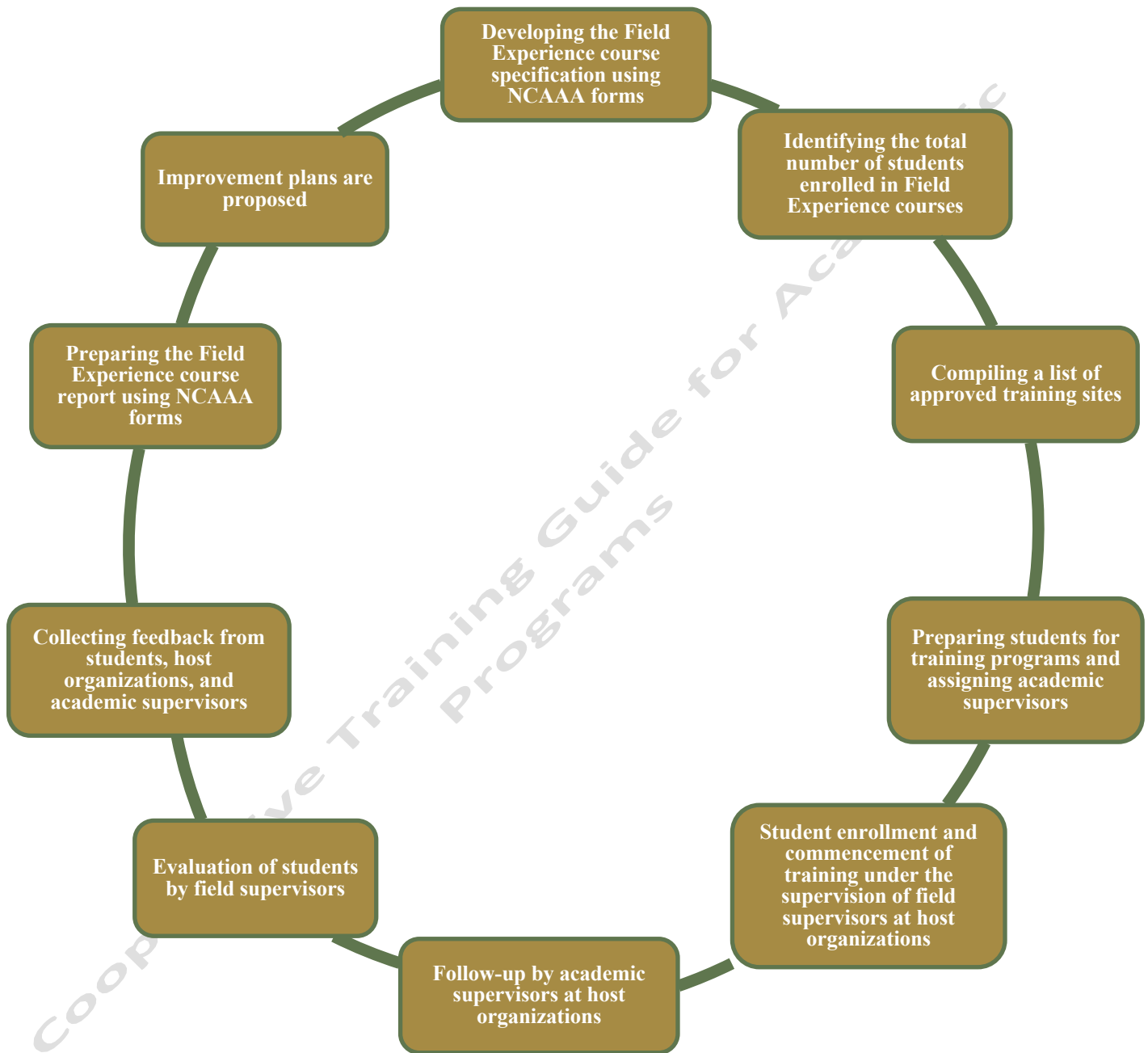


Figure (6) Procedures of The Three Phases of Cooperative Training



Cooperative Training Regulations

To ensure the effective implementation of cooperative training, programs must adhere to the following key guidelines:

- Set clear academic prerequisites that students must meet before enrolling in cooperative training. These may include the successful completion of specific courses, a minimum number of credit hours, or both.
- Specify the minimum number of cooperative training hours a student must complete to be officially considered as having commenced their field training. This requirement confirms the start of training and does not imply successful completion. The number of hours should align with the academic program's plan.
- Clarify the training structure, including whether the cooperative training takes place during the summer, the academic year, or both, and whether it extends over one or two semesters, in line with cooperative training policies.
- Set behavioral and professional standards that students must follow to successfully complete the cooperative training. These may include ethical, behavioral, or skill-based expectations.
- Develop and share transparent trainee evaluation criteria that serve as both an assessment framework and a behavioral guide, helping students understand the basis for their performance evaluations.
- Create a detailed 'Cooperative Training Guide' for each program that outlines the objectives, activities, success criteria, and includes a rubric describing various levels of achievement.
- Prepare all required forms and documents related to the cooperative training process to help students, coordinators, and supervisors manage and track training effectively. These may include: training nomination letters, confirmation of training commencement letters, trainee performance evaluation forms, host organization feedback surveys, and acknowledgment forms such as confirmation of training start at the assigned site and a code of conduct agreement.

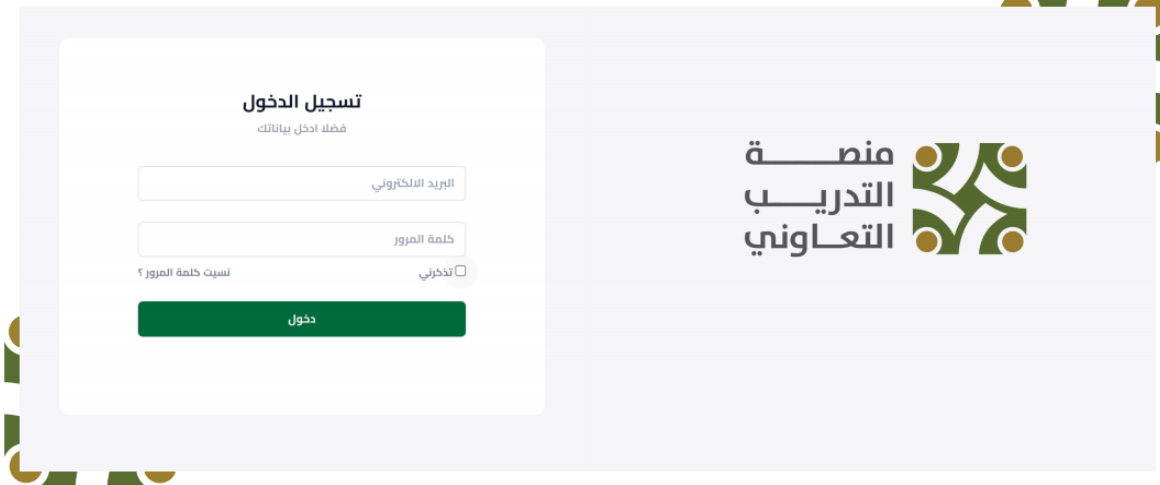
منصة التدريب التعاوني (Cooperative Training Platform)

As part of the University plan to automate administrative and organizational processes, leverage the latest technology, and align with global advancements in digital transformation—while pursuing its vision of academic excellence and leadership—the University launched the Cooperative Training Platform (منصة التدريب التعاوني). The initiative also aims to improve the experience for students.

Planning and development for the platform took place throughout the 2022/2023 academic year. This included a series of technical meetings between the University's training administration and cooperative training coordinators from various programs, to gather feedback on their needs and expectations for the platform. Based on these discussions, the Training Administration under the Vice Presidency for Educational Affairs prepared a comprehensive report and submitted it to the colleges for review. Following that, additional meetings were held with the Deanship of Information Technology to begin the platform design and implementation.

