Field Training Program

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Contents

Field training program.................................................................................................................. 4

Introduction ................................................................................................................................. 4

   Definition of the field training program ................................................................................. 4

Vision ........................................................................................................................................ 4

Message: ................................................................................................................................... 5

Field training: ............................................................................................................................... 5

Objectives of the Guide: ............................................................................................................... 5

Description: ................................................................................................................................. 5

Attendance controls: .................................................................................................................... 5

Implement field training: ............................................................................................................. 6

   I. initialization Stage: ............................................................................................................. 6

   II. Planning stage: .................................................................................................................. 6

   III. Training Stage: ............................................................................................................... 7

Field training supervisor roles: .................................................................................................. 8

The goal of the program: ............................................................................................................. 9

General objectives: ...................................................................................................................... 9

Field training objectives: ............................................................................................................ 9

   First cognitive domain: ....................................................................................................... 9

   General skills: ....................................................................................................................... 9

   Mental sphere: ...................................................................................................................... 10

Objectives of the University: ..................................................................................................... 11

The importance of field training: ............................................................................................... 11

   First, the importance of field training for student ................................................................. 11

   The importance of field training for College ...................................................................... 11

Target group: .............................................................................................................................. 11

   1. Student ............................................................................................................................ 11

   2. Training institutions ......................................................................................................... 12

Responsibilities of the trainee: .................................................................................................. 12

How to register a co-operative? ................................................................................................. 13

   Important notes: .................................................................................................................... 13

   Important notes: .................................................................................................................... 13

Field training supervisor: ......................................................................................................... 14

   Field supervisor duties: ......................................................................................................... 14
Admin supervisor: .................................................................................................................. 14

Functions of honor, FA: ........................................................................................................ 15

Field training areas .................................................................................................................. 15

Plan Stages ................................................................................................................................ 15

Implementation plans ............................................................................................................. 16

Rules of the training process ................................................................................................... 19

- Student intern: ..................................................................................................................... 20
- Training institution: ............................................................................................................... 21
- Admin organization: ............................................................................................................ 22

Committees help ..................................................................................................................... 22

1. Selection Committee trainers ............................................................................................... 22
2. Academic advising Committee ............................................................................................. 22
3. Committee on training of trainers ......................................................................................... 22
- Follow-up supervision committees ......................................................................................... 22
- Activity committees ............................................................................................................... 22

The implementation of practical training .................................................................................. 23

Assessment Forms of in field training ...................................................................................... 24

Form (1) Student Assessment of Field training (Inside College) .............................................. 25
Form (2) Student Assessment of Field training (Outside College) ........................................... 26
Form (3) Student Assessment of Field training (Foundation) ................................................ 27
Form (4) Student Assessment of Field training (Supervisor) .................................................. 28
Form (5) Student Assessment of Field training (Foundation & Supervisor) ................................ 29

Final Training Report ............................................................................................................... 30
Field training program

Introduction

Definition of the field training program

Field training is a collaboration between the College and the scientific departments and between Government and private sectors for training students from all disciplines of the College to practice their fields during the period of undergraduate study and training in a real work environment under specific controls and joint supervision of the College and the field cooperating course required in level II and level III for all undergraduate programs where the GPA is calculated by the weight of credit hours operates the trainee the cooperating or college.

The University pays great attention to the combined field training as a complement to the theoretical framework of the student in the University, and this guide is only part of the quality assurance unit in field training to raise the level of the students and raise the level of their performance in their fields and to enable them to develop their professional skills through the Organization of information and knowledge and use them in new positions.

Field training is the first step in the trainee towards success and excellence and creativity of its big chance to face reality and deal with the details efficiently and exercise realistic to gain different experiences and to assist the trainee to cope with difficult situations or emergencies with confidence to ensure him to assume the place now and in the future.

The University has prepared the foundations for the output field training in vision, mission and goals, we hope that students find this to be a good opportunity to sharpen their professional development, and gain positive trends to start their careers.

This directory contains the field training program in all of its aspects, the process of college students in the summer level 5 and level 6 of their studies, to include all the training objectives, outputs and time period of the monitoring and evaluation mechanisms which seek to provide placement for its students since they have until they graduate qualified personnel competence and excellence in the area of professional work.

Vision:

The University seeks to develop the capacities of its students and their professional and practical aspects of the labour market and promote it.
Message:
Offers the opportunity to its students for training in plants and units of the University and the Community institutions to provide them with the skills of practical application of study theory and break the gap between theory and practice to produce students capable of creativity, excellence and advancement of its founder.

