King Saud University
Cooperative Training Manual

Vice Rectorate of Academic and Educational Affairs

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Cooperative Training at King Saud University

Introduction

King Saud University strives, through its initiatives and projects, to provide a learning environment adaptable to the needs of the labor market and the aspirations of its graduates. The university aims to prepare its students for a life full of achievements in their chosen work environment. The university has also ensured that its efforts align with the pillars and objectives of Vision 2030 , particularly "Thriving Economy With Rewarding Opportunities " axis , which emphasized aligning the outputs of the educational system with the needs of the labor market.

In this regard, the university commitment is reflected in the strategic plan of the Vice Rectorate for Educational and Academic Affairs, which includes initiatives and projects , one of the outputs of which was this manual. This document aimed at developing mechanisms, procedures, regulations, and templates for cooperative training programs for students in collaboration with training entities from public and private institutions. This ensures the integration of academic program plans with the needs of the labor market.

To prepare this document, the Vice Rectorate for Educational and Academic Affairs conducted an assessment of the status quo of training programs linked to academic plans within the university. Additionally, it leveraged the experiences of University of Waterloo and Northeastern University, recognized as global best practices in the field of applied and cooperative training, according to "U.S. News" and "College Xpress" rankings. It is worth noting that the cooperative training programs covered by this document pertain to scientific and humanities disciplines and do not include the internship year for health colleges.

Second: Definitions

Cooperative Training Program:

A structured applied learning curriculum incorporated into the academic plan, where the student spends an approved period in a work environment related to their field of study. During this time, the student practices the skills and applies the knowledge acquired during their academic studies. The program is supervised by an academic supervisor and a field supervisor, with evaluations conducted by both parties. The training period typically takes place during the final levels of the academic plan.

Training Entities:

The public and private sector organizations where students undergo training within their work environments.

Classification and Preparatory Sessions Term:

It is the semester proceeding the registration term, during which work environments of training entities are classified, and preparatory session materials are prepared or updated.

Registration Term:

This is the academic semester preceding the start of training, during which students register for their training programs.

Training term

The semester during which the student undergoes training within the work environment of the training entity. Also, it includes evaluation of the student's knowledge and skills by academic and field supervisors.

Registration Period:

It is a period of time during which the student who meets the training conditions registers in the cooperative training program.

Approval and Objection Period:

It is a period of time during which students can object to the denial or cancellation of their registration in the training program. It is also the period during which the training unit in the college approves the results of objections and registrations.

Opportunity selection period

The timeframe during which the student selects the training entity , and it is the same period in which he receives the training schedule.

Evaluation Forms Submission Period:

The timeframe during which all parties involved in the training (student, field supervisor, academic supervisor) complete and submit the evaluation forms.

First Evaluation Results Approval Period:

The time frame during which the first training evaluation results are approved and announced, students submit objections, and the Training Unit in the college approves the outcome of these objections.

Report and Presentation Submission and Discussion Period:

The time frame during which reports and accompanying presentations are submitted and discussed, and it is the same period during which the evaluation and discussion committees evaluate these reports and presentations.

Final Results Approval Period:

The time frame during which the final results of the training course are approved and submitted to the Deanship of Admissions and Registration.

First Evaluation:

An assessment conducted by both the academic and field supervisors to evaluate the student's skill level, knowledge, and overall performance during the training. It has a maximum score of 60 points, equally divided between the academic and field supervisors.

Second Evaluation:

An assessment by the discussion committee of the report and presentation submitted by the student regarding the training. It has a maximum score of 40 points.

Final Evaluation:

The final evaluation is the total score the student achieves from both the first and second evaluations. Based on this score, it is determined whether the student has passed or failed the training course (or a grade is recorded for the student and factored into their cumulative GPA, as decided by the Department and College Councils). Additionally, the score determines the student's grade on the training certificate.

Third: Importance and Objectives of Cooperative Training

Cooperative training, which is integrated into the academic curriculum, focuses on bridging theoretical and practical knowledge by providing students with opportunities to gain and apply skills in real-world scenarios. Academic presentation of these skills alone, without practical application, is insufficient for mastering them. Allowing students to use their knowledge and practice acquired skills in a realistic and unfamiliar environment enhances their abilities and refines their competencies.

In addition, cooperative training combines the practice of skills acquired during a student's academic studies with the opportunity to learn advanced skills from experts in the field. It also completes the second aspect of the educational process, which aims to prepare students to enter the job market by familiarizing them with workplace culture and the personal and professional skills required in this market.

Accordingly, King Saud University decided to develop the cooperative training programlinked to academic plans, redesign it, and update its implementation procedures in collaboration with training entities. The university provides these entities with a clear understanding of the professional competencies students possess as a result of their academic education, while the training entities refine and enhance these competencies during the training period.

As part of the development process, the university has decided to allow the various academic departments and training entities to determine the training term based on the number of competencies to be developed in the workplace. The university has also ensured that students can train either full-time or part-time, as decided by the departmental and college councils.

The training is conducted at one of the specialized public or private companies or institutions, aiming to enhance professional skills and applying the capabilities and competencies they have learned in a systematic and precise manner. After completing the training period, students are expected to return with integrative ideas that reinforce and solidify the academic concepts, knowledge, and skills acquired, which they intend to utilize in the job market at a later period.