At the start of the 2023/2024 academic year, the beta version of the Cooperative Training Platform (منصة التدريب التعاوني) was launched. The Student Training Administration, in collaboration with the Deanship of Information Technology, conducted a series of training workshops for academic program coordinators to introduce the platform's functions and management tools.

On December 1, 2023, the official version of the platform was launched by the University President, marking a major shift from manual paperwork to digital operations. This transition also unified previously separate, college-specific platforms into a single, university-wide system.





Users of the Cooperative Training Platform

The Cooperative Training Platform (منصة التدريب التعاوني) serves both students and academic programs. It also enables the Student Training Administration, under the University Vice Presidency for Educational Affairs, to monitor field training across different academic programs through an integrated digital system. This system facilitates communication between students, academic supervisors, program coordinators, and the Student Training Administration—greatly reducing paperwork, saving time, and improving efficiency by replacing manual processes with digital ones.

To ensure ease of use and maximize the benefits of the platform, user roles and permissions have been clearly defined for each individual or entity based on their specific interaction with the system.



Services available on the Cooperative Training Platform

The Cooperative Training Platform offers a range of services tailored to the needs of different users, including:

1. Providing a list of cities where cooperative training is available, organized by colleges and academic programs.
2. Issuing field training electronic letters and tracking their status (e.g., rejected, accepted, pending coordinator review, pending approval from the host organization).
3. Setting up training programs, including specifying partner training organizations, program policies, duration, and other details.
4. Allowing coordinators to receive and monitor student reports and schedule oral discussion sessions.
5. Providing online access to all cooperative training forms.
6. Issuing cooperative training certificates, in accordance with the structure and requirements of each program.



Templates for Some Cooperative Training Forms and Letters



Templates for some field training forms and letters vary among different programs, aiming to organize and document the training processes. While some programs share common guidelines for these templates, there may be variations in certain details or the relative importance of certain points. It is important to emphasize adherence to communication protocols with external entities and consideration of organizational levels in communication. Below are examples of such forms:

Academic programs use a variety of field training forms to help organize and document the training process. While many programs follow a similar overall structure, some may differ in specific details or in how much emphasis they place on certain components. All programs are expected to adhere to official communication protocols with external partners and respect organizational hierarchies in correspondence. The following are examples of commonly used training forms:

Cooperative Training Guide for Academic Programs



Student Training Approval Request Form
Submitted online via the Cooperative Training Platform

Request for Student Training Approval

Dear [],

I hope this message finds you well.

We are writing to kindly request your approval to host one of our students for a training opportunity at your organization.

[Student's Full Name], is currently enrolled in the [Department Name], College of [], at Majmaah University.

The student, [Student's Full Name], is enrolled in the [Department Name], College of [College Name] at Majmaah University. The student is in Level [], and is seeking to complete a training placement at your organization during the [] Semester of the academic year 1444/1445, as part of the graduation requirements.

We would appreciate your approval to host this student as part of your training program, as it plays an essential role in preparing our students for the job market and strengthens collaboration between academia and industry.

Thank you for your continued cooperation.

Kind Regards,
[Program Director's Name]

Note: If approved, kindly send the training commencement letter using the attached form to the department's email: [Department Name] – [.....@mu.edu.sa]



**Acknowledgment of Compliance with Training Regulations
Submitted online on the Cooperative Training Platform**

Acknowledgment of Compliance with Training Regulations

I, the student,

Name:

University ID Number:

hereby acknowledge that I have read the Training Guidelines for Graduating Students in the Department of [Department Name] – College of [College Name]. I affirm my full commitment to abiding by all rules, regulations, and provisions outlined therein. I further pledge to maintain proper conduct, protect the assets and property of the host organization, and preserve the confidentiality of any information and data I may access during the training period. I also commit to presenting myself in a professional and appropriate manner that aligns with the standards of the host organization. This acknowledgment serves as a formal declaration of my commitment to the above responsibilities.