Field training:
Where the trainee process, practical activity carried out according to the plan of organization, within a specific period of training, where the theoretical aspects taught to achieve the objectives of the field training program of study.

Objectives of the Guide:
Field training guide aims to create documents for field training paths explains everything about the training process and in the various programs.

Description:
The program contains 100 training hours; connected (6-8 weeks) or separate (10-15 weeks) during which the student is enrolled; one of the institutions or the public or private sector firms, part-time Oakley (3-6 hours per day); selecting either on-the-job training opportunities in your organization or company, or one of the training programs offered by private training centers and institutes.
Examples of companies and institutions that can provide summer training programs:
- SABB Bank, for more information click here
- Saudi Aramco Company, for more information click here
- SABIC. SABIC for more information click here
- Summer training of the human resources development fund, for more information click here

Attendance controls:
Commitment to attend at least 75% of a specific training in the classroom, the students who attend less than this percentage in field training, his assessment provision deprived (h).
Student apologizing for continuing to study one field training without that if he/she has an acceptable excuse the determined by the Department during the period of time specified by the implementing rules established by section monitors the student (p) and calculates the time needed to complete graduation requirements.

Comply with attendance during the period of field training on time according to the institution that controls the student their field training.

**Implement field training:**
For full semester practicum

Duration of training: semester (14 weeks), (6-8) weeks during summer training

**I. initialization Stage:**
Students interns and welcome them in dating and identifying steps field training:

Trainees and students working in the enterprise.

A field trip to learn about the enterprise environment, such as administrative offices, classrooms and laboratories.

Student trainees with enterprise systems and regulations, evidence, security and safety systems.

Identify ways to connect with students trained as mobile, e-mail, meetings and deliberations of the supervisory.

Duration of this stage: 10% of the hours of training (the first week in the case of field training during the semester or the first days when summer training)

**II. Planning stage:**
Meeting with student interns in beginning of field training.

Meeting with Academic supervisor.

Discussing the General plan for action (select the desired skills and knowledge required of the trainee cognitive skills or cognitive leadership communication, team work and responsibility).

Discussing planning skills and knowledge from University and applied in the field and try to match them.

Discussing ways to study the problems and obstacles and how to handle them and methods of treatment.
III. Training Stage:
Supervising students in three training stages progressively by:

See employee cooperative and assistance (for 25% of the hours of training).
Sharing with students while performing work by 50% (for 25% of the hours of training).
Supervising the trainee when the work holistically and cooperative employee-driven and guide him (for 40% of training hours).

IV Assessment stage:
Continuous calendar with daily feedback (provide students with information on the progress in training).
Provide feedback after each stage of the previous training.
Supervisor informed the University and Director of the Foundation on the progress of the trainee.
Supervisor's participation in the mid-term evaluation using the calendar form.
Supervisor's participation in the final calendar by using the calendar form.
Helping the trainee on professional growth by encouraging him to attend professional meetings in your organization or company.

Time plan\(^1\) for the field training officer cooperating system

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of activity</th>
<th>The length of time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Initialization phase</td>
<td>10% of training hours</td>
</tr>
<tr>
<td>2</td>
<td>See cooperative students employee and assist them in all their tasks</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Sharing the &quot;trainee&quot; official collaborator in 50% in work tasks entrusted to it.</td>
<td>25%</td>
</tr>
</tbody>
</table>

\(^1\) This plan is a proposed plan to all the tracks and is flexible, depending on the nature of the theme in each track.
The employee involved in cooperating with his supervisor in migraine calendar by using the calendar form. After 60% of the training time

The student intern working solo and collaborative with others. 40%

The cooperating teacher involved with supervisor in the final calendar using calendar form After 90% of time of training

Relationships and responsibilities vary with field training, these relations on the principles of respect and affection and give employees the future experiences that you mean to do tasks, examples of these relationships and responsibilities, student-teacher relationship with the academic supervisor, and its relationship to employee cooperative, and its relationship to Foundation training.

Field training supervisor roles:
The supervisor plays a key role in guiding the student follow-up and this role can be achieved through the following responsibilities:

Consultation with the Director of the institution or in select units and administrations that will exercise where students trained field.

The importance of cooperation between the Offices of field training, academic supervisors, the Director of the institution and the employee cooperative involved in the follow-up and evaluation of the students agree on the main lines of the evaluation process.

The training plan to be discussed with the student.

Visit the student supervisor's and stand-up training the student's.

Discuss with the student, after completing training, to explain the strengths and weaknesses of the training position.

