



FIELD TRAINING HANDBOOK FOR UNDERGRADUATE STUDENTS

Fahd Bin Sultan University

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1. Introduction

The field training is required for all majors provided by Fahd Bin Sultan University. It entails placing students in an authorized private or government firm to learn skills needed in a real-world working environment. This manual contains the norms and guidelines for the field training program at FBSU. Field training is one of the most effective tools for providing students with practical experience, developing their talents, and deepening the concepts they learned in theory by connecting them to real-world situations. The field training also serves as a liaison between the student, the academic division, and the training location. The field training allows the student to learn valuable skills and experience that would not otherwise be possible to learn from other courses in his/her college.

2. Objectives of the Field Training

This handbook's overarching purpose is to stress the value of field training to actively convey information and bring trainee students from theory to practice. Integrating theory and practice will help the student gain field training technical skills and modify personal attributes and habits, which will help the student progress professionally. It also necessitates professional and academic supervision to assist university graduates in developing practical skills based on theoretical specialty knowledge received through curricular programs. According to the National Center for Evaluation and Academic Accreditation guidelines, FBSU ensures quality field training to help graduates join employment agencies promptly and satisfy market expectations.

The primary goals of the supervised field training are as follows:

- Apply what the student has learned in the curriculum to real-world situations.
- Provide students with practical skills that apply to the work market.
- Improve student competencies in the following areas:
 - Effective teamwork.
 - Analyzing material about student's major and connecting it to the ideas and theories he/she learned in student classes.
 - Using a variety of information to make intelligent conclusions.
 - Developing personal characteristics.
- During the training, the student completes several job assignments.
- To become familiar with some of the instruments and procedures used in actual operations to carry out his responsibilities.
- Establish good linkages between programs and the labor market through constant

communication procedures that match educational system outputs with labor market demands and generate diverse employment possibilities following the Kingdom's 2030 vision.

- To provide the student with the ability to apply expertise and practice new techniques gained in class.
- To introduce students to a broader spectrum of career practices than they have already encountered within the classrooms.
- To contribute to the student's advanced education by doing tasks that are helpful to the field organization and help the student develop his/her professional skills.
- To assist the student in identifying technical abilities and shortcomings and areas of knowledge for further research.

3. Importance of Field Training

A. The Significance of Field Training to the Student

- Provides chances for applying theoretical knowledge, principles, and ideas.
- Assists students in understanding the nature of the job connected to their specialty by offering purposeful training opportunities to build specialist skills and favorable attitudes and dispositions toward the profession for which they are being prepared.
- Adapts to employment settings, which allows the student to alleviate many of the fears he may have while starting a new career.
- Allows the student to become familiar with student talents and specific competencies, improve them via direct training, and build student professional sense.
- Encourages the student to confront challenges that may arise during field training and inspire him to consider how to overcome them.
- It provides the student with the chance to learn about the patterns of stakeholders in employment agencies and develop the skills necessary to deal with them.
- Allows the student to see and assess many models of employment circumstances conducted by competent practitioners with extensive experience.
- Assists the student in selecting acceptable employment throughout the training period, which will benefit students' future professional success.
- Assists the student in obtaining a permanent job with a competitive wage in a short period because employment agencies are already familiar with student knowledge and talents.

B. The Significance of Field Training in the Program

- Introduces employment agencies to the program students' talents and skills, which helps to improve their image in the labor market and offers their graduates a competitive edge in the job agencies.
- Strengthens the relationship between the outputs of the program's learning process and the labor market needs through the feedback received from field training, improving the college's local and worldwide position and standing.
- Brings program faculty members into close touch with developments occurring in the reality of employment agencies, identifying their difficulties and requirements, and opening up new study vistas for them.
- Reinforces theoretical knowledge with practical field application.
- Assists in developing strategies to help graduates gain the skills necessary by the labor market.
- Complies with academic accreditation norms.
- Introduces the community to the qualities of program graduates through the student's active engagement in the community.

C. The Significance of Field Training to Employment Agencies

- Achieves feedback between the training authority and the institution, assisting programs in avoiding flaws and bolstering their strengths.
- Gains access to current scientific information, ideas, and trends in academic studies at the forefront through collaboration with specialized academic bodies and teaching personnel.
- It gives the training authority a fantastic opportunity to pick students with high abilities and competencies to join them in the future.
- Assists job agencies in determining the talents of graduates of Islamic University institutions and their potential to deliver the needed majors.
- Assists employment agencies in establishing the criteria for selecting the ideal employee via direct engagement with students throughout the field training period.

4. Administrative Guidelines for the Field Training

All college students must fulfill a 1-credit hour internship period of 8 to 12 weeks with a minimum of 6 daily working hours for a total of at least 320 field training hours.

A field training letter must first issue by the admission and registration office, which then be sent to the respective body before the end of the first week of the summer semester. The field training should occur after the student has completed 90 credit hours of the curriculum, including all mandatory core classes, but there are certain cases when a student may profit from doing some fieldwork early in their training.

A contract between the registrar and the agency must be on file with the faculty advisor and the admission and registration office within two weeks of the start of the summer semester in which all details of field training are stated clearly (e.g., work conditions, hours of work, activities).

Students participating in field training within the respective college or departmental level require an NDA letter between the college and the student. The affiliation must be on the student's file within two weeks of the start of the summer semester, and field training will take place. Figures 1, and 2 provide details descriptions for the entire decision process.

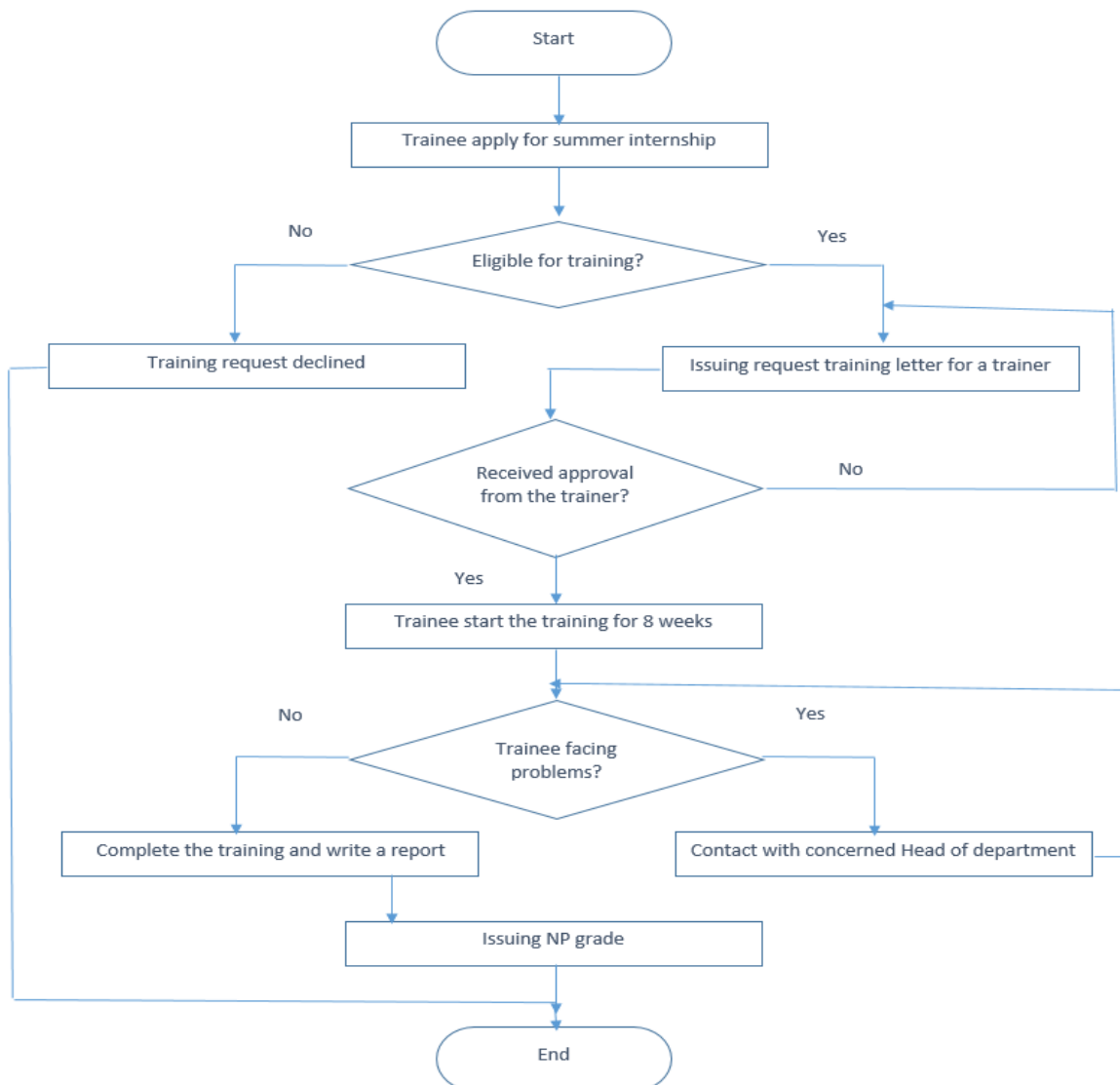


Figure 1: Summer internship flowchart for responsibility and decision-making

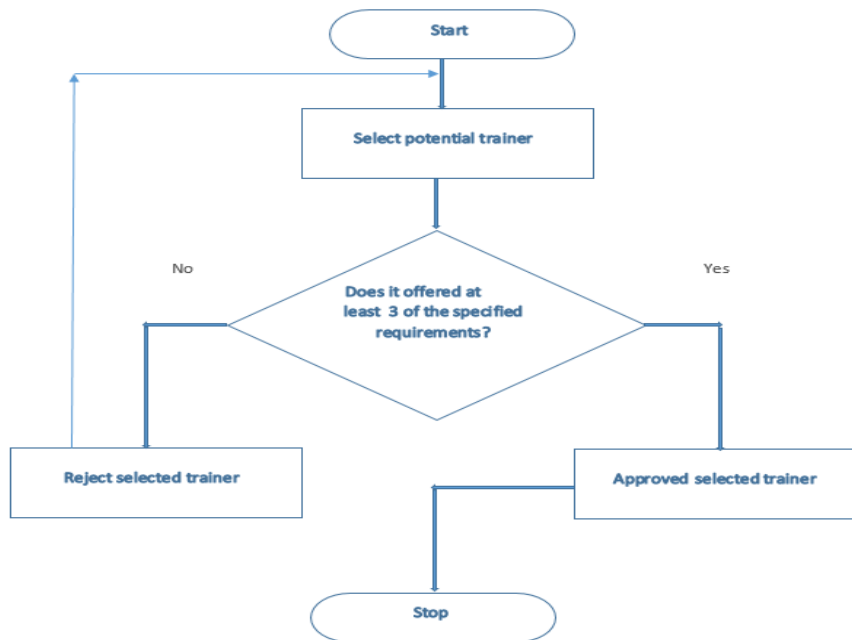


Figure 2: the Decision-making process used to select a potential trainer

5. Responsibilities of Student and Faculty Advisors

The supervision of the student in the field training is shared by the institution that provides the field training and the student's faculty advisor.

A. Student Responsibilities

- Thoroughly evaluate his/her academic readiness, practice, and career advancement to find opportunities for improvement in the field training.
- Take the lead in locating appropriate field training locations.
- Begin the tasks required to complete the application for field training, the arrangement between the college and the field body, and, if applicable, the partnership agreement.
- Before starting the field training, the student discusses the details of his/her plan conducted in the respective body.
- The plan should contain the student's duties and the field training's priorities, strategies, and tasks.

B. Faculty Advisor Responsibilities

- Assist the student in setting priorities and defining the field training's instructional and experiential aims.

- Assist the student in locating appropriate field sites.
- Examine and authorize the prospective field activity location and the formal plan for the field training.
- React to the respective body's demands for details regarding the field training and the student.
- Consult with the chairperson when required.
- Send a report to the registration and admission officer detailing the field learning goals and the final grade.

C. Field Supervisor Responsibilities

- Hand over training files for students under his/her supervision to the department head, along with a copy of the final report.
- Work with the academic supervisor to develop a training plan based on the goals of field training and the training authority's capabilities to increase the training process's level.
- Monitor the student's progress throughout the training process and supply him/her with the information he/she needs to compose the needed report.
- Overcome any obstacles that the student may face at the field training location.
- Create the necessary reports to assess the training process.

6. The Ground Rules for Arranging Field Training for FBSU Students

A. General Guidelines

- The field training course is regarded as a required prerequisite for students pursuing a bachelor's degree in university programs.
- In order to participate in the field training, the student must have completed the sixth level of the curriculum or its credit hour equivalent.
- According to the updated study plan, the trainee student must spend the minimum actual credit hours and days indicated in his field training program at the selected agency.
- Unless otherwise agreed upon between the student and the agency, the number of training hours per day shall not exceed (8) hours.
- The student may train in their college if the college agrees to the training.
- After attending the training, the student is not permitted to alter the training authority.

- If his/her training program fails to meet the necessary goals at the agency assigned to him/her, he/she must immediately consult with his/her academic adviser and the field training supervisor, who in turn coordinate with the program chair to get permission to move agencies if a solution to the issue cannot be found.
- If the change in training authority is granted, the student must submit a written apology to the authority from which he/she will be moved for ceasing field training with it and seek its consent to do so before commencing the field training in the new approved agency.

B. Attendance, Absence, and Conduct Rules

- The student is not authorized to modify the agreed-upon training site and agency unless a justified application is submitted and approved by program administrators.
- The student is not permitted to leave the job (during his/her regular working hours) unless approved by the supervisor at the training authority, and in this event, he/she must notify the field training supervisor at the college when he/she visits to monitor the success of the training process.
- The program determines the number of days a student may be absent with or without an excuse, and if the student exceeds them, the matter is presented to the program chair, and he/she is denied continuation (in coordination with the Deanship of Admission and Registration) and must repeat the course.
- In the following instances, the student may face one of the following penalties:
 - Deprivation: occurs when the absence rate surpasses 5% of the total number of training hours.
 - Warning: In the case that the student exhibits any undesirable conduct.

7. The Process of Follow-Up and Assessment

- The trainee student is evaluated by a committee comprised of three evaluators, which will be constituted as part of the program, and he/she must get a portion of the marks from each of them.
- The student assessment marks assigned by the field training implementation agency are an essential component of the overall field training score.
- Based on his/her observations of the student throughout the training, the field training supervisor does his/her evaluation.
- The student provides the field training advisor with a report on the job he/she has done and the skills he/she has learned at the agency in a PowerPoint presentation.

- A field training committee will be constituted to study, discuss, and assess the trainee student's reports and presentations at the program level.
- A minimum of 60% of the total score is required to pass the field training criterion.
- The field training required score is determined on a 100-point scale as follows:
 - The training authority evaluates the student's field training during the periodic follow-up receives 20 points.
 - Evaluation of the student by the program's field training committee: 80 points, which include:
 - A written report by the student: 60 points
 - PowerPoint presentation: 20 points.

8. List of FBSU Field Forms and Report Template

In the appendix, we have included all relevant assessment and template forms used for trainee students.

9. Appendix

A. Field Supervisor Evaluation Form

معارف ومهارات واتجاهات المتدرب	أوافق بشدة	أوافق	ليس لدي رأي	لا أوافق	لا أوافق بشدة
أظهر المتدرب توجه إيجابي بشكل عام تجاه عمله					
أدى المتدرب العمل المنوط حسب المعايير المتوقعة للجودة					
أظهر المتدرب مهارات تنظيمية وتخطيطية					
كان المتدرب متعاون مع فريق العمل وأدى عمل بشكل جيد					

يرجى تصنيف المتدرب في النواحي التالية:	مميز	جيد	مقبول	غير مقبول
1- روح المبادرة				
2- الحكم على الأمور				
3- الاعتماد على النفس				
4- تحمل المسؤولية				
5- القابلية للتكيف				
6- إعداد النفس				
7- الدقة في المواعيد				
8- الحضور				
9- تقبل النقد				
10- إتباع القوانين				
11- القدرة على التعلم				
12- مهارات الاتصال				

B. Advisor Evaluation form

No	Evaluation Elements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		0	1	2	3	4
Professional Behavior						
1	Professional appearance					
2	Seeks responsibility					
3	Punctuality					
4	Motivation (e.g., enthusiasm, attitude towards duties)					
Professional Relations						
5	Rapport with staff and coworkers					
6	Interaction with the public (i.e., clients, participants, patients)					
7	Adaptability (e.g., adjusts plans/actions according to the situation)					
Professional Performance						
8	Task accomplishment					
9	Ability to verbally describe tasks assigned					
10	Ability to work individually					
11	Ability to work in a team					
12	Follow regulations of the training organization					
13	Accepts and follows instructions of the field instructor					
Professional Knowledge						
14	Understanding of work environment's goals and operations					
15	Keen to learn and perform a variety of tasks					

C. Training Attendance Report**INSTRUCTIONS: All names of the students must be obtained by the FBSU registrar**

Name of training course:			
Course code:		Course dates:	
Company/Institute:		Location:	

Name (first, second, and surname)	Position	Department	Email Address	Phone No.	Date Started	Date Ended
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

SUMMARY:

Total attendance:	Field Trainer:
Number of participants:	

D. Summer Training Report

Format:

Font size:	12
Font type:	Times New Roman
Line spacing:	1.5
Page margin:	Right 1.5 inch & 1 inch for all other margins (left, top & bottom)
Paper size:	A4

Content:

1) COVER AND TITLE PAGE

- * Certificate of the college
- * Certificate of the organization
- * Preface
- * Declaration Given by the student
- * Table of contents
- * Executive summary

2) CHAPTER I

- * Introduction
- * The objective of the study
- * Scope and Limitation of the study
- * Methodology: this would contain the following things:
 1. Source of data
 2. Sample Sizes, if any
 3. Methods of data collection
 4. Instrument used
 5. Tools and techniques of analysis

3) CHAPTER II

This section of the summer training report would mean writing about how the organizational realities are similar or different from theory. The management theory dealt with within the report must be written in detail.

- | | |
|------------------------------------|-------------------------|
| - The background | - Taxation aspects |
| - The promoters | - Major problems |
| - The company and its product line | - Achievements |
| - Features of the product | - Share Market position |
| - Marketing strategies | - Future prospects |
| - Competitors | |

4) CHAPTER III

- * About the project (topic) taken in the organization
- * Surveys, Feedback, Findings & Data Analysis

5) CHAPTER IV

- * Suggestion and recommendation

6) CHAPTER V

- * Conclusion
- * Bibliography and Appendix