Student Name:

Signature:

Date:

Trainee Progress Report Form

Submitted online via the Cooperative Training Platform

تقرير متابعة الطالب المتدرب

Progress report No. (.....)	تقرير متابعة رقم (.....)
-----------------------------	--------------------------

Student Name	اسم الطالب
Student ID	الرقم الجامعي
Major	التخصص
Date	تاريخ التقرير
Mobile No.	جوال شخصي
Email	ايميل الطالب
Organization Name	اسم جهة التدريب
Organization Phone No.	رقم تلفون جهة التدريب
E-mail	ايميل جهة التدريب
Mailing Address	العنوان البريدي

Brief description of the activities, assignments, projects, and training the student was involved in

.....

Supervisor Name	اسم المشرف على التدريب
Position	المسمى الوظيفي
Starting Date of Training:	تاريخ بداية تدريب الطالب
Signature	توقيع المشرف
Mobile No.	جوال
E-mail	ايميل المشرف

Important Instructions	تعليمات هامة
<ul style="list-style-type: none"> This form is to be filled in English by the student and approved by their supervisor at work. This form is to be filled for three periods: after 3, 6, and 8 weeks The original approved three progress reports must be attached to the final report to be submitted to the department. 	1- يعبأ الطالب هذا النموذج بالإنجليزية ويصادق عليه المشرف في العمل 2- يعبأ هذا النموذج لثلاث فترات كالتالي: بعد مضي اسبوعين 4 أسابيع 6 أسابيع 3- يجب إرفاق النسخ الثلاث الاصلية لهذه التقارير مع التقرير الكامل النهائي المقدم للقسم



Trainee Feedback Survey Form

Student Name:

Level:

Training Site:

Date:

Dear student,

This survey is designed to support the continuous improvement of the program. We kindly encourage you to read each question carefully and mark your response with an (X) in the appropriate box.

Rating Scale:

1. Strongly not Agree 2. Not Agree 3. To somewhat 4. Agree 5. Strongly Agree

No.	Item	1	2	3	4	5
1	The training content matches your level of understanding.					
2	The training benefits you scientifically.					
3	The training method was easy and clear.					
4	There was a clear link between course topics and hands-on training.					
5	The training objectives were presented on the first day.					
6	The training adhered to the planned schedule.					
7	The trainer welcomed questions and encouraged scientific discussion.					
8	The trainer was keen to ensure that the trainees understanding.					
9	The trainer used teaching aids in training.					
10	I did not feel bored during the training.					
11.	The trainer was proficient in the subject matter.					
12	I would recommend this training venue to my colleagues.					
13	Overall, I am satisfied with the training.					

Comments:

.....
.....



Evaluation Form by Host Organizations

Course Title: Course code: Academic Year:

Student Name: Student ID:

SLO	Questions related to the following:	Weight	Grade
b	Data documentation		
	Analysis and interpretation of data using appropriate theories		
d	Team participation (Cooperation)		
e	Use of appropriate resources to solve problems		
	Problem-solving strategies		
f	Personal responsibility and accountability		
g	Organization of written materials		
k	Awareness and correction of errors		
	Proactive information-seeking		
Total			

Student Report

SLO	Questions related to the following:	Weight	Grade
b	Data documentation		
	Analysis and interpretation of data using appropriate theories		
e	Use of appropriate resources to solve problems		
	Problem-solving strategies		
g	Organization of written materials		
	Use of graphs, tables and diagrams		
h	Awareness of current trends and events		
j	Awareness of job market requirements		
k	Awareness and correction of errors		
	Proactive information-seeking		
Total			



Oral Exam			
SLO	Questions related to the following:	Weight	Grade
a	Understanding of practical concepts in the field		
	Application of academic knowledge in practice		
b	Analysis and interpretation of data using appropriate theories		
l	Ability to think independently		
k	Measurement awareness of errors		
	Proactive information-seeking		
Total			

Examiners

Coordinator

The relative weights for evaluating trainees may vary in this template depending on the nature of the program. Additionally, each program has the right to add or remove any statements in the evaluation form.