The assessment of the student after each visit using the assessment form prepared for this purpose.

Visit the student several times to follow up the progress and extent of the guidance and instructions.

Notify Admin field training coordinator with the cases of students who suffer some problems in training early to set up a Special Commission to visit these students for their calendar.
The goal of the program:
Upgrading the skills of the student training through providing necessary information by its specialist to learn about the work environment, duties with distinction and professionalism, to help him gaining experience in work areas and learn the skills he needs for career advancement within the development orientations and abilities of the students for a reading typical for a successful career.

General objectives:
Providing students with the knowledge, concepts, experiences and information for their involvement in the labour market.

Providing a preview of professional skills required in the labour market.

Enabling students to course content.

Looking at different ways to communicate and interact with others.

Acquiring the ability to set goals and work to achieve them.

Field training objectives:

Field training is designed to give the trainee scientific and practical competence through the exercise of actual training institutions available. Sub-activities this overall objective is divided into the following goals, process knowledge, mind, as follows:

First cognitive domain:

Providing students with the knowledge and concepts, principles and experiences and information for their involvement in the labour market.

Providing a preview of the professional skills required in the labour market.

Enabling students to the content of the planned routes.

Finding different ways to communicate and interact with others.

Acquiring the ability to set goals and work to achieve them.

General skills:

Promoting the professional growth of the student.
Employing conceptual framework and theoretical knowledge in practice.

The opportunity to acquire the skills of communication and interaction with the Community institutions.

Helping students on documenting events implemented in the field.

Providing students with planning, implementation and follow-up.

Enabling the student to evaluate actions and events and provide feedback.

Helping students use laboratory equipment and techniques effectively.

Employing technology to achieve the desired objectives.

Using appropriate technology effectively.

Dealing with local issues professionally.

**Mental sphere:**

Establishing a good relationship with the Community institutions.

Respecting the laws governing labour relations

Gaining self-confidence and respect for self and others.

Other respects such as the privacy and confidentiality of information.

Maintaining emotional poise and strength of character.

Interested in constructive criticism/accept criticism and take advantage of it.

Respecting work schedules and instructions, regulations and regulations of the organization.

Following up a practical approach in addressing the issues raised.

Referring to the practice.

Accepting instructions in good faith

Maintaining public decency.

Handling emergency situations and sudden

Interesting in general appearance.

Contributing to the development of activities and events within the enterprise
Be able to communication skills and connect with others.

Showing a high degree of coordination and cooperation with the Organization and employees.

Giving a chance to feel good between the College and the scientific Department and the community.

Promoting cooperation and exchange of experiences between students.

**Objectives of the University:**

Integration into the University community and create positive relationships with various institutions to refine and enhance the skills of our students in order to build efficient graduate student and outstanding professionalism.

**The importance of field training:**

*First, the importance of field training for student*

Student involvement in the labour market.

The practical application of the theoretical tracks student Bunting during field training.

The acquisition of new skills and expertise in his field.

*The importance of field training for College*

Providing the community with new cadres of high professional competence.

Improving the level of expertise among college students.

**Target group:**

1. Student
Students who pass the number of credit hours successfully and in level 5 and level 6 in all programs is in need for a number of hours required before graduation from the training field.

2. Training institutions

All Community bodies and institutions are involved, which will be joined by students after coordination between the Foundation and the Supervisors College, academics and scientific sections range from the diversity of the disciplines of the College, including Government and non-government ones?

Responsibilities of the trainee:

Providing field training to many of the attitudes of students which helps them to understand the professional or institutional life in all its aspects. Order this period successfully to the trainee aware of responsibilities and tasks assigned to field training including:

Abiding by the regulations of the institution that trains.

Full attendance of daily attendance since the beginning of the audience and leave.

In case of any emergency or necessity required delay or absence must apologize to the admin and then sighed.

Trainee performs daily schedule and other business activities as assigned.

In terms of commitment to ethics and morals in general appearance fully

Application of the philosophy of the college application and good behavior and good example.

Applying what he learned in college students the knowledge, skills and utilize to the extent possible the potential of the enterprise and contribute to its development.

Full cooperation with the academic supervisor and respond to and benefit from the expertise and scientific guidance.

Building a good relationship with the institution and leave well effect when the Organization and its personnel and served by your organization.
How to register a co-operative?

Registration can be summarized as follows: field training

The student who wants to register a training field should finished theoretical courses that contribute to the understanding of field training.

The ending of the last semester of the fifth level/level 6.