The cooperative training program related to academic plans aims to achieve several objectives, including:

1. Working on integration and connection between the educational and training processes in order to bridge the gap between university outputs and labor market requirements.
2. Discovering the professional capabilities of student talents and competencies for employers.
3. Integrating students into different work environments in order to:
   a. Apply knowledge and skills in a real and practical context, providing the student with a deep understanding of what knowledge and skills should be used, and when and how.
   b. Acquire new knowledge and develop modern skills to successfully engage in unfamiliar tasks and practices, thus gaining the ability for lifelong learning by recognizing what the student doesn't know and how to acquire or replace that knowledge with another.
   c. Integrating and utilizing deep knowledge and core skills with new knowledge and skills acquired
   d. Enabling the student to apply what they have learned and seek complementary abilities, reflecting and connecting them, blending theory with experience, thus allowing the student to develop metacognitive skills, lifelong learning, and self-directed learning
   e. Empowering the student to evaluate, critique, and improve the work environment
   f. Acting in a professional and skilled behavior in different environments (communication skills, self-introduction, self-confidence, etc.)
   g. Adapting to different work cultures and environments (teamwork or independent) through applying skills related to work culture and taking responsibility.
   h. Supporting employers in providing specialized human resources by offering them the opportunity to assess the alignment between students' professional capabilities and the needs of these employers, selecting those suitable for work before graduation
   i. Measuring students' professional capabilities, identifying gaps, and guiding them to work on completing and developing them

Fourth: Objectives of the Cooperative Training Manual

This manual has been prepared to serve as a key reference for the cooperative training process at King Saud University for both scientific and humanities disciplines. The objectives of this manual are as following:

1. **Governance of cooperative training programs** at the university in line with the university's vision and mission.
2. **Enhancing the importance of cooperative training programs** within the academic programs and curricula.
3. **Supporting the development of curricula** and accreditation procedures to align with cooperative training objectives.
4. **Developing mechanisms and procedures** to achieve the goals of cooperative training programs and ensure the integration of academic programs with labor market needs.
5. **Preparing an organizational guide for training** and templates for monitoring the stages of cooperative training.

6. **Providing training opportunities** that align with trainees' academic specializations and their future career aspirations.
7. **Coordinating between the training entities** and the academic colleges and departments (the stakeholders in the training process) and assisting them in fulfilling their roles.
8. **Automating the cooperative training process** and procedures for implementing all of its stages.

Fifth: Types of cooperative training

The status quo study related to the study plan, especially in its axis related to achieving the requirements of the training bodies, showed that the academic programs at King Saud University need three types of cooperative training . These types have policies and procedures designed to train students on a set of skills acquired during the educational process, practiced, and refined in a real work environment, in addition to learning advanced skills from experts in the field of work. The common characteristics of these types of cooperative training include the following:

- Integration with the curriculum: It is an essential part of the academic program, and the student cannot graduate without successfully completing the training program.
- Commencement linked to meeting registration requirements: The beginning of the training is related to achieving program's conditions, which include completing the required number of credit hours, the necessary courses, or the completed semester, as determined by the academic department and endorsed by the college.
- Training practice initiation: It begins when the student registers for the required training course in the curriculum and completes all preparatory sessions that prepare them for the work environment and help them understand its culture.
- The student's academic record will reflect either   "NP" or "NF" grade upon completing the cooperative training program, based on the evaluation results and the program's guidelines (or a grade will be recorded, and it will count toward the cumulative GPA as per the decisions made by the department and college councils).
- Upon completion of the training program procedures, a successful student will receive a training certificate, certified by the university and the training entity, indicating the type of training, the number of hours completed, and the grade achieved (Excellent, Very Good, Good). On the other hand, a failing student will not receive a training certificate and must re-register for the course.
- The duration of cooperative training varies depending on the number and nature of the skills being trained, as follows:

Long-term cooperative training (25 weeks)

The training duration is 25 weeks, consisting of a full academic semester and a summer semester, during which the student completes 1,000 hours of work. The student will work five days a week, with 8 hours a day.

The number of credit hours for the training in the curriculum is 9 credit hours. The college may adjust the number of hours based on the program's guidelines and as approved by the Permanent Committee for Academic Plans and the Academic System.

Medium-term cooperative training (15 weeks)

The duration of the training is a full semester (15 weeks) during which the student completes (600) working hours, where the student will work five days each week at a rate of (8) hours per day. The number of study hours approved in the training study plan is (6) study hours, and the college can modify the number of hours according to the program's controls and rules and what is approved by the Permanent Committee for Academic Plans and the Academic System

Short -term cooperative training (9 weeks)

The duration of the training is a full summer semester (9 weeks), during which the student will complete 360 hours of work. The student will work five days a week, with 8 hours a day. The number of credit hours for the training in the curriculum is 3 credit hours. The college may reduce the number of units based on the program's guidelines and as approved by the Permanent Committee for Academic Plans and the Academic System.

Sixth: Administrative Organization of the Cooperative Training Program

The proper implementation of training program policies, the simplification of its procedures, and the control and oversight of authorities and responsibilities require an administrative organization for this program that connects all responsible parties at all administrative levels. Therefore, the administrative organization of this program has been developed as follows:

Central Training Unit

- **Organizational Affiliation:**

This unit is organizationally related to the University's Vice Rectorate of Academic and Educational Affairs

- **Main Objective:**

To provide general supervision of cooperative training at the university and coordinate with supporting and training entities in all matters related to the program's activities to ensure the success of the training process and to enhance the skills and abilities acquired by students during their university studies.

- **Responsibilities**

The central training unit is responsible for the following tasks:

1. Communicating with program supporting entities (Ministry of Human Resources and Social Development, Chambers of Commerce and Industry, etc.) to obtain their motivational support, which is represented in urging and encouraging training entities to participate in training programs with new training opportunities or increasing available opportunities, as well as to obtain their financial support for program activities.
2. Assisting college training units in case of a shortage of available training opportunities and coordinating with training entities to resolve the issue.

