Item 1

Enclosure

Item #1

# ROYAL COMMISSION FOR JUBAIL & YANBU

**Directorate General for Royal Commission Project in Jubail**
**Jubail University College**

## Curriculum Development Committee

## Decision #1 taken in Meeting (#3) -- Semester 311

**Monday 18/11/1431 H (25/10/2010) Time : 12:30 am Room 133**

- **Proposal:** (Field Training Regulations).

Enclosed document describes the final version of the "Field Training Regulations" that was initially prepared by the Female Branch and thoroughly discussed over the course of three CDC meetings.

- **Decision:** **The "Field Training Regulations document has been UNANIMOUSLY APPROVED.**

| Name | Title | Signature |
|---|---|---|
| Dr. Jameel Maki | CDC Chairperson | |
| Dr. Ghassan Nayal | Coordinator, Deputy for Academic Affairs & Training + Chairperson of Mechanical Engineering Department | |
| Dr. Youcef Boufelgha | Acting Chairperson of English Language Department (Member) | |
| Dr. Khidir Ali | Chairperson of Computer Science & Engineering Department | |
| Dr. Zia Siddiqi | Chairperson of General Studies Department | |
| Dr. Tayfour Abdullah | Chairperson of Business Administration Department | |
| Dr. Syed Khaleeq | Chairperson of Civil Engineering Department | |

**Managing Director**

| Approve | Refer to the college council | Reject |
|---|---|---|
| | ✓ | |

Copy to:

- The Managing Director
- Deputy for Academic Affairs, Training and Development
- Deputy for Academic Affairs, female branch
- Deputy for Student Affairs, male branch
- Deputy for Student Affairs, female branch
- Departments Chairpersons
- The College Registrar
- ITC
- CDC members (7).

# Students Guide

# On

# Field Training

# At

# Jubail University College

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## Introduction

Field training program is a compulsory subject for all specializations offered by the Jubail University College. It involves placement of students at an approved private or government enterprise to acquire skills required in the real working environment. Students who encounter obstacles to be placed in a workplace are directed to do a senior project instead (revere to the Senior Project Guide).

This manual encompasses the Field training program regulations and rules that must be applied at Jubail University College. Indeed, most of the regulations, rules and forms that are in this manual are adopted from the Procedural Guides on Field Training at Jubail Industrial College.

## Terminology

These terms, mentioned in related text, will be identified with the following definitions:

a. **College:** Jubail University College
b. **Committee**: Field Training Committee at Jubail University College. the members of Field Training Committee comprising:
    i. **Training Coordinator:** person who is assigned by the college deputy to be a head of Field Training Committee.
    ii. **The Training Advisor:** The department coordinator at Field Training Committee.
    iii. **The Academic Supervisor**: Person chosen to supervise students seeking Field education and to evaluate their performance through a previously designed plan which includes calls for inspections on location.

## Field Training Objectives

- Exposing students to the real work environment and get acquainted with the organization structure, business operations and administrative functions.
- Having hands on experience so that students can relate theory to the practical experience.
- Providing guidance for future career opportunities.

- Fostering cooperation and developing collaboration between industry and the college in promoting acknowledgeable society.
- Improving & developing students' work ethics, interpersonal skills, management, and teamwork skills.

## Field Training General Regulations

### Time and Duration of the Training

1. Eligible students at the college are required to go for Field training after completing all the degree's requirements with GPA not less than (2.00).
2. In special cases and for graduation purpose, students may register for one course (maximum) during the period of Field training, however, it is still subject to approval by the management and the company they will be training in
3. The Field training takes place over period of (15) weeks which is equivalent to (9) accredited academic hours.
4. Students who completed the entire graduation requirements cannot apply for training in between summer and first academic semesters.
5. Students who encounter obstacles to be placed in a workplace are directed to do a senior project instead.

### Placement of Students

1. The placement of the students at suitable locations for Field training will be the responsibility of the college.
2. To facilitate the training based on the needs of the students, each department has to provide the update training objectives and regulations. See **appendix A**.
3. The training advisor must advise the companies/schools with these specific needs.
4. Learning contract must be signed from: student, company/school and training academic advisor to make sure that the students are placed in the right companies/schools. See **Appendix C.**
5. Training must be acquired in approved government or private institution.

6. Students can seek training opportunities that are not offered by the college inside the Kingdom or abroad. However, this decision is subject to approval by the management, the student needs to provide parental permission, and the company has to meet the standards that the college has required. If the college allows this, then it is not responsible for any kind of sponsoring. If the training should be done abroad, than the time of training should not be less than 15 weeks.
7. The training place cannot be changed unless the student gets an approval from the training advisor and provides documents that state the reason for the transfer.
8. All forms must be signed by the student's advisor and approved by the department chairperson confirming the eligibility of the students for training.