To open the registration page; registration list field training, and fills the entire data and imputing for institutions, place of residence, in the duration determined by the Department and the College to allow time for coordination with the concerned authorities to accept.

Important notes:
Full time intern is an essential condition to pass training

Registration of field training in the admissions and registration.

Functions of scientific sections in field training:
Select registration period for field training.
Trainees on the standard scientific section
Coordination with existing institutions to accept students.
The distribution of student supervisors of trainees.
Follow-up of trainees and supervisors and ensure proper functioning.
Meeting with supervisors and all new.
Meeting with students and guide them in the process of field training.
Receive reports at the end of each chapter and monitor student grades transcript.

Important notes:
Taken into account in the distribution field training students on training locations include:

Specialization of both the supervisor and the student.
The supervisor will determine the training institutions.
The student will identify a residential area.

The Foundation desire to accept a certain number of students by its size and diversity of functions and services

**Field training supervisor**
One of the faculty members will be involved in supervising students in the field training course and the evaluation is done during the field visits.

**Field supervisor duties:**
The scientific distribution of students training to supervisors and then the Admin account Includes:

A special meeting with students to show them:

Student responsibilities towards himself and towards his colleagues.

Student responsibilities towards Enterprise Manager.

Responsibility of the student to the institution.

A supervisor must follow-up visits and evaluation. Good stability and strengthen confidence between the supervisor and the trainee to remove the barrier of dread training, by visiting the trainee to check on the apprentice with less than the number of visits, the trainee supervisor should make three visits per training during the exercise of his profession for guidance and evaluation.

Informing the scientific department of any malfunction occurs when the trainee both the absence of recurring, or behavioral problem on the development of the enterprise.

Delivery of final evaluation forms on time and presenting to the department academic council.

Assisting the trainee to resolve any difficulties have been encountered in particular in the face of any professional or administrative problem.

**Admin supervisor:**
It follows the scientific department supervisor who practices from student to be experienced and excellence in his field, where he oversees directly the output of the training of the trainee within the College or institution that trains, whether Governmental or private institution.
Functions of honor, FA:
The coordination between the admin and the faculty Member to follow-up supervision of field training college on the following points:

Introducing students to the institution and its facilities and facilities and various activities and encourage them to work.

Functions of supervision, monitoring and evaluation.

Keeping the student portfolio that contains the file of reports and everything related to follow-up such as student attendance.

Assessment field training students and grades as a basis in field training supervisor with the College.

Clarifying the tasks required of the students during the period of field training.

To provide aid and assistance to students with all the necessary information and experience

Field training areas

<table>
<thead>
<tr>
<th>Axis</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>Teamwork-link resources to services-problems and solutions-application of professional knowledge and skills</td>
</tr>
<tr>
<td>College and University</td>
<td>Lectures, seminars and professional workshops -Simulate professional practice-grouped convoy</td>
</tr>
<tr>
<td>College Units and Labs</td>
<td>Participate in field research</td>
</tr>
<tr>
<td>E-Field</td>
<td>Communication and information gathering phases of the reporting</td>
</tr>
</tbody>
</table>

Plan Stages

<table>
<thead>
<tr>
<th>Boot</th>
<th>Review past experiences in field training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group discussions to plan a field training</td>
</tr>
<tr>
<td></td>
<td>Book training plan</td>
</tr>
<tr>
<td></td>
<td>Public policy training</td>
</tr>
<tr>
<td></td>
<td>Identification and distribution of students</td>
</tr>
<tr>
<td></td>
<td>Division of training process to</td>
</tr>
</tbody>
</table>
### Implementation

| Meet and train supervisors training | Establishing the organizational structure of the training |
| Select the tasks, rights and obligations of the participants. |
| Delivery of training and making sure of the reception of trainee. |
| Hosting students in field training |
| Provide field report on training per week |
| Implementation of academic guidance sessions for students who are not regular or irregular |
| Submit resume to the training site at the end of the training |
| Implementation of the training plan. |

### Assessment

| Periodic follow-up of the implementation of the plan |
| Self-management for professional leadership |
| Follow-up training and quality performance |