3. Coordinating with all training units in the colleges regarding student registration procedures and preparing for meetings related to preparing students for the training program.
4. Providing legal, organizational, and procedural advice to training units in the colleges during the training phase and throughout all stages of the training program.
5. Monitoring the annual reports of the training units in the colleges and utilizing the recommendations submitted.
6. Preparing the annual report on student training at the university based on the reports of the training units in the colleges and submitting it to the Vice President for Educational and Academic Affairs.
7. Developing cooperative training in coordination with the colleges and training entities in the public and private sectors, and, if necessary, with the permanent committee for academic plans to meet the requirements of the Saudi labor market.
8. Enhancing collaborative relations with training entities through collaboration agreements or MOUs.
9. Supporting the university colleges in designing and implementing cooperative training programs with complete elements and a mature training environment that meet the needs of the graduate, the university, and the labor market.

Training Units in Academic Colleges

▪ **Organizational Affiliation:**

This unit is organizationally linked to the academic colleges and technically to the central training unit.

▪ **Main Objective:**

General supervision of cooperative training programs in the college and coordination with training units in academic departments and training entities in terms of planning, preparing and developing the training program.

▪ **Responsibilities**

The College Training Unit undertakes the following tasks:

1. Supervising the training plans prepared by the training units in the departments before the start of the semester, ensuring they include lists of students nominated for training, the number of groups, academic supervisors, and training entities.
2. Communicating and coordinating with various units in the departments regarding student registration procedures and following up on their completion.
3. Coordinate with the central training unit in case of insufficient training opportunities and propose a list of entities to be contacted.
4. Provide administrative support and necessary resources to the training units in the departments during the preparation and organization of introductory meetings for students nominated for training with the training entities.

5. Enhance communication with students, training entities, and academic departments throughout all stages of the training program.
6. Supervise the training process in the college and provide administrative support to the units in the departments during all stages of the training program.
7. Offer advice and resolve conflicts that may arise between the training units in the departments and the training entities.
8. Provide training program guides and related forms for students, training entities, training units in departments, and academic supervisors.
9. Create and maintain a record of the student training activities in the college, ensuring that it adheres to the university's information confidentiality policy regarding access.
10. Coordinate with units in academic departments to prepare a comprehensive annual report that highlights the achievements, challenges, outcomes, and recommendations for improving the cooperative training program in the upcoming stages.

Training Units in Academic Departments

▪ **Organizational Affiliation:**

These units are organizationally linked to the relevant academic departments and technically linked to the training units in the colleges. The college may appoint a coordinator for each department as deemed appropriate, and the college's training unit will undertake the responsibilities of the training unit in the department.

▪ **Main Objective:**

Planning, preparing, supervising the training program within the department, developing it, and coordinating with training entities regarding the implementation of the program.

▪ **Responsibilities**

The training unit in the academic departments is responsible for the following tasks:

1. The training plan should be prepared prior to the semester of implementation and include the following:
   a) Estimating the number of students eligible to join the training program according to the curriculum and the program's requirements.
   b) Defining sections' number to be opened for the training course based on the program's rules and procedures, in preparation for submission to the Deanship of Admissions and Registration.
   c) Assigning a faculty member to each section to supervise the training of students in that section, who is referred to as the academic supervisor.
2. Following up and completing the student registration procedures, and approving them.

3. Guiding and directing students to appropriate training based on acquired skills and the training organizations.
4. Evaluating the proposed training organizations suggested by students if they wish to choose the organizations themselves, and submitting them to the college's training unit for approval.
5. Coordinating with the college's training unit in case of a shortage of available training opportunities.
6. Providing the training unit with lists of students nominated for training and lists of academic supervisors.
7. Preparing the preparatory meetings for students nominated for training at the training organizations, ensuring that the preparation process includes (Determining the number of meetings, their timings, the number of participants, content, schedule, and the resources required to implement them.)
8. Organizing the preparatory meetings for students nominated for training before the start of their training so they can familiarize themselves with the work culture at the training organizations. The meetings will also provide students with the training program guide and required forms, allowing them to understand the training regulations, procedures, various phases, and timelines.
9. Providing the training organizations with the names and contact details of the academic supervisors and coordinating with these organizations to obtain the contact details of the field supervisors.
10. Providing administrative support to academic supervisors during the training process.
11. Following up on the training program procedures at all stages and ensuring completion of reports and required forms.
12. Creating a record of information that reflects student training activities in the department, maintaining its confidentiality according to the university's information security policy, which controls access to student records.
13. Ensure that the academic supervisor communicates with students and training entities by monitoring field visit reports and training forms.
14. Offering advice and support to academic supervisors and training organizations if any disputes arise during the training period.
15. Preparing a comprehensive annual report and submitting it to the college's training unit, explaining the program's achievements, obstacles, and gains, and recommendations that could contribute to improving the training program's performance in the coming stages.
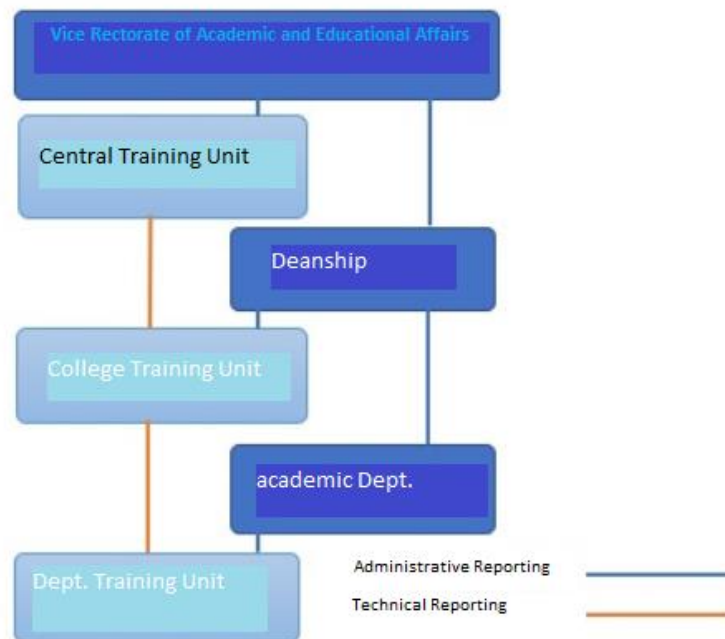
Figure A - Administrative and technical organization of the cooperative training program