## Procedures for Registration

1. Students who are eligible for training are required to fill out a registration form one semester prior. See **Appendix B**.
2. The registered student is referred to the Field Training Committee.
3. **The functions of this committee include:**
    i. Approach companies/schools and enterprises to find training opportunities for the students.
    ii. Develop an agreement with the employment where students are trained to assess the students' performance and fill out an evaluation form.
    iii. Consider the problems of training and make decisions to solve them within the college instructions and regulations.

## Follow-up of the Training

1. Each student will be assigned to an academic supervisor during the training.
2. The academic supervisor will visit the students during the training to discuss the work assignment and meet with the employer's representative.
3. The visits should be timed by the concerned academic department according to the training plan of the student.

4. At least two visits should be made; the first one within three weeks of the beginning of the training. It is primarily to see that the training is proceeding as planned. The second visit should take place within 9 to 12 weeks. It is to check that the training plan agreed during the first visit is adhered to.
5. Weekly log on must be provided that explains the details assignment that the students did during the training. The report must be seen and signed regularly by his company/school supervisor. See **Appendix D.**
6. Students must follow-up the training procedures with their employment to make sure that they get all the required templates.
7. Absence during the training is prohibited. Emergency leaves should be makeup. Students must show a commitment to the work and must follow the workplace regulations and rules. Whenever the students face any problem, they must get advice from their department training advisor.

## Evaluation of the Training

1- The performance of the students will be graded as any other course
2- The grades must be posted during the time of final examination of the semester where the training takes place on.
3- The students' performance will be graded based on:
    a. End of training evaluation by the company/school.
    b. End of evaluation by the college.
4- The college and the company/school where the training took place should equally share the final grading of the students.
5- The company/school will review the weekly log sheets of the student recorded during the training, the grades therein and comments of the concerned company/school supervisor made on them. Based on this, a standard end- of-training evaluation form will be completed by the company/school supervisor. See **Appendix F.** A sealed copy of the completed evaluation form should be sent to the college.

6- For the assessment by college, the students will be requested to submit a report to their departments. See **Appendix E**. The report will mainly focus on the skills acquired during training and contain a brief profile of the company/school reflecting the students understanding of its basic functions, its principal areas of interests and the ways in which its manpower resources have been distributed into different sectors.

7- The report must be submitted by the end of week 15 (Wednesday).

8- Once the report has been received, the training academic supervisor will set up an interview committee including two other faculty members. Each member should go through the report and produce documented assessment of the report. The students will be called to an interview in week 16.

9- The college will mark the students on the following:

| | | |
|---|---|---|
| a. | Skills acquired during the training | 20% |
| b. | Quality of the report | 15% |
| c. | Performance in the interview | 15% |

The criteria for assessment and the grading in each of the above areas are given in **Appendix G**.

10- On completion of the above the department will notify the registrar of the final grade of the student.

## Specific Needs of the Academic Departments

1. Due to the different nature of specialization, the training needs of the various academic departments are bound to be different. Therefore, it is important that each department identify its own training needs.
2. Each department should nominate training supervisor who works under the chairman supervision to coordinate all the matters related to Field training.
3. See appendix A for the specific needs by each department.

# Appendix A

# (Specific Needs by Each Department)

# English Department-(Female Branch)

## Most Important Recommendations

MEETING 4 (SEMESTER 302)

04/04/10

The following is one of the most important recommendations from the fourth English Department Staff Meeting:

- There was a consensus on the issue of establishing goals and criteria for field training and graduation projects as follows:

| Students' Trend | Goals | Criteria | Training Type | Proposed Venue |
|---|---|---|---|---|
| Most elective courses were in Linguistics studies | To produce a competent candidate capable of working a teaching- related assignment in a skillful, motivated, productive, and professional manner. | All students | Teaching | Local High Schools |
| | | All students | Simulations- teaching Prep. Year students for 10- 15 minutes<br>Or<br>Doing a research project | JUC |
| Most elective courses were in Translation studies | To produce a competent candidate capable of working a translating assignment in a skillful, motivated, productive, and professional manner. | All students have both options | Working as a translator | At-Tayyar Travelling Agency, Tourism Agencies, Local Hospitals, or KF Airport. |

| | | | | |
|---|---|---|---|---|
| | | | Or<br>Doing a translation project where two or more colleagues can participate in. | JUC |
| Most elective courses were in literary studies | To produce a competent candidate capable of working a literary- related assignment in a skillful, motivated, productive, and professional manner. | All students have both options | Writing or/ and editing articles | Local English Magazines and Newspapers |
| | | | Or<br>Doing a research project | JUC |

Raja Al-Ghamdi,

(English Department Chairperson)

Kingdom of Saudi Arabia
Jubail University College (Female Branch)
English Department: Field Training

Student Name:
Date:

**TEACHING ENGLISH as a FOREIGN LANGUAGE**
**Assessment Form**

| S | Evaluation Areas | Total Mark | Student Mark Weekly | | | | | Total | Average |
|---|---|---|---|---|---|---|---|---|---|
| 1 | **First: Lesson Planning Skills:**<br>- Writes comprehensive and varied behavioral objectives | 5 | | | | | | | |
| 2 | - Includes the main components of the lesson plan | 5 | | | | | | | |
| 3 | **Second: Teaching Skills**<br>A. **Introduction**: introduces the lesson in an interesting way to arouse students' interest and get their attention (asks personal questions related to the lesson, using pictures, real objects, films, etc., telling a story or something related to the lesson, telling the Ss the objectives of the lesson.) | 4 | | | | | | | |
| 4 | B. **Presentation skills**:<br>- Masters the language, gives correct and clear language concepts, uses correct language. | 4 | | | | | | | |
| 5 | - Presents the language items in the proper order using the language level that is appropriate to the level of the students. | 4 | | | | | | | |
| 6 | - Relates the topic of the lesson to every-day life, other subjects, or related readings to achieve the comprehensiveness of knowledge. | 4 | | | | | | | |
| 7 | **C. Performing the learning activities:**<br>Considers the proper implementation of the objectives according to the lesson plan. | 5 | | | | | | | |
| 8 | - Uses the methods, techniques, and activities that are appropriate to the topic and objectives of the lesson. | 5 | | | | | | | |
| 9 | - Asks questions of varied cognitive levels. | 5 | | | | | | | |
| 10 | - Asks most of the students in the class and tries to get most of the students to participate actively in class activities. | 5 | | | | | | | |
| 11 | - Writes a clear and brief summary of the language items presented on the BB | 5 | | | | | | | |
| 12 | **D. Proper use of teaching aids:**<br>- Uses the BB properly and at the right time (clear handwriting, good organization, drawing, etc.) | 5 | | | | | | | |

| S | Evaluation Areas | Total | Student Mark | | | | | Total Student Mark | Average |
|---|---|---|---|---|---|---|---|---|---|
| | | | Weekly | | | | | | |
| 13 | - Uses varied teaching aids (the textbook, dictionaries, real objects, any materials and aids suitable to the subject matter) | 5 | | | | | | | |
| 14 | - Shows the teaching aid at the right time and in the proper way to achieve their purposes. | 5 | | | | | | | |
| 15 | **Third: Assessment skills:**<br>- Assesses students' learning of each part of the lesson to make sure they achieve the objectives of the lesson. | 3 | | | | | | | |
| 16 | - Assesses students' learning at the end of the lesson or the unit to see if they achieve the objectives of this lesson or unit. | 3 | | | | | | | |
| 17 | - Gives home assignments that are related to the objectives of the lesson, enhance the knowledge and skills given, and involve activities and questions that arouse students' thinking. | 3 | | | | | | | |
| 18 | **Fourth: Classroom Management skills/Techniques:**<br>- Demonstrates good class control and discipline in order to get students' attention. | 3 | | | | | | | |
| 19 | - Reinforces students' learning and encourages them so as to develop their motivation and enhance their good manners. | 3 | | | | | | | |
| 20 | - Manages the time allotted to each stage of the lesson. | 3 | | | | | | | |
| 21 | **Fifth: Personal Characteristics:**<br>- Adheres to Islamic principles in terms of appearance and good manners (patience, responsibility, perseverance, punctuality, etc.) | 3 | | | | | | | |
| 22 | - Shows liveliness, initiation, creativity, flexibility. | 3 | | | | | | | |
| 23 | - Uses accurate language, audible clear and varied voice, and clear appropriate gestures. | 3 | | | | | | | |
| 24 | **Sixth: Accepts Criticism**:<br>- Accepts the comments of the supervisor and discusses them objectively. | 3 | | | | | | | |
| 25 | - Makes use of the supervisor's comments and tries to modify her performance in the following lessons. | 4 | | | | | | | |
| | **Total** | **100** | **Final Mark** | | | | | **Final Mark in letters.** | |

Supervisor's Name and Signature

Director of the Field Training Committee

Kingdom of Saudi Arabia
Jubail University College (Female Branch)
English Department: Field Training
**TRANSLATION**
**Form 1: Assessment form for the College Instructor**

Student Name:
I D:
Date:

| Item | Evaluation Areas | Total Mark | Student Mark Weekly | | | | | Total | Average |
|---|---|---|---|---|---|---|---|---|---|
| 1 | **Written Translation**<br>**First: Error Analysis:**<br>**A. Inappropriate renderings which affect the comprehension of the ST:**<br>- Mistranslation of the ST meaning: (opposite sense, wrong sense, nonsense)<br>- Omission of information from the ST<br>- Addition of information to the ST<br>- Loss of meaning<br>- Unresolved extra-linguistic references* | 5 | | | | | | | |
| 2 | **B. Inappropriate renderings which affect expression in the target language:**<br>- Spelling<br>- Grammar<br>- Structure<br>- Lexical items<br>- Register & Style | 5 | | | | | | | |
| 3 | **Second: Problem Solving:**<br>**A. Good solutions to problems** of 'equivalence' or 'adaptation'**<br>**B. Exceptionally good solutions to problems** of 'equivalence' or 'adaptation' | 5 | | | | | | | |
| 4 | **Third: Typology of Errors:**<br>- .Negative effect on words in ST: on 1-5 words<br>(affecting transfer of meaning) -2 marks<br>(language errors) -1 mark | -2<br>Or<br>-1 | | | | | | | |
| | - Negative effect on words in ST: on 6-20 words<br>(affecting transfer of meaning) -3 marks<br>(language errors) -2 marks | -3<br>Or<br>-2 | | | | | | | |
| | - .Negative effect on words in ST: on 21-40 words<br>(affecting transfer of meaning) -4 marks.<br>language errors) -3 marks | -4<br>Or<br>-3 | | | | | | | |
| | - .Negative effect on words in ST: on 41-60 words | -5<br>Or | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | (affecting transfer of meaning) -5 marks.<br>language errors) -4 marks | -4 | | | | | | | |
| | - Negative effect on words in ST: on 61-80 words<br>(affecting transfer of meaning) -6 marks.<br>language errors) -5 marks | -6<br>Or<br>-5 | | | | | | | |
| | - Negative effect on words in ST: on 81-100 words<br>(affecting transfer of meaning) -7 marks.<br>language errors) -6 marks | -7<br>Or<br>-6 | | | | | | | |
| | - Negative effect on words in ST: on 100+ words<br>(affecting transfer of meaning) -8 marks.<br>language errors) -7 marks | -8<br>Or<br>-7 | | | | | | | |
| | - Negative effect on the whole ST: (affecting transfer of meaning) -12 marks.<br>(language errors) -11 marks | -12<br>Or<br>-11 | | | | | | | |
| | For item 4, a total number of positive points is set beforehand, (for example 85), then the total number of negative points is subtracted from this figure.<br>For example, if a student is given 30minus points, her total mark would be 6.5 (pass): 85-30 = 55/85 | **85** | | | | | | | |
| | | **100** | | | | | | | |

* Extra-linguistic references: References that require some explanation or footnote. Example: "Harrod's store"= "The splendid Knightsbridge store". (Harrod's is in Knightsbridge: the name of a place)
* * Equivalence: Translation of the sense of proverbs or idioms.
Adaptation : Adapting a situation/attitude in the S culture that has no corresponding situation/ attitude in T culture.

**TRANSLATION**

**Form 2: Assessment form for the Company Trainee Supervisor : (Holistic Method) 30%**

| S | Evaluation Areas | Total | Student Mark | | | | | Total Student Mark | Average |
|---|---|---|---|---|---|---|---|---|---|
| | | | Weekly | | | | | | |
| 1 | **Accuracy of transfer of ST content**<br>- Complete transfer of ST information; only minor revision needed to reach professional standard.<br>**- Quality of expression in TL**<br>Almost all the translation reads like a piece originally written in TL. There may be minor lexical, grammatical or spelling errors<br>**- Degree of task completion**<br>Successful | 9,10 | | | | | | | |
| 2 | **Accuracy of transfer of ST content**<br>Almost complete transfer; there may be one or two insignificant inaccuracies requires certain amount of revision to reach professional standard.<br>**- Quality of expression in TL**<br>Large sections read like a piece originally written in English. There are a number of lexical, grammatical or spelling errors.<br>**- Degree of task completion**<br>Almost completely successful | 7,8 | | | | | | | |
| 3 | **Accuracy of transfer of ST content**<br>Transfer of the general idea(s) but with a number of lapses in accuracy; needs considerable revision to reach professional standard.<br>**Quality of expression in TL**<br>Certain parts read like a piece originally written in TL, but others read like a translation. There are a considerable number of lexical, grammatical or spelling errors<br>**- Degree of task completion**<br>Adequate | 5,6 | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 4 | **- Accuracy of transfer of ST content**<br>Transfer undermined by serious inaccuracies; thorough revision required to reach professional standard.<br>**- Quality of expression in TL**<br>Almost the entire text reads like a translation; there are continual lexical, grammatical or spelling errors.<br>**- Degree of task completion**<br>Inadequate | 3,4 | | | | | | | |
| 5 | **- Accuracy of transfer of ST content**<br>Totally inadequate transfer of ST content; the translation is not worth revising<br>**- Quality of expression in TL**<br>The candidate reveals a total lack of ability to express herself adequately in TL.<br>**- Degree of task completion**<br>Totally inadequate | 1,2 | | | | | | | |
| | | **Total** | **10** | **Final Mark** | | | | **Final Mark in letters.** | |

Supervisor's Name and Signature

Director of the Field Training Committee

# Computer Science & Engineering Department -(Female Branch)

## Field Training Objectives

:

| Students' Trend | Goals | Criteria | Training Type | Proposed Venue |
|---|---|---|---|---|
| If the student likes Analysis and Design | Participate in a Analysis and Design of a software Development project | All students | Develop a Software Requirements Specification, Design Model | Any IT Department in any company |
| If the student likes programming | Participate in a Information System Development project | All students | Programming any language | Any IT Department in any company |
| If the students likes technical courses: Computer Network, Computer Communication, Computer Security, Computer Architecture, Computer Organization | Participate in a Network Design, Improvement Security Network Design, Socket Programming Project | All students | Develop an Specification for Network Security improvement, Specification for improving Network Design | Any IT Department in any company |

CDC

Kavitha Ganesan

Olivia Segovia

# Computer Science & Engineering Department –(Male Branch)

## Preferred Areas of Training

The training elements of a student of Computer Science and Engineering department should include some or all of the following:

a. Overview of the company's production/manufacturing facilities and the job role of a computer scientist /engineer within this structure.
b. Safety rules and regulations.
c. General maintenance and repair procedures within the company.
d. Installation, configuration and maintenance of computer networks.
e. Network monitoring and troubleshooting.
f. Network management and administration.
g. Network security.
h. PC assembly, installation and configuration.
i. PC Maintenance and troubleshooting.
j. Software installation and configuration.
k. Database administration.
l. Web design and development.
m. Software Engineering.
n. Software development.
o. Any other activity considered relevant to student studying computer science & engineering.

# Architecture and Planning Department

## Interior Design Program

## (Female Branch)

Field Training Objectives

| Students' Trend | Goals/ Competencies | Criteria | Training Type (Expected from the students) | Proposed Venue |
|---|---|---|---|---|
| Design and Construction Documents | Provide drawings and documents for the owner/client on project's scope, quality and cost.<br><br>Prepare an accurate and complete set of construction documents for a project. | All students | Prepare design development from the approved preliminary design scheme.<br><br>Prepare plan, elevation, section drawings and 3D to convey the design development.<br><br>Document all necessary decisions and progress of work.<br><br>Assist in the review of final documentation. | Interior Design/Arch offices<br><br>Furniture Manufacturing and Retail companies |
| Specifications and Material Research | Prepare specifications and materials research in accordance with standards.<br><br>Research and select appropriate building materials for use in preparing specifications. | All students | Review product literature to acquire information about materials.<br><br>Prepare specifications for a project.<br><br>Assist in checking products and materials and make revisions and corrections | Interior Design/Arch offices<br><br>Building Material companies |

| | | | | |
|---|---|---|---|---|
| | | | in the design documents. | |
| Construction Phase | Understand the relationship between construction documents and the contract administration process. | All students | Obtain information required for the notice to proceed in construction.<br><br>Assist in the production of shop drawings, samples and other items. | Interior Design /Arch offices<br><br>Furniture Manufacturing and Retail companies |
| Project and Office Management | Coordinate communication among all parties involved in the project.<br><br>Identify and articulate the activities required to maintain a successful office environment in an interior design/architect's office. | All students | Assist in the development of a project work plan.<br><br>Prepare project work progress.<br><br>Study the office's vision-mission, strategic plan and organization.<br><br>Understand the business aspect of maintaining an office. | Interior Design /Arch offices<br><br>Furniture Manufacturing and Retail companies |
| Professional and Community Service | Contribute talent responsibly in a community-based organization or in the professional organization to improve the quality of life in the community. | All students | Participate and engage in related service activities that address issues as historic preservation, restoration, renovation, and conservation of existing institutions. | Professional organizations/Community-based organizations |

1. It is recommended that the students have these diversified training in most of these trends.
2. Complementary to the field experience, the student will submit a Research Project relevant with her field work and Journal regarding her personal field experience.

3. Alternative Plan:
   The students stay in the College and will do Thesis work. Submission of thesis book, a research project on a complex design problem with drawing requirements at the end of the term.

**Jean Cornejo**
**Chairperson**
**Interior Design Program**
**Architecture and Planning Department**

# Business Department-(Female Branch)

**Recommended focus for Field Training : Semester 302**

| | Students' Trend | Goals | Criteria | Training Type | Appropriate Department |
|---|---|---|---|---|---|
| 1. | Financial Management | Understanding financial landscape in broader sense | All students | • How do companies invest and raise money<br>• How to make effective financial decisions | Finance Department |
| 2. | Accounting | Expertise in Professional Accounting Software/s | All students | Self learning or taught course to use the software for practical Accounting | Accounting and Finance Department |
| 3. | Marketing | Customer care | All students | Sales and marketing | Sales and Marketing Department |
| 4. | Management | Mastering administrative systems | All students | General Administration and office system | Administration Office |
| 5. | Principles of MIS | Understanding IT systems | All students | • System Analysis<br>• System Design<br>• System development<br>• Technical/user Support | Information Technology Department |
| 6. | Industrial Psychology and Organisational Behavior | Understanding the behavior of people in work settings | All students | • Organisational Development<br>• Performance Management | Human Resources Department |
| 7. | Human Resource Management | Understanding the importance of staff development | All students | • Personnel<br>• Training and Development | Human Resources Department |

# Department of Business Administration

## (Male Branch)

### MIS Major

The training programs of MIS major students in a company should provide students with necessary skills to identify, evaluate, develop and acquire innovative information systems and technology solutions to resolve business problem. Such training program should include **some** of the following:

**Systems / business analysis:**

- Analyze business information needs.
- Specify the system requirements.
- Integrate applications into existing infrastructure.
- Compare and evaluate solutions for organizational needs.
- Use structured a method(s) to identify business problems.
- Employ modeling tools to better understand business processes.

**Business applications development:**

- Business process development.
- Enterprise resource planning systems and processes.
- Supply chain management systems.
- Online tendering and auction systems.
- Telephone and Internet banking.
- Developing commercial website/government web portals.
- Transaction processing applications (e.g. payroll systems)

**Database Administration:**

- Design data entry forms
- Design data tables

- Create reports to information users.
- Updating database contents.
- Writing and submitting queries.

**IS/IT consultancy:**

- Software Packages evaluation and selection.
- IT Vendor evaluation.
- IT implementation and user acceptance testing.

**IS user support:**

- IT service desk incidents log.
- Troubleshooting.
- IT service requests management.
- User training.

**Information systems design:**

- Design and implement solutions for organizational performance.
- Experience (some of) the Systems Development Lifecycle phases.
- Use automated tools (i.e. CASE tools) in Systems Design.

## Marketing Major

The objective of students *Marketing Major* training programs in companies should strive to enhance the students understanding of the marketing processes and provide him/her with hands on training in the practical marketing decision process. Furthermore the student should be able to understand the overall marketing strategy of the company. More specifically, such a training program should include **some** of the following:

- Customer relationship.
- Sales analyses and salesmanship skills
- Market analyses
- Market segmentation.

- Advertisements.
- Brand development
- Product portfolio
- Market Surveys
- Product design
- Product promotion; TV, Newspapers, Internet, etc.
- Product life cycle

## Operations and Quality Management Major

The objective of students *Operations and Quality Management Major* training programs in companies should strive to enhance the students understanding of the operation management of the organization; development-, production-, and the manufacturing processes, and provide him/her with hands on training in the practical operational management process. The overall emphasis should be on quality related issues (Total quality management).

More specifically, such a training program should include **some** of the following:

- Manufacturing and production systems
- Plant management
- Equipment maintenance management.
- Production control systems
- Productivity analysis
- Cost control, and materials planning
- Systems analysis
- Strategic manufacturing policy
- Industrial labour relations
- HCCP
- ISO and Six Sigma Quality management systems.
- Supply Chain Management Systems (SCM).
- Manufacturing Resource Planning.
- Business process management

## Accounting and Finance Major

The training needs of students in Accounting and Finance major at JUC in companies should strive to enhance the students understanding and gaining hands on skills in some of the following:

- Recording accounting data on cash book, petty cash book, etc.
- Recording accounting data in computer based accounting systems.
- Preparation of income statement and balance sheet
- Variance analysis
- Financial forecasting
- Accounting internal controls
- Bank reconciliation
- Cash flow statements
- Inventory management
- Pricing
- Payroll accounting
- Ratio analysis
- Internal audit
- Breakeven analysis
- Cost-volume-profit analysis
- Fixed asset accounting
- Activity-based costing
- Flexible budgets
- Capital budgeting
- Portfolio management
- Accounts payable ledger
- Accounts receivable ledger

## Human Resource Management

The objective of *Human Resource Management* training programs in companies is to provide students with the opportunity to understand and practice all aspects of HRM process. Specifically, such training program should include **some** of the following:

- Planning HR needs.
- Identify sources of recruitment.
- Conducting employment interview.
- Assessing and evaluating prospective candidates.
- Documenting recruitment requirements.
- Maintain and classify employees' files.
- Writing job specification and job description for new job opportunities.
- Selecting and assessing job advertising content and media.
- Identify training needs and design employees training programs.
- Conduct employee performance evaluation.
- Design performance evaluation forms.
- Manage employees' complaints systems.
- Produce employment compensation and benefits packages.
- Managing human resource information systems in ERP packages.

# Department of Civil Engineering
## (Male Branch)

The students of civil engineering program can opt for training in any of the following areas depending upon their strength/interest which has to be approved by their academic advisor/department chairperson.

**Group I: Structural Engineering**

1. Structural analysis
2. Reinforced concrete design
3. Steel design

**Group II: Construction material**

1. Properties of cement, concrete and steel
2. Concrete production
3. Usage of other construction materials

**Group III: Transportation Engineering**

1. Transport planning
2. Design of highways/ railways/airways etc.
3. Construction of road
4. Traffic planning and signals

**Group IV: Geotechnical Engineering**

1. Soil sampling, testing and Site investigation
2. Foundation design
3. Soil stabilization/geotextiles
4. Earth structures, Retaining structures
5. Land reclamation

**Group V: Water resources Engineering**

1. Distribution of water; design of piping system, pumps and pumping systems
2. Reservoir planning; measurement of hydrologic parameters, estimation of runoff.
3. Watershed management;

**Group VI: Environmental Engineering**

1. Water treatment
2. Wastewater treatment
3. Pollution control
4. Desalination
5. Industrial waste management

**Group VII: Land Surveying**

1. Construction layout
2. Preparation of map

3. Use of latest tools and techniques in land surveying (remote sensing, GPS etc.)

**Group VIII: Construction Technology and Management**

1. Construction contract procurement
2. Quantity estimation, Construction Cost control
3. Planning and scheduling of construction projects.
4. Quality control
5. Fabrication and erection structural frames
6. Health and safety at construction.

# Appendix B

# (Registration Form)

## Jubail University College

## Registration Form to the Field Training

**Academic Year:** **Semester:**

**Student Name:** **Student Id:**

**Major:**

**GPA:**

**Type of Work Experience Desired:**

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**Career Goals:**

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**Student Signature:** **Date:**

**Parent Signature:** **Date:**

---

**Registrar Office Approval:**

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# Appendix C
# (Learning Contract)

## Jubail University College
## Learning Contract

Student Name: _____ Student ID#: _____ Date:_____

Home Address: _____

Phone: _____ E-mail: _____

Company: _____ Company Supervisor:_____

Company Address:_____

Phone: _____ Website: _____

Semester: _____ Year: _____ Credits: _____

**How was the Training obtained? (Check one)**

JUC : ☐ Self: ☐ Other: ☐

**Steps of Process and/or Events in Carrying out the training (8-10 detailed statements)**

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

| | | |
|---|---|---|
| **Student Name:** | **Signature** | **Date** |
| **Academic Supervisor:** | **Signature** | **Date** |
| **Employer:** | **Signature** | **Date** |

# Appendix D

# (Weekly log Sheet)

## Weekly Record of Training

Week No:

Date:

Student Name:

Students ID:

**Briefly write about:**

**1- The work you have done this week.**

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

**Training Supervisor Assessment of the Students Performance this week:**

| Excellent □ | Very Good □ | Good □ | Satisfactory □ | Non Satisfactory □ |
|---|---|---|---|---|
| [90-100] | [80-89] | [70-79] | [60-69] | [less than 60] |

**Any other comments**:----------
---

--- --- ---

**Supervisor's Name** **Signature** **Date**

# Appendix E

# (A report on Field Training)

# Field Training Report

Prepared by

(Student Name)

(ID. NO)

Submitted to:

(Name of Instructor)

Department of----------

Jubail University College

Date----------

# Acknowledgement (Font 14)

Thank 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:
[Company Supervisor]

---

Date

---

Approved by:
[Department Chairman]

---

Date

# Contents

**Section 1** INTRODUCTION

**Section 2** COMPANY PROFILE

**Section 3** DETAILS OF TRAINING EXPERIENCE

Acquired Skills

**Skill 1**: (Mention here a broad 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)

**Skills 2:**(Mention here a broad 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:** CONCLUTION

## Section 1

## Introduction

Discuss here:

1- The company in which you have received training

---

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

---

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

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

---

---

b. Were you regularly attended by supervisor to help or advise you on the training?

---

---

c. Any other forms of supervision received?

---

---

## Section 2

## Company profile

Discuss here:

1- The areas in which the company specialized:

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2- Where the company is mainly located, throughout the Kingdome or in the eastern Province only?

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3- How many divisions\departments are there in the company?

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4- How many people were working in the company, any idea about the ration of technical support staff, etc:

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## Section 3

## Details of Training Experience

Discuss here:

1- The major area or areas of skills in which you have received training in the company.

---

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2- Discuss the skills acquired, individually, according to the following format

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

**Discuss here:**

A. The job
what was your job?

---

---

---

B. Nature of work
Have you worked in a group or individually?

---

---

---

C. Duration of training
How long you have worked or received training to obtain the above skill?

---

---

---

D. Major equipment or system used
What major equipment or system you used for skill?

---

---

---

E. Safety aspects
What safety rules you have learn from work? (if this is not relevant to you work, leave this part)

---

---

---

**Skill 2:** (Mention here a broad definition of the area in which the skill was gained)

**Discuss here:**

A. The job
what was your job?

---

---

---

B. Nature of work
Have you worked in a group or individually?

---

---

---

C. Duration of training
How long you have worked or received training to obtain the above skill?

---

---

---

D. Major equipment or system used

What major equipment or system you used for skill?

---

---

---

E. Safety aspects

What safety rules you have learn from work? (if this is not relevant to you work, leave this part)

---

---

---

## Section 4

## Weekly Job recorded

**Attached here:**

Copies of weekly record of work which you completed during your Field training in the company.

## Section 5

## Conclusion

## Mention here:

1- Only the names of skills you acquired during your training in the company

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

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3- Anything else you wish to discuss.

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# Appendix F

# (Evaluation Form by the Company)

# Jubail University College

## Field Training Evaluation Report by the Company

**Personal details of the student:**

| | |
|---|---|
| **Student's Name:** | **ID. No:** |
| **Major:** | **Semester:** |
| **Training Period:**<br>**From:**---------- **To:** ---------- | |

**Evaluation by the company:**

| **Evaluation Criteria** | **Maximum Marks** | **Actual Achievement** |
|---|---|---|
| **1- Attitude:** | | |
| Highly enthusiastic | **5** | |
| industrious | **4** | |
| indifferent | **3** | |
| Not motivated | **2** | |
| poor | **1** | |
| **2- Initiatives:** | | |
| Highly initiatives | **5** | |
| Require minimum direction | **4** | |
| Confident, knows the way | **3** | |
| Lacks enough drive | **2** | |
| poor | **1** | |
| **3- Ability to learn:** | | |
| Fast learner | **5** | |
| Learns readily | **4** | |
| Average in learning | **3** | |
| Slow learner | **2** | |
| Poor learner | **1** | |
| **4- Quality of work** | | |
| Excellent | **5** | |
| Very good | **4** | |
| Average | **3** | |
| Below average | **2** | |
| poor | **1** | |
| | **Sub Total** | |

| | | |
|---|---|---|
| **5- Dependability:** | | |
| Fully dependable | **5** | |
| Require minimum direction | **4** | |
| Confident, knows the way | **3** | |
| Lacks Confident | **2** | |
| poor | **1** | |
| **6- Attendance:** | | |
| Regular | **5** | |
| Not very regular | **4** | |
| Irregular | **3** | |
| Needs supervision | **2** | |
| poor | **1** | |
| **7- Team spirit:** | | |
| Exceptionally well | **5** | |
| Works well with others | **4** | |
| Get along satisfactorily | **3** | |
| Cannot get along with others easily | **2** | |
| Cannot work in team | **1** | |
| **8- Communication Skills** | | |
| Clear about what wants to say | **5** | |
| Makes himself\herself reasonably clear | **4** | |
| Needs help in explaining things | **3** | |
| Not very good communicator | **2** | |
| Poor communicator | **1** | |
| **9- Practice of safety Regulations:** | | |
| Strive hard to follow safety rules | **5** | |
| Reasonably follows the rules | **4** | |
| Needs advice most of the time | **3** | |
| Lacks safety consciousness | **2** | |
| Poor safety attitude | **1** | |
| **10- Judgment:** | | |
| Very mature | **5** | |
| Good common sense | **4** | |
| Normally gets it right first time | **3** | |
| Below expectation | **2** | |
| unreliable | **1** | |
| | **Total** | |

**Evaluated by:**

| --- | --- | --- |
|---|---|---|
| **Name of Training Supervisor** | **Signature** | **Date** |

**Evaluation by the Company:**

| **Student's Name:** | **ID. No:** |
|---|---|

**Overall Recommendation:**

**Based on the performance of the trainee, will you recommend him\her for employment in your company?**

☐ **Yes** ☐ **No**

| --- | --- | --- |
|---|---|---|
| **Name of Training Supervisor** | **Signature** | **Date** |

# Appendix G

# (College Evaluation Form)

# Jubail University College

## Field Training Evaluation Report by the College

**Personal details of the student:**

| | |
|---|---|
| **Student's Name:** | **ID. No:** |
| **Major:** | **Semester:** |
| **Training Period:**<br>**From:**---------- **To:** ---------- | |

### [A] Assessment of Acquired Skills: Total Marks 20

| Assessment Criteria | Excellent [90 – 100] | Very Good [80 – 89] | Good [70- 79] | Satisfactory [60- 69] | Unsatisfactory [less than 60] |
|---|---|---|---|---|---|
| 1- Ability to Learn | | | | | |
| 2- Relevance of the Skills to the Major | | | | | |
| 3- Multitude of Skills | | | | | |
| 4- Quality of Knowledge acquired | | | | | |
| 5- Practice of Safety Regulation | | | | | |
| Total | | | | | |
| Grand Total | | | | | |
| Actual Marks Scored | 20 * Grand Total/[100*5] | | | | |