### Implementation plans

<table>
<thead>
<tr>
<th>Target</th>
<th>Activities</th>
<th>Assessment tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To see reviews for focus on professional and technical component</td>
<td>Report professional biographical enterprise.</td>
<td></td>
</tr>
<tr>
<td>To see reviews with the report on the strengths and weaknesses of the institution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsequent discussions to derive key findings with supervisor</td>
<td>Corrigendum to the report and updated if the deficiency.</td>
<td></td>
</tr>
<tr>
<td>Enable the student to describe the important role specialization in training</td>
<td>Identify the role described and expected and realistic to assess the gap between three roles</td>
<td></td>
</tr>
<tr>
<td>Submit proposals that contribute to increase the congruence</td>
<td>Hearings with students to determine the extent of their knowledge of the nature of the professional role.</td>
<td></td>
</tr>
<tr>
<td>Introduce students to the relationship between the profession and the common occupations</td>
<td>The student to see reviews for vocational integration example.</td>
<td>Hold group discussions to identify 3. The student capacity to assess occupational position within the enterprise</td>
</tr>
<tr>
<td>Enable the student to describe and identify the most important problems that limit the effectiveness of exercise training</td>
<td>Enable the student to monitor issues accurately. Assign students to analyze the causes of the problem. Enable the student to develop appropriate solutions to the problem.</td>
<td>Group discussions. Hearings. Consultative meetings.</td>
</tr>
<tr>
<td>Enable the student to use and adapt the professional knowledge in the field of training</td>
<td>Commissioned research student theoretical knowledge in the field. Discuss the findings of the research findings with peers. Enable the student to apply their professional knowledge with customers in the enterprise</td>
<td>Correction research and identify strengths and weaknesses. Collective discussion. Provide an adaptation of professional knowledge in the enterprise.</td>
</tr>
<tr>
<td>Professional skills that enable the student to professional performance in the pain which practices Executive (HSE) area</td>
<td>Strengthen cognitive theoretical component of skill learning. Increasing student sense of the importance of skill learning in professional practice.</td>
<td>Systematic follow-up of student applications. Corrigendum to report of skills. Group discussions.</td>
</tr>
<tr>
<td><strong>Training students to use the skills learned with customers</strong></td>
<td><strong>Student skills in assessing the real needs of the customer, training the student to set priorities and determine the most important requirements.</strong></td>
<td><strong>Enable the student to link the needs with services and resources available to the organization.</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>The skills of the student in the study and analysis of the actual needs of customers</strong></td>
<td><strong>Enable the student to participate in the disciplined services to customers.</strong></td>
<td><strong>To acquaint the student with areas of strength and weakness in the use of the skill.</strong></td>
</tr>
<tr>
<td><strong>Develop the capacity of the student to apply the professional skills with customers in the enterprise</strong></td>
<td><strong>View the customer issues a disciplined student privacy-sensitive.</strong></td>
<td><strong>Discussion of the student in the major causes of these problems and the weighting factors intervening in problem.</strong></td>
</tr>
<tr>
<td><strong>Student development and enable him to study and diagnose customer issues with the proposed lines and treatment plans have</strong></td>
<td><strong>4. Discussion and proposed treatment plans with the student</strong></td>
<td><strong>Group discussions.</strong></td>
</tr>
<tr>
<td><strong>Refine calendar student capacity to evaluate programs and services.</strong></td>
<td><strong>Enable the student to construct objective criteria for the calendar.</strong></td>
<td><strong>Group discussions.</strong></td>
</tr>
<tr>
<td>Rules of the training process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td></td>
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</tr>
</tbody>
</table>

Monitor the student's areas of strength and weakness in the organization.
Enable the student to identify the opportunities and threats facing your organization.
Help the student to reach the most important proposals for addressing the weaknesses and strengths of the organization.

Increase membership to the student through to participate in community-based issue
Identify the most pressing societal issues which impact negatively on society through identify prevalence and causes.
Strengthen levels and student participation in the images of those problems.
Learn about past experiences to solve those problems.
4. Contact the Community institutions to help strengthen the role of the student problem

The development of taste and noble sentiments among students by enabling it to participate in link-professional art galleries.
Enable student participation in multiple exhibitions and professional campaigns that focus on Professional Affairs.
Holding competitions and enables the student to participate in ensuring in this regard.
Professional camps to improve the taste and the development of aesthetic feelings and the electoral

Follow-up to the student during the execution.
Periodic reporting on participation.
Hearings.
Group discussions

Follow the performance.
Workshops for measuring capacity regularly.
Evaluative interviews and meetings
Are the training process in the light of developments in the labour market in the current times and the accumulation of knowledge, expertise and professional experience in the area of field training in standardization by the regulations of the College?

The training is divided according to the sectors of college programs for undergraduate (end of semester exams for level 5 and level 6) and the nature of the institution that trains students to be each sector organizational structure fits the nature of the tasks entrusted to it.