Seventh: Training Stages and Procedures Sequence

The successful experiences referenced during the study of the status quo indicate that the effectiveness of implementing cooperative training goes through several important stages and steps that facilitate the process of building the general framework for executing the program. Several key stages and related procedures have been developed to ensure the success of implementing cooperative training in its three types (long, medium, and short). These are as follows:

Preparation Phase

This stage aims to prepare for the training process, and includes classifying different training environments, identifying preferred training organizations based on classification results, and inviting training organizations to offer training opportunities they wish to present. Additionally, preparatory meetings for students are organized to help them familiarize themselves with the work environment and culture of the training organizations before engaging in work with these organizations. Training units in both departments and colleges carry out the following steps and procedures to implement this stage:

    a.   The training units in the departments prepare and update the classification of the training environment for the training entities within the time period specified in the training regulations and in accordance with the criteria outlined in these regulations. The results of the classification are then submitted to the college's training unit.

b. The college's training unit, within the time period specified in the training regulations, approves the classification of the training environment for the training entities, which is submitted by the training units in the departments. The approval results are then forwarded to the central training unit.

c. The central training unit, within the time period specified in the training regulations, approves the classification of the training environment for the training entities, which is submitted by the training units in the colleges.

d. The training units in the departments identify the desired training entities for collaboration and the required number of training opportunities at each entity within the time period specified in the training regulations and according to specified rules.

e. The training units submit to the college's training unit, within the time period specified in the training regulations, the names of the training entities they wish to collaborate with, as well as the required number of training opportunities at each entity.

f. The college's training unit, within the time period specified in the training regulations, approves the names of the training entities they wish to collaborate with, as well as the required number of training opportunities at each entity, and then forwards the lists of entities and the required number of opportunities to the central training unit.

g. The central training unit, within the time period specified in the training regulations and based on the requests of the training units in the colleges and departments, invites the training entities to participate in the student training program. This invitation should include the following:
   a) The basic skills that the student acquires during his university studies in each academic program supervised by the college.
   b) The request for the training entity, if they agree to participate, to follow these steps:

- Provide the college with the number of training opportunities that can be offered to students, specifying the academic specialization the training entity wishes to provide for students.
- Fill out the preliminary information about the entity and the field supervisor who will oversee the training of a student or a group of students.
- Filling out the training schedule form.
   c) Request the training entity to respond with either approval or rejection within the time frame specified in the training rules and regulations.
   d) In case of approval to participate, request the training entity to fill out the forms regarding the number of training opportunities, preliminary information about the entity, the field supervisor, and the training schedule template.
   e) Provide the entity with the registration link if it is a new registration or ask them to log in with their username and password to fill out the required forms.

h. Enable the student, if they wish, to contact other training entities, provided that the training unit in the department and the college approve this entity. The student will be provided with an invitation from the central training unit or the college training unit will authorize the entity to participate in the training with the same content as mentioned in paragraph (E) in the preparation phase, within the specified time frame.

i. The training units in the departments, in coordination with the training entities (if possible), prepare and develop the content for the preparatory training meetings within the time frame

specified in the training rules and regulations. These meetings should include, but are not limited to, the following:

- Training objectives, how it is implemented, and its stages.
- Training procedures and templates.
- Responsibilities of the student and other parties involved in the training program.
- Communication and interaction skills with work officials.
- Skills for managing positive relationships with colleagues and direct supervisors.
- Skills for managing interactions with clients and beneficiaries.
- Organizational and time management skills.
- Skills for presenting ideas, visions, and suggestions, and interacting in meetings.
- Work policies and procedures.
- Professional ethics.

Registration Phase

This phase aims to register the student in the training program and prepare them to practice work in real environment by holding preparatory meetings as well as introducing them duties and rights as outlined in the training rules and regulations. It also involves organizing the number of training groups and the number of faculty members who will be responsible for supervising the training.

This phase also aims to organize the process of selecting the appropriate training entity for the student's capabilities. The training units in both departments and colleges carry out the following steps and procedures to implement this phase:

Cooperative Training Program Registration Procedures:

a. The student who meets the conditions mentioned in the training regulations registers in the training program through the Cooperative Training System website at the following link: …………………………………. . For this purpose, the student must provide his username and password that he uses on the electronic portal of the academic system, or register with the training unit in the department or college.

b. During registration, the student fills out the form with their preliminary information, contact details, and other required information. The student acknowledges having read the training regulations and agrees to comply with them. The student also confirms their commitment to completing the training and adhering to training ethics.

c. The student reviews the training unit in their academic department if their registration is rejected during the specified registration period in the training regulations.

d. The training unit in the department reviews the student's case and registers the student who meets the conditions mentioned in the training regulations. For those who do not meet the conditions, the unit explains the reasons for rejection and directs them according to their situation, ensuring this is done within the registration period specified in the training regulations.

e. The student may submit an objection regarding their registration rejection, stating their justifications, to the training unit in their college, to be done during the approval and objection period.