Cooperative Training Registration Form

Student's Information (to be filled by the Field Training Coordinator)		
Student's Name:		Student ID:
Department/Major:	Last Semester GPA:	Cumulative GPA:
Credits Earned:	Credits this Semester:	Total Credits:
Nationality:	Phone:	E-Mail:
Student Signature:	Date:	Department approval:

By signing below, I confirm that:

1. The information provided above is accurate.
2. The training options I have selected may be fulfilled based on availability and in accordance with the Program Training guidelines assigning students, which take GPA into consideration.
3. Once I have been assigned to an organization, I understand that I will not be able to change it.

Training Opportunities

Organization Name	City
1)	
2)	
3)	

Host Organization Name (to be decided by the Department Training Coordinator)

Organization Name:	City:
Department Remarks:	Department Signature:



معلومات عن جهة التدريب Host Organization Contact Information	
اسم المؤسسة / جهة التدريب (بالعربية)	
Address:	
Phone	Training Supervisor
Fax:	Job Title:
E-Mail:	Signature

بيانات عن الطالب Student Contact Information	
اسم الطالب:	
Major:	MU ID:
E-Mail:	Phone

موافقة القسم الأكاديمي Department Approval		
Department Stamp		
Name of Department Coordinator:	Signature:	Date:

Progress Report

Student Name:	MU ID:
---------------	--------



Major:	Report No.:
	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/>

Description

Supervisor Name:	Signature:
Company / Organization: Please Affix company stamp	Date:

Important Instructions	تعليمات هامة
<ol style="list-style-type: none">1. This form is to be filled by the student and approved by their supervisor at work.2. This form is to be filled for three periods: After third, sixth, and eighth weeks.3. Submit the original copy of the final report and progress report to the corresponding academic department.4. Any additions or printed attachments must be approved by the supervisor.	<ol style="list-style-type: none">1. يعبئ الطالب هذا النموذج ويصادق عليه المشرف في العمل.2. يعبئ هذا النموذج لثلاث فترات كالتالي: بعد الأسبوع3. يجب إرفاق النسخ الأصلية المصدقة لهذه التقارير الثلاثة مع كامل التقرير النهائي المقدم للقسم الأكاديمي.4. إذا أردت الزيادة أو الطباعة فيجب مصادقة المشرف على الملحقات.



Final Evaluation Report

Student Name:	MU ID:
Major:	Starting Date:

Please rate the student against the following items on a scale 0 to 10 (10 being extremely satisfactory)

	Score	مجال التقييم
▪ Enthusiasm and interest in work (ILO2.1)		▪ الحماس للعمل والرغبة فيه
▪ Attention to accuracy in task delivery (ILO1.1)		▪ الدقة في تقديم العمل المطلوب
▪ Quality of work output (ILO2.4)		▪ جودة الأداء
▪ Initiative in task completion (ILO2.3)		▪ روح المبادرة للمهام
▪ Self-reliance		▪ الاعتمادية والثقة بالقدرة على الإنجاز
▪ Ability to learn and seek out information (ILO2.7)		▪ القدرة على التعلم والبحث عن المعلومات
▪ Judgment and decision making (ILO2.5)		▪ الحكم على الأمور واتخاذ القرار
▪ Maintaining effective relations with co-workers (ILO2.6)		▪ العلاقة الفاعلة مع الآخرين في العمل
▪ Report writing and presentation skills (ILO2.6)		▪ كتابة التقارير وعرضها
▪ Punctuality and Attendance (ILO3.1)		▪ الالتزام بالدوام والمواظبة

Overall rating for the student's performances	Poor	Marginal	Good	V. Good	Excellent
Comments:					

Supervisor Name:	Signature:
Company / Organization: Please Affix company stamp)	Date:



Cooperative Training Guide for Academic Programs