A calendar showing times of field training and distribution of training plan and schedule meetings, training courses and other activities.

Suitable places are allocated by the College for training courses, meetings and various activities agreed in the training plan.

Implemented a training plan for supervisory and technical leaders from the feasibility of continuing training in the development of the training process to implement the training bag by selected faculty members who specialize in field training that gives the trainee a certificate approved by the session.

Advanced supervisor training command with a weekly report on the training process and in the case of non-receipt of the periodic report is to illuminationist body actions according to the benefit of the training process.

Academic advising Committee of faculty members to guide and instruct the students to the benefit of the training process.

A Committee of faculty members implement specialized training portfolio is designed to train participants in the training process.

- **Student intern:**
The student receives an electronic copy via email or paper training plan or the Office of field training that students have to apply the plan with supervisor.

The student is registered automatically in accordance with what is recommended in the list of faculty to apply academic sanctions needed on uncontrolled or truant student or non-committed to ethics.

The student recognizes the tasks and assignments in the regular manner via the admin and be unable to receive assignments by admin College Foundation of leadership decision used to admin the private sector for tasks.

The student is truant 10 training hours and more to academic guidance session with a member of the Faculty Committee on academic advising to recommend meeting in an official report by the student excluded or reintegration in the training process again
without penalties or penalty for the committed by the Student Committee to hold weekly during the training period, coupled with the rationale.

- **Faculty supervisor:**

  Supervisory Board is supported by members of the faculty to be commissioned by the scientific or field training.

  Advance coach from outside the organization by its own students at the beginning of the training.

  See also (3) faculty members in the field of data and outputs external trainer to recommend the admissibility/inadmissibility of repeated his future training or not.

  The trainer or supervisor delivers an electronic copy by email or by hand in the scientific department, Office, field training after a week of training process to commit to the implementation of the training process.

  The trainer or supervisor is notified in written instructions of functions and activities throughout the training process also formally notified the dates of meetings or training sessions.

  The coach gets rewarded in accordance with the rules applicable in this respect also gives experience certificate and recommendation should be continued to collaborate with faculty in other areas.

  Required for the continuation of the trainer in the training process to attend meetings and training courses organized by the College or approved official institutions which ensure the evolution of the professional performance of the trainer.

  The trainer or supervisor shall be subject to the rules applicable for academic achievement in performance or default in assigned tasks during the training process.

- **Training institution:**

  Registered training institution in the training process automatically after addressing a training institution by certified College shows the names of the trainees and the training process times and training plan during the visit.

  Complete registration training institution should cooperate with the supervisory authority to exclude uncooperative organization or address it formally an official letter in which verified by admin and support of training manager or his representative in this regard.
Admin organization:

Admin Organization is the coordinator between training institutions and the Dean to determine the added value of training and compliance training.

Committees help

1. Selection Committee trainers
A faculty member from each Department is selected by the department council and it is recommended to accept instructors from outside and within the College to participate in the training process.

2. Academic advising Committee
A group of faculty members in each scientific department to hold periodic meetings with students during practical training enables students to integrate in the training process.

3. Committee on training of trainers
A Committee of faculty members from each Department holds scientific training and supervision of trainers to provide them with the skills, expertise and professional experience that will enable them to improve performance in the training process.

Follow-up supervision committees
The Committee undertakes monitoring and follow-up process and assess on an elite faculty members representing scientific departments in the College.

Activity committees
Formed by a group of professionals in the various activities of the training process and to ask the Commission for the training of students on activities linked to professional work either in college or beyond.

* Office training can use the quality committees contribute to the development of the training process
The implementation of practical training
For undergraduate students

The boards discussed with the scientific departments concerned in early March of each year the field training program both for level 5 and level 6 and put the features of field training.

The field training of the relevant departments must keep developing an implementation plan for the program include:

Identifying areas of training students in levels (level 5 and level 6).

Contacting training to identify training and capacity for training and facilities offered by each of the Protocol between the Colleges a literate workforce training (if applicable).

To supervise the students during training and student assessment.

Giving each student a report of what has been accomplished in the field training.

The questionnaires to students and supervisors training academic perspective on training araehmm training program and the difficulties to be overcome and suggestions for improvement.

Develop the training Committee after analysis of the questionnaires of corrective action.

The departments concerned in cooperation with the College Administration in developing appropriate solutions to put corrective measures in place.