f. The training unit in the college reviews the student's objection during the approval and objection period and takes one of the following actions:

- ▪ Accepting the student's objection and registering them.
- ▪ Rejecting the objection, explaining the reasons for rejection, and directing the student according to their situation.

g. The training unit in the academic department compiles, during the period specified in the training regulations, the number of students registered for the training program, as well as the number of preparatory training sessions, the times they will be held, the number of students in each session, their content, schedule, the faculty members who will present them, and the necessary resources for their implementation.

h. The training unit in the academic department determines, within the timeframe specified in the training regulations, the number of sections to be offered for the training-related course.

i. The training unit in the academic department determines, within the timeframe specified in the training regulations and in accordance with these regulations, the faculty members assigned to the training course sections and those who will supervise the students' training.

j. During the period specified in the training regulations, the training unit in the academic department submits to the college training unit the number of sections, details of the faculty members assigned to these sections, student information for each section, the number of preparatory training sessions, their schedules, the number of students in each session, their content, timelines, the faculty members presenting them, and the necessary resources for their execution.

k. The college's training unit approves, within the period specified in the training regulations and rules, the lists of students registered in the training program, arrangements for preparatory meetings, and everything submitted to it by the training units in the academic departments. It also notifies the department training units of the approval for holding these sessions and the necessary resources for their implementation. If there are any remarks, all documents are returned to the departmental training unit for revisions.

l. The student, within the timeframe specified in the training regulations, selects the appropriate training and the training entity where they will undergo their training through the university training system's website, with assistance and guidance from the academic training supervisor.

m. During the period specified in the training regulations, the college training unit submits the number of sections, details of the faculty members assigned to these sections, and the student data for each section, after approval, to the Deanship of Admission and Registration through the academic system based on the authorities granted to the college.

n. The student receives their training schedule within the timeframe specified in the training regulations. This schedule includes the student's name, their academic program, the number of academic units, the number of actual training hours, the name of the academic training supervisor, the name of the training entity, the name of the unit or administrative units where the training will take place, the name of the field training supervisor, the required skills and competencies, and the time periods allocated for training.

o. The training units conduct the approved preparatory sessions within the timeframe specified in the training regulations, in accordance with specified timeline, and in collaboration with the training entities.

Training phase

This phase aims to engage the student in a real work environment to practice the skills acquired during their academic studies and refine their specialized abilities with the help of employees and experts in the field under the direct supervision of the academic supervisor. The training units in the departments and colleges implement the following steps and procedures to execute this phase:

a. The student begins their training by attending the workplace, completing, and signing the designated training commencement form with the field supervisor and the student. The student then integrates into the professional work environment according to the training schedule.

b. During the training , the student works with the help of employees and experts on the job to gain real professional experience, and train on using the tools available at work and practicing the skills associated with these tools. Throughout the training phase, the student will also learn long-term career management skills including:

- Applying knowledge and skills in a real and practical context in order to reach a deep understanding and awareness regarding linking skills to the purpose of their use, how they are used, and when.
- Acquiring new knowledge and developing modern skills to successfully engage in unfamiliar tasks and practices.
- Integrate and utilize deep knowledge and fundamental skills with continuously acquired new knowledge and skills.
- Ability to evaluate, critique, and improve the work environment.
- Ability to move vertically or horizontally within the workplace to gain diverse and enriched experiences.
- Ability to manage workplace conflicts and understand workplace policies.
- Ability to adapt behavior to a wide range of workplace community elements (e.g., communication skills, dealing with colleagues and supervisors, self-introduction, self-confidence, etc.).
- Exhibiting professional and ethical behavior in various environments (team-based or independent) through applying ethical practices and accepting responsibility.

c. The academic supervisor visits the student at the training facility at least twice if the cooperative training program is short or medium-term, and at least four times if the training program is long-term. In all cases, these visits are made in accordance with the provisions of the training regulations and rules, in order to do the following:

o Continuous communication with the student to monitor the progress of the training program and ensure that the training is proceeding as planned.
o Assisting the student in resolving any issues or conflicts they might encounter at the training site.
o Evaluating the student's work and assessing the work environment.

d. The student shall prepare a weekly report on the skills that have been trained in accordance with the rules for writing the report stipulated in the training regulations and rules, and within the time period specified in these regulations.

e. In case of the student desire to postpone training, change training entity or withdraw from training program, they must submit a written request to their academic supervisor detailing the reasons and justifications for the decision, in accordance with the training rules and regulations.

f. The academic supervisor reviews the student's request to postpone, change, or withdraw from the training program, provides their opinion on the request, and submits it to the academic department's training unit within the specified timeframe in the training regulations.

g. The training unit in the academic department makes a recommendation regarding the student's request to postpone, change the training site, or withdraw from the program and submits their recommendation to the college's training unit within the stipulated timeframe in the regulations.

h. The College Training Unit shall make the final decision based on the recommendations received from academic department's training unit, ensuring that the decision aligns with the specified timeframe and training regulations.

Evaluation phase

This phase aims to evaluate the student's cognitive and practical skill levels during and after the training process. It also seeks to assess the academic program in terms of its curriculum and courses, in addition to evaluating the training program to enhance its outcomes. To implement this phase, the student, field supervisor, academic supervisor, and training units in both the department and college undertake the following steps and procedures:

A. The student evaluates the training program, the work environment at the training site, the performance of the field supervisor, and the academic supervisor's role at the end of the training. The completed training evaluation forms are submitted to the training unit in the academic department in accordance with the training rules and regulations.

B. The field supervisor evaluates the student's skill level, knowledge, and overall performance on a weekly basis. The evaluation forms are submitted to the training unit in the academic department within the timeframe specified by the training rules and regulations.

C. The academic supervisor evaluates the student's skill level, knowledge, and overall performance on a weekly basis. The evaluation forms are submitted to the training unit in the academic department within the timeframe specified by the training rules and regulations.

D. The field supervisor provides a comprehensive and final evaluation of the student's performance, as well as the training program and the academic supervisor's role, at the end of the training. The completed evaluation forms are submitted to the training unit in the academic department within the timeframe specified by the training rules and regulations.

E. The academic supervisor provides a comprehensive and final evaluation of the student's performance, as well as the field supervisor's role, at the end of the training. The completed evaluation forms are submitted to the training unit in the academic department within the timeframe specified by the training rules and regulations.

F. The training unit in the academic department notifies the student of the preliminary evaluation results within the timeframe specified by the training rules and regulations. It also informs them of the schedule for submitting and presenting the training report and visual presentation.

G. The student submits the training report and presentation according to the established guidelines and within the timeframe specified in the training rules and regulations.

H. The training unit in the academic department forms a committee to evaluate the student's report and presentation in accordance with the training rules and regulations.

I. The evaluation committees discuss the student's report and presentation on the scheduled date in the presence of interested faculty members and students. The evaluation results are submitted to the academic department's training unit within the timeframe specified in the training rules and regulations.

J. The training unit in the academic department approves the secondary and final evaluation results and forwards them to the college training unit within the specified timeframe in the training rules and regulations.

K. The student submits his objection to the final evaluation result and states his justifications to the training unit in his college; in accordance with the provisions of the study and examination regulations and their executive rules.

L. The training unit in the college review and study the student's objection and takes one of two actions regarding it:
- o Accepting the student's objection and then amending the result in accordance with the provisions of the study and examination regulations and their executive rules.
- o Refuse rejection explain to him the reasons for the refusal, and direct him in a manner consistent with his condition.

M. The training unit at the college depends on the results of the training course and submits them to the Deanship of Admission and Registration through the academic system or as directed by the Deanship of Admission and Registration, within the timeframe specified in the training regulations and rules.

N. The training unit in the academic department prepares its report on the training program after analyzing the evaluation forms submitted by all parties involved in the training, especially those related to evaluating reports and visual presentations. This report is then submitted to the training unit at the college within the timeframe specified in the training regulations and rules.

O. The training unit at the college prepares its report on the training program after collecting the reports from the training units in the academic departments affiliated with it and analyzing what is contained therein, and submits this report to the Central Training Unit within the time period specified in the training regulations and rules.

Eighth: Regulations and Rules Governing the Cooperative Training Program

General Rules and Regulations

a. The student works during training at the training entity on a full-time basis, five days a week. The number of training days per week may be reduced with the approval of the department and college councils, according to the study plan and description of the cooperative training course.

b. The student is fully dedicated to training in cases that require full daily attendance for five days a week. The student is allowed to register for a regular course along with the training course in exceptional circumstances, such as when the training semester includes a graduation project course in addition to the training course in the academic plan, or when registering for a course to complete graduation requirements. In all cases, paragraph (A) of the "General Regulations and Rules" mentioned earlier should be taken into consideration, justifications should be provided when creating the academic plan, and approval from both the department and college councils must be obtained, along with coordination with the training organization.

c. Training hours are allocated in the study program plan, at a rate of 3 credit hours for short cooperative training, 6 credit hours for medium cooperative training, and 9 hours for long cooperative training. The academic department and college have the authority to determine the number of hours, providing justifications when creating the academic plan. The university council's approval must be obtained following a recommendation from the permanent committee for academic plans, based on the recommendations of the department and college councils in this regard.

d. The successful student is granted a training certificate, validated by both the university and the training organization, indicating the type of training, the number of hours, and the grade the student achieved (Excellent, Very Good, Good). The unsuccessful student is not granted this certificate but is required to re-register for the course.

Classification of Training Entities, Preparation of the Training Schedule, and Assignment of the Field Supervisor

a. The training units in the academic departments prepare and update the classification of the training environment for the training entities in the first five weeks of the classification semester, using the classification model and according to the following criteria:
- o Physical resources and necessary training equipment
- o Trustworthiness and reliability
- o Responsiveness
- o Safety and security (guarantee)
- o Empathy (care)
- o Other criteria related to the nature of the academic specialization

b. The training units in the academic departments submit the classification of the training organizations to the training units at the colleges immediately upon completion, with the submission deadline being no later than the end of the fifth week of the classification semester.

c. The period allocated for approving the classification of the training entities by the training units in the colleges and submitting the accreditation result to the central training unit and circulating the classification results to the academic department units extends for two weeks, starting at the beginning of the sixth week of the classification semester and ending at the end of the seventh week.

d. The period allocated for determining the names of the training entities desired to cooperate with, as well as the number of training opportunities required in each entity whose classification has been approved, and submitting the determination result to the training unit in the college extends for one week, starting at the beginning of the eighth week of the classification semester and ending at the end of it.

e. The period designated for the training unit at the college to approve the names of the training organizations to collaborate with, as well as the number of required training opportunities in each organization, is one week. This period begins at the start of the ninth week of the classification semester and ends at the end of the ninth week, including preparing for the preparatory meetings.

f. The training units at the college electronically invite the training entities to participate in the student training program to determine the field supervisor and input the training schedule, from the start of the tenth week to the end of the twelfth week of the classification semester.

g. In order to invite an entity to participate in the training program, the work environment must have obtained a rating of at least "good" in the unified classification of training entities, and the college's training unit may be exempt from this in the event that there are not sufficient training opportunities.

h. The period available for training entities to respond to the desire to participate in the training program extends to about five weeks, starting from receiving the invitation to participate in the training and ending at the end of the fifteenth week of the classification semester.

