

**University of Tabuk**  
Faculty of Business Administration  
**MIS Department**



**Cooperative Training Guide**  
**(1445 AH / 2023 AD)**

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## **First: Introduction:**

This guide gives students at the Faculty of Business Administration at the University of Tabuk the basic information that makes the cooperative training period a fruitful and successful experience. The success of the cooperative training course depends on the commitment of all parties associated with the student training process to the elements and tasks mentioned in this guide, so the course cannot successfully serve the majority unless everyone adheres to their role in line with the set standards stemming from the college's mission and objectives and emanating from the university's mission and objectives.

The mental image of the course of the Faculty of Business Administration at the University of Tabuk for Cooperative Training depends on the reputation of its students, so students can enhance or weaken this image, as the university hopes that the commitment of students to the course will leave a good impression on the employer that reflects the quality of the education process at the university as well as the process of their future employment.

### **(1) Objectives of the Cooperative Training Guide:**

This guide aims to:

- 1- Develop a clear time vision for the stages and procedures of cooperative training clearly so that the student can follow them easily.
- 2- Determine the responsibilities, duties and powers of each of the cooperative training parties, namely the student, the cooperative training unit, the academic supervisor, and the training body.
- 3- Clarify the methods of evaluating the student by each concerned party, including the criteria and evaluation percentages.
- 4- Include all the forms needed by the trainee before and during the training period.

### **(2) The nature of the cooperative training course:**

The cooperative training course is an applied course, through which students are trained in a public or private institution to learn about the reality of the work environment before graduation so that they can apply the theoretical reality acquired in the classroom.

Based on the college's vision of achieving leadership in the disciplines of business administration and scientific research at the local and international levels, and in line with its mission that focuses on providing distinguished academic programs to provide the labor market with qualified cadres, and conducting high-quality scientific research and studies, in a way that contributes to community service, the college has been keen to achieve harmonization between the skills of the college's graduates and the needs of the labor market. To this end, the College has adopted the cooperative training course within its curricula, which aims to achieve alignment and integration between the academic side and the practical side, by gaining sufficient experience for students in the labor market before graduation, as well as helping students discover their abilities, skills and strengths through

their practice of work in real life, in order to develop themselves and inform themselves in the labor market, which increases their chances of obtaining the appropriate job.

This course is not only useful for students, but also for the benefit of the college by providing the college with the reactions of the labor market about the level of college graduates, and then its study plans can be evaluated and developed to meet the requirements of this market.

### **(3) Objectives of cooperative training:**

Cooperative training aims to:

- 1- Provide male and female students with scientific skills that suit the requirements of the labor market.
- 2- help students practice some of the job tasks in the workplace, and identify some of the tools and mechanisms used within the administrative process, such as policies, rules and procedures, work models, programs, budgets, organizational structures, and monitoring and evaluation tools.
- 3- Upgrade the level of the student's skills related to oral, written and non-verbal communication, and provide them with the ability to deal better with others within a realistic work environment.
- 4- Upgrade the level of students' skills related to researching and analyzing some realistic technical topics or problems in the work environment, which are related to their specialization, so that they are able to describe and analyze these topics and link them with the ideas and theories they studied in the courses related to these topics.
- 5- Develop the student's skills in the field of report writing, as they have the opportunity to apply the knowledge they have acquired in this field, so that they are able to prepare administrative reports of various kinds.
- 6- Increasing the chance for the student to obtain a suitable job within the institution in which he or she was trained after the end of the training period.
- 7- Support and strengthen the positive relationship with the training bodies, through continuous communication processes that take place between the academic supervisors of male and female students and field officials in these bodies, in a way that supports building a positive mental image of the college and the college's graduates.

### **Second: The importance of cooperative training:**

There are many benefits and positives for all parties involved in cooperative training, as follows:

#### **(1) The importance of cooperative training for students:**

- 1- Helping students to achieve alignment and integration between theoretical information and practice, through realistic simulation that corresponds to the actual work environment.
- 2- Assisting students in choosing the right job or profession during the training period, which helps in the future success after joining the labor market in proportion to their abilities.
- 3- Helping students discover their abilities and potentials through actual confrontation with practical life, and the evaluation process carried out by the field supervisor or supervisor of the training and the academic supervisor.

- 4- Helping students get a job in a short time, with an appropriate salary due to their suitability for immediate work after graduation.
- 5- Develop direct communication skills, report writing skills and discussions at work.
- 6- Take responsibility by having students carry out assignments on time.

### **(2) Importance of Cooperative Training for the Training Organization:**

- 1- The employer assists the training institution in identifying the capabilities of the various educational institutions in the Kingdom, and their relative strength in providing the required specializations.
- 2- The employer assists the training entity to choose the right employee through his/her direct interaction with students during the cooperative training period.
- 3- Strengthening the link between educational bodies and employers.

### **(3) The importance of cooperative training for the college:**

- 1- Deepening the link between the outcomes of the education process in the college and the requirements of the labor market, through the feedback process obtained as a result of cooperative training, which enhances the position of the college in the Saudi society.
- 2- Introducing the business sector to the capabilities and skills of the college's graduates, which contributes to enhancing its image in the labor market, and gives the college graduates a preferential advantage in that market.
- 3- Making faculty members in the college have a direct relationship with the business sector and identify its problems, which opens new research horizons.

### **(4) The importance of cooperative training for the department:**

- 1- Cooperative training is considered from the perspective of the Department of Management Information Systems as the first step by which the university student moves from the academic stage in theoretical education to the stage of practical life in the practice of the profession.
- 2- Provide students with the opportunity to gain practical experience through pre-graduation training and deepen their understanding of the major.
- 3- Spreading the spirit of discipline and sincerity in work among students , punctuality and respect for regulations.
- 4- Enable students to interact with the future work environment and deal with community members from outside the department.
- 5- Preparing students to take responsibility and enhance their self-confidence .

## **Third: General Procedure Rules:**

### **(1) Academic requirements for registering a cooperative training course:**

In order to become a candidate for the Cooperative Training course, a student must meet the following conditions:

- 1- The student successfully completes (90) study hours.

- 2- The student must be a graduate in the current semester in which the cooperative training course is registered, whether it is the first or second semester or the summer semester.
- 3- The graduate student in the summer semester is allowed to register the cooperative training course with other hours of study, provided that the number of hours required for graduation in the summer semester does not exceed (9) hours, including cooperative training hours.
- 4- A graduate student in the first semester or second semester is allowed to register the cooperative training course with other hours of study, provided that the number of hours required for graduation in the first semester or the second semester does not exceed (12) hours, including cooperative training hours.

### **(2) Duration of cooperative training:**

Trainee students must spend at least (200) actual training hours in the semester at the training facility.

### **(3) Change of training destination:**

- 1- The student is not allowed to change the training entity after being nominated therein, and if it turns out that the student training program does not meet the required objectives in the entity in which he/she is appointed, he/she must quickly discuss the matter with his/her academic advisor and coordinate with the coordinator of the cooperative training unit at the college to correct the situation, or obtain their approval to change the entity if a solution to the problem cannot be found.
- 2- In the event of approval to change the training entity, the student must submit a written apology for continuing the training to the training entity from which he/she will transfer, and request its approval to do so before the coordinator of the cooperative training unit at the college directs him/her to the new training body.

### **(4) Absence Policy:**

- 1- The student is not entitled to leave the workplace during his/her working hours except with the approval of the field supervisor or supervisor in the training institution, and the field supervisor in this case shall inform the academic supervisor when visiting the field to follow up on the progress of the training process.
- 2- If the number of days of absence of the student exceeds (6) days without permission, or (8) days with permission, he/she will be presented to the Cooperative Training Unit at the college and the student is considered a failure in the course and he/she must repeat it again.

### **(5) Dropping the Course:**

Students who have been exposed to force majeure can delete the course after a recommendation by the academic supervisor, and it is approved by the competent academic department, and it is submitted to the Cooperative Training Unit at the college to complete the deletion procedures, and in this case the training authority is notified and apologized to it.

## (6) Evaluation and Grading System:

1- Students are evaluated according to the following percentages:

2-

Training Period Evaluation (Field Supervisor Report)	20%
Training Period Evaluation (Academic Supervisor's Report Based on Field Visits)	40%
Final Report Evaluation (Academic Supervisor)	20%
Presentation Evaluation (Discussion Committee)	20%

3- Grades are given to the cooperative training course according to the university's evaluation system, where students receive a grade commensurate with their final grade.

## Fourth: Responsibility of the parties of the cooperative training:

Cooperative training is a shared responsibility whose success depends on the cooperation of many parties, represented in the following:

### (1) Students' Responsibility:

The students' responsibility is to carry out the following tasks:

- 1- Students complete the form (Cooperative Training Registration Application - Form A) during the specified period of registration, by the academic advisor, which includes their data and desires in light of the available training opportunities.
- 2- Students have the right to submit a request for training registration in a specific entity from which they obtained a training opportunity, and the application is presented to the head of the scientific department to express an opinion and submit it to the Cooperative Training Unit at the college to recommend approval or not.
- 3- Students attend the qualifying training program held by the college before the beginning of the cooperative training period.
- 4- Students are obligated to go to the training entity and start practical training on the specified dates, and students must adhere to all tasks and duties set by the training authority.
- 5- During the training period, students are committed to good behavior and work rules in the entity in which they are trained, as they represent the university in that region.
- 6- Students are obligated to maintain the confidentiality of the information that is shared with them by the training entity.
- 7- Commitment not to be absent from training, and in the event of absence due to illness or compulsive excuse, the training authority and the academic supervisor must be informed immediately.
- 8- Students are not allowed to change the training destination except when absolutely necessary, and after the approval of the academic supervisor and the cooperative training unit at the college.



- 9- Students are to inform the academic supervisor of the problems they encounter during the training period.
- 10- Students complete the form (Student Evaluation of the Training Entity - Form F) and submit it to the academic supervisor at the end of the training period.
- 11- Students submit a comprehensive final report at the beginning of the last week of training, and adhere to the criteria specified in the preparation of the final report set by the Cooperative Training Unit at the college and contained in the form (Writing the final report - Form H).

### **(2) Responsibility of the field supervisor (training body):**

The field supervisor represents the institution in which students are trained, and they must meet the required conditions in terms of experience and ability to qualify, train and evaluate students and deal with the problems they face, and the responsibility of the field supervisor is determined as follows:

- 1- Coordination and cooperation with the academic supervisor to determine the training plan for students in line with the training objectives and the capabilities of the training entity.
- 2- Addressing the problems and difficulties that may face the students' training plan.
- 3- Attend sessions between students and the academic supervisor whenever possible.
- 4- The necessity of assigning students to practice some daily work directly related to the field of specialization.
- 5- Follow-up students on an ongoing basis, and communicate with the academic supervisor as they are responsible for directing, following up and evaluating students, where the supervisors exchange from the beginning the forms containing their respective data, so that the field supervisor completes a form (see guide to the supervisor or supervisor responsible for students in the training entity - Form C) and sends it with students to the academic supervisor in the college.
- 6- The field supervisor completes a form (trainee evaluation form for the field supervisor - Form E), for each trainee under their supervision, and delivers it to the academic supervisor at the college at the end of the training period by students in a closed envelope.

### **(3) Responsibility of the academic supervisor:**

The Scientific Department appoints an academic supervisor for male and female trainee students, and each of them undertakes the following tasks:

- 1- Preparing a student training plan at the training institution, by completing the first paragraph of the form (trainee file - Form D).
- 2- Guiding students on how to write the report in a sound scientific manner, taking into account the general specifications of the report set by the Cooperative Training Unit at the college.
- 3- Follow-up students on an ongoing basis, and communicate with the field supervisor in the workplace, as they are responsible for directing, following up and evaluating students, where the supervisors exchange from the beginning the forms containing their respective data, so that the academic supervisor completes a form (contact

guide to the academic supervisor - Form B), and sends it with the students to the field supervisor in the training body.

- 4- Completing the second paragraph of the form (trainee file - Form D) for each field visit conducted by a trainee or trainee under their supervision, provided that the field visits for each student are not less than two visits during the training period, and these visits are one of the basic criteria when setting the grade related to the follow-up of students during the training period.
- 5- Evaluating students during the training period and participating in the discussion committee for the final report, and the academic supervisor must keep a complete file for the student that includes forms and documents related to his/her evaluation, including forms and documents proving attendance and regularity in work, and the final report submitted by students.
- 6- Evaluate the final report of the training period submitted by the students by completing the third paragraph of the form (trainee file - Form D).
- 7- Submit the training files of the students they supervise, including a copy of the final report of the head of the department, who submits a copy of it to the Cooperative Training Unit at the college to benefit from it when developing the final report of the cooperative training process in the college.

#### **(4) Responsibility of the Discussion Committee in the College:**

A committee is formed to evaluate the training offers, consisting of two members from each of the college's programs and the academic supervisor for each training division, and all students must be informed of the need to prepare a presentation for the training period on the PowerPoint program, to be presented to the committee, for a period of ten minutes at most for each student, and the academic supervisor must coordinate with the coordinator of the training course, or whoever is delegated for this purpose, to arrange student presentations before the Committee. Each member of the committee must submit the appropriate evaluation, by completing a form (Trainee Presentation Evaluation Form - Form G) for the training period, after which each grade is collected from the committee members, and then divided by three, to produce the presentation score for students.

#### **(5) Responsibility of the coordinator of the cooperative training unit at the college:**

The responsibility of the coordinator of the cooperative training unit in the college is as follows:

- 1- Communicate with training bodies in order to provide training opportunities for students, by introducing the college and its capabilities and ability to cooperate with training bodies.
- 2- Preparing formal letters directing male and female students to the training bodies.
- 3- Coordinate with the academic supervisor to make a presentation of the final report by the students in front of the evaluation committee of the final presentation of the report.
- 4- Conducting an orientation session to prepare students and introduce them to how to benefit from training.

### (6) Responsibility of the Coordinator of the Cooperative Training Unit in the Department:

The coordinator of the cooperative training unit in the department is assigned a set of tasks, most notably:

- 1- Count the number of students after the end of the student registration period.
- 2- Receiving students' preferences at a specific training institution before the start of training.
- 3- Preparing a list of the distribution of available training bodies to the training students in the department.
- 4- Preparing and signing formal letters of distribution of students to the training centers to which students were distributed.
- 5- Deliver the letters after signing to the students in coordination with the course professor for each study group.
- 6- Provide students with a copy of the cooperative training manual and the required forms.
- 7- Create a comprehensive database of training information after the training is fully in place.

### Fifth: Summary of the procedures and the responsible party for the implementation of cooperative training:

Step	Procedure	Party Responsible for implementation
<b>Before the start of the training program</b>		
Step 1	Complete (Form A) and submit it to the coordinator of the cooperative training course.	Students
Step 2	Ensure that the conditions for registration of cooperative training are matched according to the regulations.	Coordinator of the Cooperative Training Unit at the College
Step 3	Registration of cooperative training material for students.	Academic Affairs at the College
Step 4	<ul style="list-style-type: none"><li>• Submit the original training guidance letter to the academic supervisor during the first three days of the first week of the training program.</li><li>• Submit a copy of the main regulations of the cooperative training to the academic supervisor.</li><li>• Submit a copy of the main regulations of cooperative training (student copy) to the academic supervisor.</li></ul>	Coordinator of the Cooperative Training Unit at the College

Step	Procedure	Party Responsible for implementation
	<ul style="list-style-type: none"> <li>• Submit a copy of the main regulations of the cooperative training (copy of the training entity) to the academic supervisor.</li> </ul>	
Step 5	The first meeting between the trainees and the academic supervisor.	Students Academic Supervisor
Step 6	<ul style="list-style-type: none"> <li>• Complete the basic data in (Form D).</li> <li>• Complete the first paragraph of (Form D).</li> <li>• Complete (Form B).</li> <li>• Submit the original letter of guidance for cooperative training to students and keep a copy of it.</li> <li>• Deliver students a copy of the main regulations for cooperative training (students' version).</li> <li>• Deliver students a copy of the main regulations of cooperative training (copy of the training entity) to be sent to the field supervisor in a sealed envelope.</li> <li>• Delivery of students (Form B) after completing it to be delivered to the field supervisor in a sealed envelope.</li> </ul>	Academic Supervisor
Step 7	Complete (Form C) and submit it to the academic supervisor in the college through the students.	Field supervisor
Step 8	Visit the students at the training headquarters, and complete the second paragraph of (Form D).	Academic Supervisor
<b>At the end of the training program</b>		
Step 9	Complete (Form E), a trainee evaluation form from the training authority, and submit it to the academic supervisor by students in a sealed envelope.	Field supervisor

Step	Procedure	Party Responsible for implementation
Step 10	Submit the final report of the training period to the academic supervisor during the last week of the training period.	Students
Step 11	Complete (Form F), evaluate the students to the training entity, and submit it to the academic supervisor.	Students
Step 12	Complete the third paragraph of (Form D).	Academic Supervisor
Step 13	Set up a detailed PowerPoint presentation in the last week of the training period.	Students
Step 14	Submit a list of male and female candidates for the presentation to the coordinator of the cooperative training course, during the last week of the training program.	Academic Supervisor
Step 15	Prepare a schedule for all male and female students nominated to make the presentation, during the first week following the last week of the end of the training period.	Cooperative Training Course Coordinator
Step 16	Evaluate the presentation of the students for the training period, and complete (Form G).	Discussion Committee
Step 17	Complete the fourth paragraph of (Form D) and monitor the grades.	Academic Supervisor
Step 18	Submit (Form F), the students' evaluation to the training entity, submitted by the students to the coordinator of the cooperative training course.	Academic Supervisor

### Sixth: Tips for the trainee student:

There are tips that the trainee student must take into account, which are as follows:

- 1- Remember that it is best if your place of training has a close relationship with your field of specialization.
- 2- Make sure that you have the official letter addressed to the training authority, forms, data and official documents of the program before going to the training authority.
- 3- Adhere to and maintain appointments, general appearance and sincerity at work, because this reflects the extent of your interest, seriousness and professionalism, and you must deal with the training entity like any full-time employee for them.
- 4- Follow and abide by the laws of the training entity such as maintaining the confidentiality of information, professional ethics, and remember that you reflect the image of the college to which you belong.
- 5- Be careful to listen to all instructions related to the tasks assigned to you and ask questions in case of lack of knowledge to the competent employee.

- 6- Explore areas relevant to your interests, and visit other departments of your training so you can have a future picture of your hiring process.
- 7- Submit periodic reports on your schedule and work at the appropriate times, and be sure to follow up and amend them later in case of change or cancellation of any work.
- 8- Start by gathering information about describing all the tasks, work and costs involved in the training process.
- 9- Maintain constant contact with your academic supervisor and keep them informed of your developments and encounters.
- 10- Create a network and relationships within the work environment that will help you in the future in your job search.

### Seventh: Frequently Asked Questions for Trainee Students:

Question number	Question	Answer
1	Can I choose a training destination?	Distribution is usually subject to multiple considerations, including GPA, determination of the required number and specialization by the training .body
2	Is the training entity selected according to the average?	Some training bodies require a high student average to .accept their student training
3	Can I provide an opportunity at a training agency?	Yes, the student has the right to choose the training entity, but it is required to inform the Cooperative Training Unit at the college to ensure that the training .conditions are met in the entity
4	Can I change the training destination?	The student may not change the training entity after the approval of the entity, but the college is allowed to change the entity if it is not possible to train students in his/her.field of specialization in it
5	If there is a problem between me and the training authority, who should I contact?	.Refer to the academic supervisor

Question number	Question	Answer
6	How and when am I assigned an academic supervisor?	The academic supervisor is appointed at the beginning of the semester and before students go to their training facilities
7	Do I have to commit with the elements of the final report accurately?	The elements of the final report must be adhered to in full as the evaluation is carried out on the availability of all the required elements in it
8	Is the trainee student allowed to be absent from it?	The training authority and the academic supervisor have the right to reduce the student's evaluation grades in the event of unexcused absence or without informing both his/her academic supervisor and his field supervisor
9	Are students given a salary or a bonus? Or any allowances?	In most cases, the training entity is not obligated to pay salaries or bonuses to the trainee student
10	Are students evaluated individually? Or as a team in the same workplace?	The evaluation is done individually and there are estimates for the final assessment
11	Do students receive an internship certificate upon completion of the training program?	Some entities allow students to obtain a training certificate upon completion of the training program and others do not
12	Are students employed after the end of the training?	The entity's acceptance of the training of students is not binding on it to employ after training
13	Can students obtain more than one approval for training bodies?	Yes, students can bring a maximum of two approvals, but he/she must officially specify the body he /she wants to be approved by the college's cooperative training unit
14	If the training period is interspersed with an official holiday, Are students allowed to take this leave?	Students are committed to the system of holidays and vacations approved by the training entity during the training period

Question number	Question	Answer
15	In the event of a change in the training entity, are the training hours calculated for students in the previous entity?	'Yes, it is calculated if it matches the students specialization, and the required training elements are .available in it
16	Can students postpone the cooperative training course if they finish all courses?	The postponement process is subject to the college's rules and regulations in this regard, but for the summer semester, students are not entitled to postpone it
17	When is a student considered barred or failed in the cooperative training course?	The training authority has the right to address the college and request to deprive the student or consider him/her a failure in the event that he/she violates the system and regulations of the training authority or does not commit to attendance and his/her absence exceeds more than (8) .working days
18	How long should students commit to daily?	Students adhere to the work system in the training institution, whether in terms of the number of daily working hours or in terms of attendance and departure .times
19	How long do students spend In the cooperative training course?	The internship period extends over a full semester.



## Appendix (1) Cooperative Training Forms

## (Form A) Cooperative Training Registration Request

Semester:	Academic year:	
Name:	University ID:	
GPA:	Section:	
Registered Hours for the Semester:	Hours successfully completed from the plan:	
Remaining hours for graduation (not counting the hours of the current semester):		
Mobile Number:	Home Phone:	
Email:		
<b>Details of the entity you wish to train with (note that the Cooperative Training Unit at the college is not obliged to fulfill the trainee's preference if unable to do so)</b>		
Name of the Organization:	Job nominated for training:	
Contact Name:	Business Phone:	
Mobile:	Fax:	
<p>I, the undersigned, pledge to abide by all that is stated in the cooperative training regulations and the laws contained in the regulations, and in the event that I violate any item of the regulation, the scientific department that I follow and the cooperative training unit at the college have the right to cancel my training program, and that:</p> <ul style="list-style-type: none"> <li>- Commit to attending the entire training period according to the dates set for me by the institution where I will be training.</li> <li>- To inform the academic supervisor as well as the field supervisor of my training at the institution immediately when I am regular in training, or absent from it for any circumstance, and to take responsibility for the consequences of my absence from training.</li> <li>- To adhere to Arab and Islamic customs and traditions during my stay at the headquarters of the training institution.</li> <li>- To make every effort to be up to the work assigned to me during my internship.</li> <li>- To represent the University of Tabuk in a decent and honorable manner.</li> <li>- To commit to performing my duties to the fullest, and to respond to the directives of the field supervisor of my training.</li> <li>- To take responsibility for my behavior during my training, and no one is responsible for my actions.</li> <li>- To understand and pledge to abide by all of this declaration and sign it.</li> </ul>		
Name:	Signature:	Date:
<b>To use the Cooperative Training Unit at the College</b>		
Received:		
Name of the supervisor of the training unit:		Signature:

## (Form B) Academic Supervisor Contact Guide

This form is written by the academic supervisor in the college, and sent with the students to the field supervisor at the training facility during the first week of the start of the training program.

### Student data (completed by students)

Semester:	Academic year:
Name:	University ID:
Mobile Number:	Scientific Department:
Email:	

### Academic supervisor data (completed by the academic supervisor)

Name:	
Mobile Number:	Office Phone:
Email:	

**Please contact your academic supervisor whenever required.**

#### Responsibility of the field supervisor (training body):

The field supervisor represents the institution in which students are trained, and they must meet the required conditions in terms of experience and ability to qualify, train and evaluate students and deal with the problems they face, and the responsibility of the field supervisor is determined as follows:

- Coordination and cooperation with the academic supervisor to determine the training plan for students in line with the training objectives and the capabilities of the training entity.
- Addressing the problems and difficulties that may face the students' training plan.
- Attend sessions between students and the academic supervisor whenever possible.
- The necessity of assigning students to practice some daily work directly related to the field of specialization.
- Follow-up students on an ongoing basis, and communicate with the academic supervisor as they are responsible for directing, following up and evaluating students, where the supervisors exchange from the beginning the forms containing their data, so that the field supervisor completes a form (contact guide to the supervisor responsible for students in the training entity - Form C) and sends it with students to the academic supervisor in the college.
- The field supervisor completes a form (trainee evaluation form for the field supervisor - Form E), for each trainee under their supervision, and delivers it to the academic supervisor at the college at the end of the training period by students in a closed envelope.

## (Form C) Contact guide for the supervisor in charge of students in the training institution

This form is written by the supervisor in charge of students at the training institution, and sent with the students to the academic supervisor at the college during the first week of the start of the training program.

### Student data (completed by students)

Semester:	Academic year:
Name:	University ID:
Mobile Number:	Scientific Department:
Email:	

### Field supervisor data (to be completed by the field supervisor)

Job Title:	Name:
Mobile Number:	Training Entity Name:
Fax:	Office Phone:
Email:	
Business Address:	

**Please contact your field supervisor whenever required.**

## (Form D) Trainee File

Basic trainee data	
University ID:	Name:
Section:	GPA:
Semester:	Academic year:
Home Phone:	Mobile Number:
Email:	
Academic supervisor	
Name:	Degree:
Mobile Number:	Email:
Training Entity Details	
Training Entity Name:	Section:
Name of the person in charge:	Business Phone:
Mobile Number:	Email:
(first paragraph) Student training plan at the training facility	
Start Date of Training:	Approver:
Expected date of the end of the training:	Approver:
Number of training weeks:	Number of training days per week:
Number of training hours per day:	Total training hours in the entire period:
Notes:	

(Second Paragraph)			
Field visits			
First Visit (1)			
Date of visit:		Approver:	
		Visit Time:	
Note: Each paragraph is rated with two points for each paragraph.			
Evaluation Paragraphs	Grade	Evaluation Paragraphs	Grade
Being at the training facility at the time of the visit?		Character and overall appearance?	
Commitment to work regulations in the training entity?		Accomplish the tasks entrusted to him?	
The quality of the production of the work entrusted to him/her?		Discussion and opinion?	
Ability to analyze the work environment and understand the nature of work?		Practical application of scientific knowledge?	
Communicate with others at the training venue?		Ability to collaborate with the team?	
<b>Total</b>			
Signature of the academic supervisor:			
Second Visit (2)			
Date of visit:		Approver:	
		Visit Time:	
Note: Each paragraph is evaluated with two points for each paragraph			
Evaluation Paragraphs	Grade	Evaluation Paragraphs	Grade
Being at the training facility at the time of the visit?		Character and overall appearance?	
Commitment to work regulations in the training entity?		Accomplish the tasks entrusted to him?	

The quality of the production of the work entrusted to him/her?		Discussion and opinion?	
Ability to analyze the work environment and		Practical application of scientific	
Communicate with others at the training venue?		Ability to collaborate with the team?	
<b>Total</b>			
Signature of the academic supervisor:			
<b>Notes on visits:</b>			

(Third paragraph)			
Evaluation of the final report of the internship period submitted by the students			
<b>Date of submission of the report:</b>	<b>Approver:</b>	<b>Report delivery time:</b>	
<b>Note: Each of the paragraphs is evaluated from only 2 grades.</b>			
Evaluation Paragraphs	Grade	Evaluation Paragraphs	Grade
The accuracy of the cover page, and its reflection of the content of the report?		The quality of the overall content of the report?	
List of contents of the report?		Report writing style?	
Introduction to the report?		Split the report into chapters?	
Format and overview of the report?		Outsourcing?	
The end?		Provide appendices and diagrams?	
<b>Total</b>			

Notes on the final report:

(Fourth paragraph)  
Monitoring final grades

Final grades are monitored in this field.

No.	Assessment Levels	Total Grade	Due grade
1	The degree of evaluation of the field supervisor, according to the total number observed in Form		
2	The degree of evaluation of the academic supervisor, according to the total number of field visits in .the second paragraph of Form (D)		
3	The degree of evaluation of the academic supervisor, according to the total sum of the evaluation .of the final report in the third paragraph of Form (D)		
4	The degree of evaluation of the discussion committee for the students' presentation, according to		
<b>Total</b>			
Name of the academic supervisor:		Signature:	Date:



**(Form E) Trainee Evaluation Form Especially for the field supervisor in the training entity**

Basic trainee data			
University ID:	Name:		
Scientific Department:	GPA:		
Semester:	Academic year:		
Home Phone:	Mobile Number:		
Start Date of the internship period:	End date of the internship period:		
Email:			
Training Entity Details			
Training Entity Name:	Section:		
Name of the person in charge:	Business Phone:		
Mobile Number:	Email:		
Evaluation			
<b>Note: Each of the paragraphs is evaluated from only 2 grades.</b>			
Evaluation Paragraphs	Grade	Evaluation Paragraphs	Grade
Maintain working hours		Commitment to work procedures and regulations	
The general appearance of the trainee		Accomplish what the trainee or trainee assigns appropriately	
Flexibility and adaptability		Dealing with colleagues and trainers	
Ability to absorb information		Ability to take responsibility	
Initiative and the ability to innovate and create		Ensuring the seriousness of training	
<b>Total</b>			
Notes of the field supervisor in the training institution			
This part of the form aims to know some of the observations of the field supervisor in the training entity on the trainee and the training process. Please answer the following questions:			

<b>Positive and negative aspects of the trainee</b>	
<b>Positive sides</b>	<b>Negative sides</b>

From your point of view, to what extent has the follow-up by the college's training officers been achieving its goals?

Do you think that the students' skill capabilities were commensurate with the tasks assigned to them during the training period?

Would you like to make any further observations?

Date:	Signature:	Position:	Name of the report's writer:
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### (Form F) Student Evaluation Form for the Training Entity

Basic trainee data					
University ID:	Name:				
Scientific Department:	GPA:				
Semester:	Academic year:				
Home Phone:	Mobile Number:				
Email:					
Start Date of the internship period:	End date of the internship period:				
Training Entity Details					
Training Entity Name:	Section:				
Name of the person in charge:	Business Phone:				
Mobile Number:	Email :				
Evaluation					
Evaluation Elements	Excellent (5)	Very good (4)	Good (3)	Acceptable (2)	Weak (1)
The seriousness of training in the training entity					
Experience provided by the training in general					
Suitable training venue					
Training Supervisor Experience					
Seriousness of the Training Supervisor					
Training time					
Follow-up of the training plan by the field supervisor					
Assist the employees of the training entity in learning					
Benefit from training programs					
The compatibility of the training program with the specialization					

Please answer the following questions briefly

What duties and responsibilities did you perform during the internship?

What are the pros and cons about the internship?

What suggestions would you like to present to the training provider to improve the quality of cooperative training programs?

How did the internship contribute to the development of your professional and personal skills?

What suggestions would you like to present to the college administration to improve the cooperative training program?

What skills have you acquired through the training program (research, analytical, communication, cultural skills..... etc.)

Would you recommend the training provider to other students?

Yes ( ) No ( )

Date:

Signature:

Name:

## (Form G) Trainee Offer Evaluation Form

Basic trainee data		
University ID:	Name:	
Scientific Department:	GPA:	
Semester:	Academic year:	
Home Phone:	Mobile Number:	
Email:		
Academic supervisor or supervisor		
Name:	Degree:	
Mobile Number:	Email:	
Training Entity Details		
Training Entity Name:	Section:	
Name of the person in charge:	Business Phone:	
Mobile Number:	Email:	
Final Presentation Evaluation		
<b>Note: Each of the paragraphs is evaluated from only 2 grades.</b>		
soap opera	Evaluation Paragraphs	Grade
1	Does the title reflect the content of the presentation presented?	
2	Has a summary of the beginning and end of the internship period been provided?	
3	Has a summary been provided about the training entity that the training was carried out with?	
4	Have the cons of the internship period been presented?	
5	Have the pros of the internship been presented?	
6	Have proposals been made for the development of cooperative training in the future?	
7	Do the colors used match the content of the show?	
8	Do the images used fit into the display content?	
9	Do the effects used fit the content of the show?	
10	In general was the presentation attractive?	

Final Total		
Notes about the presentation:		
Name of the member of the presentation evaluation committee:	Signature:	Date:

## (Form H) Final Report Writing Form

**Students must consider the following criteria in writing the final report of the internship period:**

- 1- Each student writes a report on the internship period spent in the training entity, in his or her own language and style.
- 2- The report must be written printed on A4 white paper.
- 3- The number of pages of the report should not be less than (10) pages and not more than (15) pages, not including the cover page, the list of contents page, the introduction page, the conclusion page, the appendices, and the list of references.
- 4- Use font size and type (Simplified Arabic) in the content of the report, and use size (14) for chapter headings.
- 5- Use (1.5) inches as the separating between the lines.
- 6- The report should include the following contents:
  - A. **Cover Page:** It includes the following information:
    - Course name and code
    - Internship Period
    - Training Entity
    - Student Name
    - University ID
    - College Name (College of Business Administration)
    - Department Name
    - Name of Academic Supervisor
  - B. **Table of contents:** A list of headings and subheadings as they appear in the body of the report according to the sequence of pages.
  - C. **Introduction:** It contains a brief description of the training in which the student was trained , the nature and quality of the training he/she undertook, and a brief presentation of the contents of the report.
  - D. **Overview:** It contains the important part of the report, which includes the details of the actual training process practiced by the student and the skills acquired, and the student distributes these details into several sections, according to the nature of the training program he/she has carried out, and chooses appropriate main and sub-headings for each section, provided that the content includes, in addition to what was mentioned above, the following:
    - A summary of the beginning and end of the training period.
    - Introducing the training entity.
    - Pros of the internship period.
    - Cons of the internship period.

- E. **Conclusion:** It contains a summary of the skills, experiences and knowledge acquired by the student during the training period.
- F. **Appendices:** It includes supporting documents for what is stated in the body of the report, and additional illustrative and graphics used by the student in writing the report, which the reader of the report can refer to when needed, and must be placed at the end of the report so that it includes the necessary information about the necessary details of the contents of the report.
- G. **Bibliography:** includes a statement of references that have been relied upon in writing the final report.



**Appendix (2) Cooperative training  
bodies available for the Department  
of Management Information  
Systems in Tabuk for the academic  
year 1445 AH**

No.	Training Entity
1	.General Administration of Clubs of Employees of the Ministry of Interior in Riyadh
2	General Administration of Education in Tabuk Region.
3	Saudi Post.
4	National Bank.
5	The Saudi Investment Bank.
6	Duba Charitable Society.
7	General Audit Bureau of Tabuk.
8	Saudi Finance Company.
9	Saudi Electricity Company in Tabuk Region.
10	Tabuk Region Health Affairs.
11	Arabian Oud.
12	Tabuk Chamber of Commerce.
13	Second primary school in Duba.
14	First middle school in Duba.
15	General Directorate of Health Affairs in Tabuk.
16	Muwaileh Health Center.
17	Al-Ahli Medical Clinic.
18	The Saline Water Conversion Corporation (SWCC).
19	Technical and Vocational Training Corporation.
20	Emirate of Tabuk Province.
21	Farm Markets.
22	Tabuk Municipality.
23	Baja.
24	Municipality of Bir Ben Hermas.
25	Municipality of Duba Governorate.
26	Riyad Bank.
27	University of Tabuk.

No.	Training Entity
28	Civil Development Association in Duba.
29	.Health Services Association
30	Association for Dawah, Guidance and Awareness of Communities in Duba.
31	Future Association for Orphan Care.
32	King Abdulaziz Charitable Society in Tabuk.
33	Jazeera Paints
34	Duba Knights Association.
35	Nibras Alamaken Kindergarten.
36	SAPTCO.
37	Quality Education Company .
38	Hospital Equipment Care & Planning Co., Ltd.
39	Al-Falak Company for Marble and Ceramics.
40	Saudi Accounting and Auditing Group Company.
41	Specialized Platform Company for Information Systems Technology.
42	Astra Food Company Ltd.
43	Tabuk Cement Company.
44	Upper Stations Contracting Company.
45	Panda Retail Company.
46	BIGCo Company (Bin Fadel Trading Group).
47	SABIC.
48	Lijan Company.
49	Nibras Habboh Engineering Consultants.
50	Nabni Company Ltd.
51	Agricultural Development Fund in Tabuk Region.
52	Tabuk Real Estate Development Fund.
53	Aldawa Pharmacy.
54	Nahdi Pharmacy.

No.	Training Entity
55	Marsa Duba Hotel.
56	Holiday Inn Hotel.
57	Green Medical Complex.
58	Al-Bassam Medical Complex.
59	King Fahd Complex for Printing the Holy Quran.
60	.Al Noor Medical Complex (Madinah)
61	Anmar Gulf Medical Complex.
62	Secret Medical Care Complex.
63	NEM Medical Complex .
64	Schools of Science and Faith.
65	Asia Bint Muzahem High School.
66	Northern Knights School.
67	Directorate of Civil Defense in Tabuk Region.
68	Nebras Al-Amaken Private Child Hospitality Center.
69	King Khalid Specialist Hospital.
70	King Salman Armed Forces Hospital.
71	King Fahd Specialist Hospital.
72	Royal Commission Hospital in Yanbu.
73	Erada Hospital for Mental Health.
74	Ashwaq General Hospital.
75	Duba General Hospital.
76	Al Samada Medical Polyclinic.
77	Al Rajhi Bank.
78	Abdullah Abdeen Cement Products Factory.
79	Tabuk Spring Factory for Sanitary Water.
80	Prince Sultan bin Abdulaziz International Airport in Tabuk.
81	Educational Supervision Office in Duba.

No.	Training Entity
82	Labor Office in Duba.
83	Asma Office for Services.
84	Al Maha Trading Establishment.
85	Bassam Marine Works Establishment.
86	Bin Jahlan Foundation.
87	Meethaq for Family Development – Duba.
88	Duba Port.
89	.Neom Sports Club (formerly Falcons)
90	Zakat, Tax and Customs Authority.
91	Saudi Red Crescent Authority.
92	Ministry of Environment, Water and Agriculture.
93	Ministry of Commerce and Investment .
94	Ministry of Education.
95	Ministry of Islamic Affairs, Dawah and Guidance in Tabuk Region.
96	Ministry of Municipal and Rural Affairs and Housing in Tabuk Region
97	Ministry of Health.
98	Ministry of Finance.
99	Ministry of Human Resources and Social Development.
100	Ministry of Transport and Logistics in Tabuk Region.