Each program provides an annual report at the beginning of each academic year (September) what has been done and clarify the pros and cons.
Assessment Forms of in field training
Form (1) Student Assessment of Field training  (Inside College)

Student name: ____________________________  Foundation name: ____________________________

Start date of training: / /  end date of training: / /

<table>
<thead>
<tr>
<th>Duration of training</th>
<th>Number of days of attendance</th>
<th>Number of days of absence</th>
<th>% attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field training officer name: ________________  associate name: ________________

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment Items</th>
<th>Degree(40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enjoy decent appearance and fine ethics</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Enjoy a personal response and reliable</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Attendance and leave discipline and respect for the College systems</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Understanding instructions and activated the scope of training</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>The trainee's ability to benefit from the training inputs and gain skills</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Proficient skills using the computer software in the field of specialty and related sciences</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>Proficient skills and report writing</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Fluent skills management</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Proficient skills and preparation meetings</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Proficient skills using administrative forms (use-design-modified)</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Good communication skills and dealing with his colleagues during the training</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Good skills of active participation and constructive debate</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Training for system access program trainee</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>

Total

Training officer Notes :__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Associate signature............... Signature of official training............
Form (2) Student Assessment of Field training (Outside College)

Student name: __________________________  Foundation name: __________________________

Start date of training: / /  end date of training: / /

<table>
<thead>
<tr>
<th>Duration of training</th>
<th>Number of days of attendance</th>
<th>Number of days of absence</th>
<th>% attendees</th>
</tr>
</thead>
</table>

Field training supervisor: name — — — — — — — —  associate name: — — — —

# | Assessment Items | Degree (60) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Enjoy decent appearance and fine ethics</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The ability to debate effectively</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>The General behavior of the trainee and compliance and retention</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Good management and teamwork skills, and the use of modern hardware</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Apply practical skills and abilities required for the performance of work</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Participate effectively in work and training</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Take advantage of the training inputs and labour skills target</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>The vision for the development of training in accordance with the possibilities</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Made some improvements suggestions report models for training</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Made suggestions on improvements and input and output training</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Desire to learn and participate in a variety of functions and business</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Regular training dates</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>Preparation and writing of the report training</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Associate signature:........................ Signature of official training:..............


**Form (3) Student Assessment of Field training (Foundation)**

Student name: ____________________________  Foundation name: ____________________________

Start date of training: __/__/__  end date of training: __/__/__

Director's name: ____________________________  direct official name: ____________________________

<table>
<thead>
<tr>
<th>Duration of training</th>
<th>Number of days of attendance</th>
<th>Number of days of absence</th>
<th>% attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment Items</th>
<th>Degree(40)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interested in training</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Accepts constructive criticism and guidance notes</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Ability to establish effective working connections with others</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Good organizational and time management skills and the use of modern hardware</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Complete the work on time</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Applies the skills and abilities necessary to perform the work</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Specifies the input and output operations and training details</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>The vision for the development of training in accordance with the possibilities</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>The training improvements suggestions</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Desire to learn and participate in a variety of functions and business</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>Compliance with procedures and regulations</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>The ability to understand and adapt to the business environment and provide ideas and proposals</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>The ability to overcome difficulties in work</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>The ability to identify action steps and timelines and audit</td>
<td>3</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>40</td>
</tr>
</tbody>
</table>

**Reviews Director:** ____________________________

Name of official direct: ____________________________  Signature: ____________________________
Form (4) Student Assessment of Field training  (Supervisor)

Student name: ---------------------------- Foundation name: ----------------------------

Start date of training: / / end date of training: / /

Director's name: -------------------------direct official name: ------------------------

<table>
<thead>
<tr>
<th>Duration of training</th>
<th>Number of days of attendance</th>
<th>Number of days of absence</th>
<th>% attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment Items</th>
<th>Degree(60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interested in training</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Accepts constructive criticism and guidance notes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Secondly the professional side of the trainee</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Regular training dates and times</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>The extent to which the student tasks during training</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>The effectiveness of the student in reporting and writing the final report</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>The student with the admin and get the training enquiries</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>The commitment of the student application alerts and instructions received from Admin</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>The ability of the student to develop and cost benefit</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Student ideas and proposals to update</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Collaborating with team in training</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Production workflow (public awareness-speed-precision-production)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Reviews Director: -----------------------------

..................................................................................................................................................
..................................................................................................................................................