Registration and Selection of Opportunities

a. Registration for the training course is done at the training unit in the academic department in the registration semester (the semester preceding the training semester).

b. To register for the university training course, the following conditions must be met:
1. Completion of the required number of academic units or courses that reflect the percentage of acquired competencies as determined by the academic department as prerequisites for training before or by the end of the registration semester.
2. The student must not defer the semester in which they are registering if that semester contains any prerequisites or conditions for training that the student has not yet met.
3. The student must not defer any academic units or courses during the semester in which they are registering if these are considered prerequisites for registration in the training and have not been completed before the registration semester.
4. Attendance at preparatory meetings for training.
5. Completion of any other conditions approved by the student's college.

c. The registration period extends for five weeks; starting from the beginning of the third week and ending at the end of the seventh week of the registration semester.

d. The registration accrediting period lasts from the beginning of the eighth week and ends at the end of the fourteenth week of the registration semester.

e. The objection period lasts for five days, starting from the beginning of the eighth week and ending at the end of the eighth week.

f. The period for selecting training opportunities lasts from the beginning of the eighth week of the registration semester and ends at the end of the eleventh week of the registration semester.

g. The period for the academic department's training unit to determine the number of sections, details of faculty members assigned to these sections, and student information in each section lasts for five days, starting from the beginning of the twelfth week of the registration semester and ending at the end of the twelfth week.

h. The period allocated for receiving the training schedule extends from the beginning of the fourteenth week of the registration semester and ends at the end of.

Defining and Submitting the Number of Sections, Number of Students, No. of Preparatory Meeting, and Naming Faculty Members

a. The number of sections for the training course is determined based on the number of students registered in the course and the capacity of each section.
b. The maximum capacity of a typical section is 10 students. This limit can be exceeded with the approval of the training unit at the college, and the college's decision must be provided to the central training unit.
c. The period during which the training unit in the academic department determines and submits the number of sections, faculty member details assigned to these sections, student details in each section, as well as the number of preparatory training meetings, their times, the number of students in each session, the content, the schedule, the faculty members delivering them, and the resources required for their execution is five days. This period starts at the beginning of the twelfth week and ends at the end of the twelfth week.
d. The period during which the training unit at the college approves everything submitted to it by the training units in the academic departments (including the number of sections, faculty member details assigned to these sections, student details in each section, the number of preparatory training meetings, their times, the number of students in each session, the content, the schedule, the faculty members delivering them, and the resources required for their execution) is five days from the date of submission, and this period must not exceed the end of the fourteenth week of the registration semester.
e. The training unit at the college submits the number of sections, the details of the faculty members assigned to these sections, and the details of the students in each section to the Deanship of Admission and Registration in the fifteenth week of the registration semester. Registration for the training course is conditional upon passing the courses registered in the registration semester.

Preparation and Execution of Preparatory Meetings

a. The training units in the academic departments, in coordination with the training organizations (if possible), prepare and develop the content for the preparatory meetings during the period from the ninth week of the classification semester to the end of the twelfth week of the same semester.
b. The preparatory meetings for cooperative training are implemented in two phases:
1. The first session: it lasts for two hours, is held during the fourteenth week of the registration semester. One of the faculty members is assigned to deliver this session, which includes an introduction to the student about the objectives, phases, procedures, models, responsibilities of the student, and other training parties involved.
2. The second session, lasting between 4 to 6 hours, as determined by the training unit in the academic department, is held during the fifteenth week of the registration semester or the first week of the semester in which the training will take place. Representatives of the training organizations, if possible, are invited to deliver this session, which introduces the student to the work culture and environment.

Training and Field Visits

a. The training initiation form is filled out by the field supervisor and signed by the field supervisor, the academic supervisor, and the student at the beginning of the first week, and no later than the end of the second week of the training semester. The field supervisor is provided with the

academic supervisor's visit schedule to take the necessary actions and coordinate with the training organization.

b. The academic supervisor's first visit to the training organization takes place at any time between the second and fourth week of the training semester to assess the student's training progress.

c. The academic supervisor's second visit to the training organization occurs at any time between the seventh and ninth week of the training semester to assess the student's training progress.

d. The academic supervisor's third visit to the training organization occurs at any time between the sixteenth and seventeenth weeks of the training semester, in case of long-term cooperative training.

e. The academic supervisor's fourth visit to the training organization takes place at any time between the twenty-third and twenty-fourth weeks of the training semester, in case of long-term cooperative training.

f. The visit form is filled out by the academic supervisor and signed by the academic supervisor, field supervisor, and student.

g. The evaluation forms for the training environment and the student are filled out and signed by the academic supervisor during the second visit only.

h. The student fills out the weekly report form regarding the competencies they have trained on and submits it to both their academic and field supervisors at the end of each week during the training semester. The report form includes:
    o Introduction
    o The goal of the training conducted during the week
    o Description of the unit(s) or administrative departments where the student worked
    o Description of the competencies trained on according to the training schedule
    o Description of acquired additional competencies
    o Analysis of how the skills trained relate to what was learned during academic studies and the results of this analysis
    o Suggestions and recommendations for improving work, and clarifying how the acquired competencies can be used to enhance workplace operations

Postponement, Withdrawal, Change of Training Entity, and Conflict Resolution

a. The student submits a request to postpone the training to their academic supervisor during the period extending from the beginning of the registration phase until the end of the 12th week of the registration semester.

b. The academic supervisor forwards their recommendation regarding the postponement request to the academic department's training unit within the first three days of the 13th week of the registration semester.

c. The academic department's training unit reviews the postponement request and the academic supervisor's recommendation and forwards its decision to the college's training unit during the last two days of the 13th week of the registration semester.

d. The college's training unit approves the postponement decision and issues a formal decision after reviewing the recommendations of the academic department's training unit

and the academic supervisor, with this process completed during the 14th week of the registration semester.

    e. The student submits a request to change the training site before the end of the second week of the training semester.

    f. The change is implemented during the third week of the training semester, subject to the approval of the college's training unit based on the recommendation of the academic department's training unit and the academic supervisor. A new training opportunity must be available, and the current training site is notified of the student's decision. The previous training period is not counted.

    g. The student submits a withdrawal request for the training semester before the end of the designated withdrawal period for the semester.

    h. The training entity is informed of the student's withdrawal after the college's training unit approves the withdrawal and the Deanship of Admissions and Registration finalizes the decision.

    i. The student notifies their field supervisor immediately if any conflict arises with any party at the training site by submitting a formal written report to the field supervisor.

    j. The student notifies their academic supervisor immediately if any conflict arises with the field supervisor by submitting a formal written report to the academic supervisor.

    k. Disputes and disagreements are resolved first by the academic and field supervisors, and if the solution is not possible, the dispute is referred to the higher departments in both parties.

Evaluation and Recording Results

    a. The student completes evaluation forms and submits them to the academic department's training unit no later than the last week of training. Failure to submit the evaluation within the specified timeframe without an acceptable excuse approved by the academic department's training unit will result in an "Incomplete" grade (I) for the training course. The student will have a maximum of four weeks from the start of the next semester to submit the report; otherwise, a failing grade (F) will be recorded.

    b. The field supervisor completes a weekly evaluation form for the student's performance and submits it to the academic department's training unit by the end of each training week.

    c. The academic supervisor completes a weekly evaluation form for the student's performance and submits it to the academic department's training unit by the end of each training week.

    d. The field supervisor completes the final evaluation forms for the student's work, the training program, and the academic supervisor's performance. These are submitted to the academic department's training unit no later than the last week of training. If the evaluations are not submitted on time, the academic department's training unit is responsible for prompting the field supervisor to avoid delaying the student's final evaluation and result recording.

    e. The academic supervisor completes the final evaluation forms for the student's work and the field supervisor's performance. These are submitted to the academic department's training unit no later than the last week of training. If the evaluations are not submitted on time, the academic department's training unit is responsible for prompting the academic supervisor to avoid delaying the student's final evaluation and result recording.

f. All evaluation forms are confidential and the Academic Department Training Unit may not disclose their results to any party without obtaining the approval of both the College Training Unit and the Central Training Unit.

g. All training evaluation forms from all parties must be completed within one week, starting at the beginning of the last week of training and concluding before the approval period for the first evaluation results begins.

h. Both the field and academic supervisors evaluate the student's final performance at the end of the training period using a designated form. The student is graded out of 100, reflecting their proficiency in the assigned skills. This is referred to as the *First Evaluation*.

i. If the field supervisor fails to submit the First Evaluation results before the approval period begins, without an acceptable excuse approved by the academic department's training unit, the unit will escalate its recommendation to the college's training unit while adhering to the academic study and examination regulations.

j. The approval and announcement of the *First Evaluation* results occur over three days, beginning immediately after the last week of training. Results are finalized and published within this period.

k. The student must submit their final report and presentation about the skills acquired during training to the academic department's training unit before the end of the *First Evaluation* approval week. The final report must include, but is not limited to:
    o Introduction
    o Training Objectives
    o Description of the Host Organization's Activities
    o Description of the Department(s) Where the Student Worked
    o Skills Acquired During Training
    o Analysis of the Correlation Between Acquired Skills and Academic Learning, Including Outcomes
    o Evaluation, Criticism, and Recommendations for Improving the Work Environment
    o Conclusion

l. Committees for discussing and evaluating reports and presentations are composed of the academic supervisor, the field supervisor, and a member of the academic department's training unit. These committees are formed during the week of the *First Evaluation* results approval.

m. Reports and presentations are discussed during the week following the *First Evaluation* results approval.

n. The committee evaluates the report and presentation submitted by the student using a designated form. The student is graded out of 100, reflecting their ability to document and present the skills and knowledge they practiced. This is referred to as the *Second Evaluation*.

o. The results of the *Second Evaluation* are submitted to the academic department's training unit during the week following the *First Evaluation* results approval.

p. The approval period for the results of the *Second Evaluation* and the *Final Evaluation*, along with their submission to the college's training unit by the academic department's training unit, extends over two days. This period begins at the start of the week following the week of report and presentation evaluation and discussion and ends on the second day of this week.

q. The training course grade is divided between the two evaluations: *First Evaluation:* Maximum of 60 points. *Second Evaluation:* Maximum of 40 points.

r. A student is considered to have failed and receives a grade of" NF" if their combined score from the *First Evaluation* and *Second Evaluation* is less than 60 points. A student who scores 60 points

or more in total is granted a passing grade of "NP". This is referred to as the *Final Evaluation*. The final grade may also include a grade that contributes to the cumulative GPA, subject to approval by the department and college councils.

s.   The final results for the training course must be approved and submitted to the Deanship of Admission and Registration by the college's training unit within a period of three days. This starts on the third day of the week following the week of report and presentation evaluation and ends at the end of this week.

t.   The training unit in the academic department prepares its report on the training program. Such report shall be submitted to the college's training unit during the week following the final results' approval.

u.   The college's training unit compiles and analyzes the reports from the academic department training units and prepares a comprehensive report. This is submitted to the central training unit by the sixth week of the semester following the training semester.