Name of official direct: ------------------------- Signature: -----------------------------
Form (5) Student Assessment of Field training (Foundation & Supervisor)

Student name: -------------------------------  Foundation name: -----------------------------

Start date of training:     /     /     end date of training:     /     /

Director's name: -----------direct official name: -----------------

<table>
<thead>
<tr>
<th>Duration of training</th>
<th>Number of days of attendance</th>
<th>The number of days of absence</th>
<th>% Of attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

### # Assessment Items  

<table>
<thead>
<tr>
<th>#</th>
<th>Assessment Items</th>
<th>Degree(50)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Firstly personal public</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Interested in training</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Bold and enjoys a good relationship with those around</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Accepts constructive criticism and guidance notes</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Secondly the professional side of the trainee</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Attendance and leave discipline</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>The initiative in providing assistance</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>The ability analysis and systematic scientific thinking</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Keeps the trainee the destiny Foundation</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>The ability of the trainee on the appropriate assessment depending on the operations carried out by the institution</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>Fluent skills intervention and apply them correctly</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Dealing with colleagues and superiors with respect</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>50</td>
</tr>
</tbody>
</table>

Academic supervisor Report for the student )does not exceed five lines:)------------------
-------------------------------------------------------------------------------------------------------
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-------------------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------------------
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Signing official
Final Training Report

Prepared by:
(Student Name)
(ID. NO.)

Submitted to:
(Name of Instructor)

Department of Mathematics
Zulfi, College of Sciences

Date: ------------------
Acknowledgement (Font 14)

Thanks to the company which gave you an opportunity to do the COOP and also thank all the individuals who helped and supervised you during the Co-op program.

(Student Name)
Executive Summary (Font 14)

This section states the report in the condensed form. It summarizes the whole report in one, concise paragraph of about 200 words.

-----------------------------------

Author

-----------------------------------

Checked by: Date

[Company Supervisor]

-----------------------------------

Approved by: Date

[Department Chairman]
Contents

Section 1: Introduction

Section 2: Company Profile

Section 3: Details of Training Experience

Acquired Skills

Skill1: (Mention here a board definition of the area in which the skill was gained)

The Job:

Nature of Work

Duration of training or work

Major Equipment or system Used

Safety Aspects (if it is relevant to your work)

Skill2: (Mention here a board definition of the area in which the skill was gained)

The Job:

Nature of Work

Duration of training or work

Major Equipment or system Used

Safety Aspects (if it is relevant to your work)

Section 4: Weekly Job Record

Section 5: Conclusion
Section 1:

Introduction

Discuss here:

The company in which you have received training

Briefly, in one or two sentence, the major areas in which the training was received:

If you had received supervised training the kind of supervision during the training for example,

Did you receive instructional advice before the start of the training?

Were you regularly attended by supervisor to help or advice you on the training?

Any other forms of supervision received?
Section 2:

Company Profile

Discuss here:

The areas in which the company specialize:

Where the company is mainly located, throughout the kingdom or in the Central region (Riyadh region) only?

How many divisions/ Departments are there in the company?

How many people were working in the company, any idea about the ration of technical support staff, etc.:
Section 3:
Details of Training Experience
Discuss here:
The major area or areas in which you have received training in the company.

-------------------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------------------

Discuss the Skills acquired, individually, according to the following format
Skill1: (Mention here a board definition of the area in which the skill was gained)
Discuss here:
The Job; what is your job?

-------------------------------------------------------------------------------------------------------

Nature of Work; have you worked in group or individually?

-------------------------------------------------------------------------------------------------------

Duration of training; how long you have worked or received training to obtain the above skill?

-------------------------------------------------------------------------------------------------------

Major Equipment or system Used;
What major equipment or system you used for skill?

-------------------------------------------------------------------------------------------------------

Safety Aspects;
What safety rules you have learn from work? (If it is not relevant to your work, leave this part)

-------------------------------------------------------------------------------------------------------
Skill 1: (Mention here a board definition of the area in which the skill was gained)

Discuss here:

The Job; what is your job?

---------------------------------------------------------------

Nature of Work; have you worked in group or individually?

-----------------------------------------------------------------

Duration of training; how long you have worked or received training to obtain the above skill?

---------------------------------------------------------------------------------

Major Equipment or system Used;

What major equipment or system you used for skill?

---------------------------------------------------------------------------------

Safety Aspects;

What safety rules you have learnt from work? (If it is not relevant to your work, leave this part)

---------------------------------------------------------------------------------
Section 4:

Weekly Job Record

Attached here:

Copies of weekly record of work which you completed during your field training in the company.
Section 5:
Conclusion
Mention here:
Only the names of skills you acquired during your training in the company

How do you find your company training relevant to the area in which you are majoring?

Anything else you wish to discuss

Original
Report of academic supervisor for the student does not exceed five lines: