جـامـعـة عـجـمـان
AJMAN UNIVERSITY

AU INTERNSHIP
MANUAL
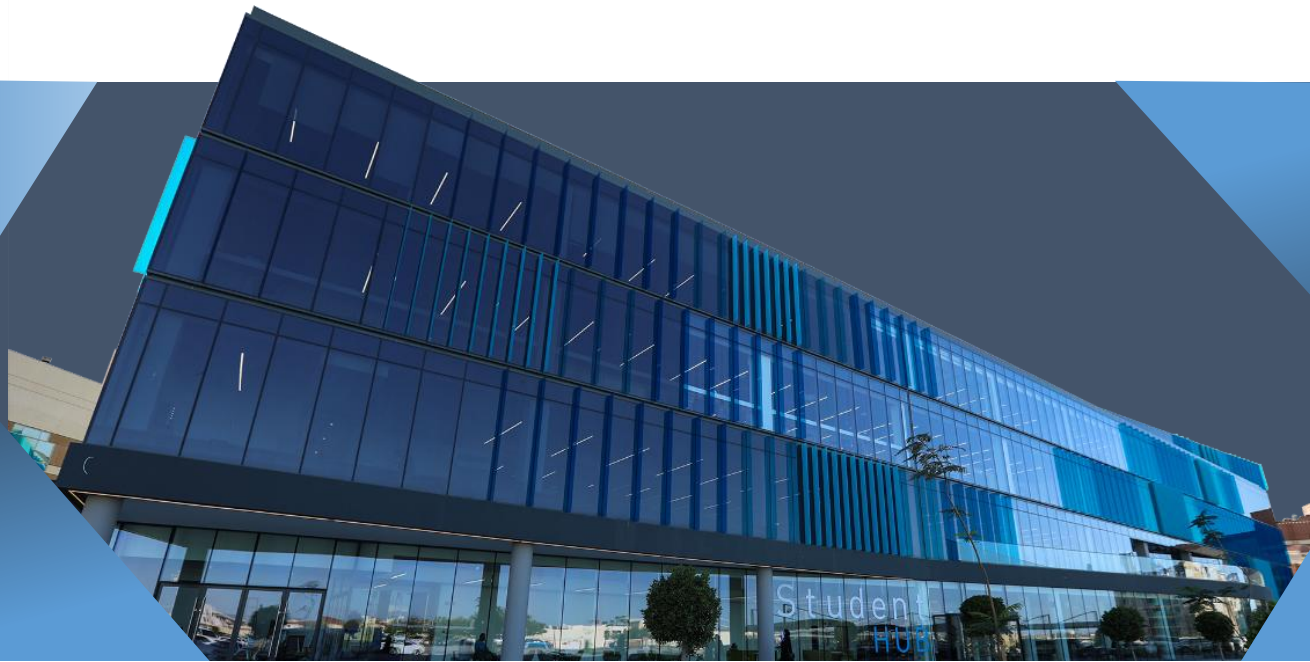
Table of Contents

1. Introduction

This Internship Manual provides AU students with information and guidelines needed for the successful completion of their internship/external training.

Internship is a supervised, practical training course for which AU students earn academic credits. It is intended to provide students with opportunities to augment their academic studies with hands-on experience and to put into practice their knowledge and skills. It is also an opportunity for employers to observe students in the work environment to evaluate their knowledge and skills for possible future employment.

2. Definitions

2.1. Masaar Career Excellence (MCE)

Masaar Career Excellence is a central unit responsible for monitoring the effectiveness of internships and external training programs by ensuring the implementation of AU policies and procedures by colleges and academic programs.

2.2. Intern/Student Trainee

An Intern/Student Trainee is a senior level undergraduate student enrolled in a credited internship/training program.

2.3. Internship/External Training

Internship/External Training is a supervised work experience in an approved site for a specified duration that depends on each academic program requirements.

2.4. Internship Coordinator

The Internship Coordinator is a faculty member assigned to manage the internship program in the college and/or academic departments and provide guidance and support to Academic Supervisors, Student Trainees and Field Supervisors.

2.5. Academic Supervisor

Internship Supervisor or (Academic Supervisor) is a faculty member assigned by the College/Department to supervise a group or groups of Student Trainees and ensure the effective implementation of the internship program.

2.6. Field Supervisor

A staff member at the internship site assigned by the internship provider to supervise Student Trainees/Interns by coordinating the assignment of tasks, providing orientation and guidance, monitoring and assessing interns' performance during their internship program.

3. Internship Credit and Contact Hours

Ajman University requires students of all Colleges to complete an internship period as a graduation requirement. The total credit and contact hours of the internship course vary among academic programs as shown in the following table:

College	Degree Name	Internship Course Code	Cr. Hours	Total Contact Hours
College of Dentistry	Bachelor of Dental Surgery (BDS)	DDS509*	2	8
		clinical internship after graduation *Course code is as per the applicable previous DDS Study Plan prior to AY 2021-22.		
College of Medicine	Doctor of Medicine (MD)	clinical internship after graduation		
College of Pharmacy & Health Sciences	Bachelor of Pharmacy			
	Introductory Pharmacy Practice Experiences I	PHA 150	2	80
	Introductory Pharmacy Practice Experiences II	PHA 220	4	160
	Introductory Pharmacy Practice Experiences III	PHA 380	2	80
	Professional Practice Experience I (Internal Medicine)	PHA 590	4	160
	Professional Practice Experience II (Critical care)	PHA 591	3	120
	Professional Practice Experience III (Community pharmacy practice)	PHA 592	3	120
	Professional Practice Experience IV (Hospital pharmacy and Management)	PHA 593	3	120
	Professional Practice Experience V (Infectious disease)	PHA 594	3	120
	Master of Science in Clinical Pharmacy			
	Internal Medicine – 1	PHM 635	2	160
	Internal Medicine – 2 (Infectious disease)	PHM 636	2	160
	Pediatrics	PHM 637	2	160
	Ambulatory Care	PHM 641	2	160
	Critical Care	PHM 642	2	160
	Elective Rotation	PHM64(3-8)	2	160
College of Engineering & Information Technology	Bachelor of Science in Electrical Engineering (Instrumentation & Control, Electronics & Communication, Power & Renewable Energy)	ELE 497	3	480
	Bachelor of Science in Biomedical Engineering	BME 499	4	480

	Bachelor of Science in Computer Engineering	COE 401	3	480
	Bachelor of Science in Information Systems (Project Management, E-Business Management)	INS 408	3	480
	Bachelor of Science in Information Technology (Networking and Security)	INT 402	3	480
	Bachelor of Science in Data Analytics	DAT 407	3	480
College of Architecture, Art and Design	Bachelor of Architecture	ARC 536 ARC 537	2	480
	Bachelor of Science in Building Engineering & Construction Management	BCM501 BCM 502	4	240
	Bachelor of Interior Design	BID 308 BID 404	2	480
College of Business Administration	Bachelor of Science in Management	MGT 470	3	360
	Bachelor of Science in Marketing	MGT 470	3	360
	Bachelor of Science in Finance	MGT 470	3	360
	Bachelor of Science in Accounting	MGT 470	3	360
College of Humanities & Sciences	Bachelor of Arts in Sociology and Social Work	T(1) SSW367 T(2) SSW473	3 3	120 120
	Bachelor of Arts in Psychology	PSY422	6	240
	Professional Postgraduate Diploma in Teaching	PDP55*	6	120
College of Mass Communication	Bachelor of Arts in Mass Communication			
	Integrated Marketing Communications	PRI412	3	120
	Radio and Television Production	RTV412	3	120
	Graphic Design for Media	GRD312	3	120
College of Law	Bachelor of Law	Law 493 Law 494	3	110

4. Compliance with Academic Policies and Procedures

Internship/External Training, like all other credited courses offered in the various academic programs, is conducted in accordance with the academic policies and procedures published in AU Policies and Procedures Manual. These policies and procedures cover the various teaching and learning aspects including attendance, credit transfer, registration, assessment, grading and quality assurance.

5. Internship/External Training Objectives and Benefits for Student Trainees

- **Apply academic knowledge and theories and gain experience in a real-life work environment**

  Internship provides students with the opportunity to put theory into practice and understand learning strategies to cope with the requirements of the real-life work environment.

- **Enhance maturity and professional skills**

  Interaction with professionals during internship will enhance students' self- confidence, maturity, and professionalism.

- **Acquire Soft skills needed in the professional work environment**

  Internship will help students gain soft skills such as effective communication, critical thinking, leadership, problem solving, and teamwork.

- **Establish professional networks and enhance marketability**

  Internship provides a perfect environment for students to meet with and learn from professionals in their career fields, as well as other interns who have similar interests, which can greatly enhance students' chances for future employment.

- **Gain professional feedback**

  Internship provides opportunities for Student Trainees to get feedback from professionals who work in the field on a daily basis, which will help students to reflect and enhance their learning strategies.

6. Internship/External Training Objectives and Benefits for Internship Providers (Companies and Organizations)

Providing internship for students helps providers to:

- Establish partnerships with academic programs leaderships and researchers.
- Obtain fresh input, innovative ideas from talented Student Trainee/ interns.
- Gain additional workforce during critical times.
- Developing a pool of talent from which to recruit once interns graduate.
- Give feedback to the university about the knowledge and skills required by their industries and organizations.

7. Internship/External Training Learning Outcomes

During the internship program, Student Trainees are expected to:

- Apply knowledge and correlate learned theories with professional practice.
- Acquire technical knowledge and skills in their field of specialization.
- Improve their communication skills, both oral and in writing.

- Show initiative and develop self-confidence in handling the assigned tasks in real-life.

- Learn and appreciate the significance of teamwork and act as a responsible member of professional teams.

- Develop their personality by learning about self-control, punctuality, professional responsibility, time management, etc.

8. Roles and Responsibilities

8.1. Masaar Career Excellence (MCE):

The roles and responsibilities of the OCS are:

- Ensuring proper implementation of the training/internship policies by all academic programs.

- Reviewing and updating training policies and procedures.

- Establishing agreements and partnerships with internship providers.

- Reviewing and updating AU Internship Manual.

- Liaise with colleges/departments for continuous quality enhancement of internship programs.

- Assessing the effectiveness of internship programs in all academic programs and coordinating the development and implementation of remedial and improvement actions.

8.2. Internship Coordinator

The Internship Coordinator is responsible for:

- Contacting training providers to obtain their approval for accepting Student Trainees.

- Ensuring that all students are attached to appropriate training sites.

- Coordinating with the Head of Department in assigning Academic Supervisors to Student Trainees.

- Monitoring and overseeing the quality of supervision during the internship period and scheduling oral presentations by Student Trainees at the end of their internship.

- Collecting feedback forms from students and submitting them to the Masaar Career Excellence (MCE) and the Office of Institutional Planning and Effectiveness (OIPE).

- Preparing the ICAR report for the Internship/Training course.

- Collecting feedback from the Academic Supervisors and submitting recommendations to the HoD for continuous quality enhancement of the internship program.

8.3. Academic Supervisor:

The roles and responsibilities of the Academic Supervisor are:

- Ensuring that Student Trainees are attached to appropriate training sites.

- Ensuring the safety of Student Trainees at training sites by conducting onsite visits and meetings with the Field Supervisor.

- Ensuring that Field Supervisors are aware of their responsibilities.

- Giving an orientation lecture to Student Trainee before the start of their internship/external training.

- Receiving and reviewing Student Trainees weekly reports and providing them appropriate feedback.

- Contacting Students Trainees regularly to get feedback on the progress of their internship program and resolve any problem or difficulty they might encounter.

- Report to the Internship Coordinator/ Head of Department/Dean any observations or concerns related to the internship program.

- Ensuring that the Field Supervisors are committed to support Student Trainees to achieve their internship learning outcomes.

- Guiding Student Trainees on how to write their internship reports and prepare their oral presentations.

- Ensuring that each Student Trainee submits his/her final report on time as well as

  scheduling the oral presentations.

- Assessing the performance of Student Trainees and submitting their grades to the HoD / Internship Coordinator.

- Any other responsibilities given in the college/program training manual.

8.4. Field Supervisor

The roles and responsibilities of the Field Supervisor are:

- Coordinate and monitor the daily assignments and tasks given to Student Trainees.

- Ensuring that the internship assignments and tasks given to Student Trainees are in alignment with the internship objectives and outcomes.

- Approving the weekly report filled by Student Trainees.

- Submitting an assessment report of each Student Trainee at the end of their internship program.

8.5. Student Trainee/Intern

Student Trainee must read and comply with the points stated in the Responsibilities of Student Trainees section in the training manual of their college /academic program. They should also follow the directions and guidelines provided by their Academic and Field Supervisors.

9. Performance Assessment of Student Trainees

Upon completion of their internship period, Student Trainees/interns are awarded a grade based on various assessment tools. The tools used for assessing the performance of Student Trainees may include but not limited to the following:

- Evaluation of the internship report submitted by the intern at the end of the internship period.
- Evaluation of the internal training conducted at the university to prepare students for their external training.
- Evaluation of the student performance at the training site by the Field Supervisor
- Evaluation of the weekly reports submitted by the intern
- Evaluation of the oral presentation given by the intern at the end of the internship period.
- Any other required assessments recommended in the Internship Manual of the college/program Training Manual.

10. Assessment of the Internship /External Training Effectiveness

An annual effectiveness report on the Internship/External Training course is prepared based on the following assessment tools:

- Training Instructor Course Assessment Report (ICAR)
- Feedback from Student Trainees
- Feedback from Academic Supervisors
- Feedback from Field Supervisors
- Any other tools recommended in the Internship Manual of the college/program.
- Any other tools recommended by the Office of Institutional Planning and Effectiveness (OIPE)

11.   Internship Manuals of Colleges/Academic Programs

1. **College of Architecture, Art and Design**

    1.1. Bachelor of Architecture

    1.2. Bachelor of Science in Building Engineering & Construction Management

    1.3. Bachelor of Interior Design

2. **College of Business Administration**

    2.1. Bachelor of Science in Management

    2.2. Bachelor of Science in Marketing

    2.3. Bachelor of Science in Finance

    2.4. Bachelor of Science in Accounting

3. **College of Dentistry**

   3.1. Bachelor of Dental Surgery

4. **College of Engineering & Information Technology**

   4.1. Bachelor of Science in Biomedical Engineering

   4.2. Bachelor of Science in Electrical Engineering (Instrumentation & Control, Electronics & Communication, Power & Renewable Energy)

   4.3. Bachelor of Science in Computer Engineering

   4.4. Bachelor of Science in Information Systems (Project Management, E-Business Management)

   4.5. Bachelor of Science in Civil Engineering

   4.6. Bachelor of Science in Mechanical Engineering

5. **College of Humanities & Sciences**

   5.1. Bachelor of Arts in Sociology and Social Work

   5.2. Bachelor of Arts in Psychology

   5.3. Professional Postgraduate Diploma in Teaching

6. **College of Law**

   6.1. Bachelor of Law

7. **College of Mass Communication**

   7.1. Bachelor of Arts in Mass Communication

8. **College of Pharmacy & Health Sciences**

   8.1. Bachelor of Pharmacy

   8.2. Master of Science in Clinical Pharmacy

College of Architecture, Art and Design

Bachelor of Architecture

Introduction

This internship manual provides instructions and guidelines that help Architecture students to successfully complete their internship/external training period. It also provides guidelines for writing the internship/training report and preparing an oral presentation at the end of their training period.

Field training/internship is an essential component of all degree programs offered in the College of Architecture, Art & Design (CAAD). It helps students to relate the theoretical knowledge learned in classrooms with the practical solutions of real-world problems, experience the professional work environment, to learn how to behave responsibly and work efficiently in carrying out assigned tasks.

For Architecture students' the Training course is divided into Training-I and Training II Prior to registering Training I or II course an initial information session is offered by training coordinator at the CAAD while the External Training is conducted at various architectural and allied professional consultancies and organizations. The purpose of the initial information session is to inform students about objectives & outcomes of training and to provide them with the essential technical information that enable them to gain maximum benefit from their External Training.

The final evaluation of trainee students' performance at the end of the training period is based on how well they achieved these objectives and outcomes. During their External Training/Internship, students are expected to:

1. Correlate their theoretical knowledge with professional practice.

2. Acquire additional technical knowledge concerning the field of their training.

3. Improve their communication skills, both oral and in writing.

4. Show initiative and develop self-confidence in handling the assigned tasks in real life.

5. Learn and appreciate the significance of teamwork and act as a responsible member of the team they work with.

6. Develop their personality by learning about self-control, punctuality, professional responsibility, time management, etc.

7. Demonstrate at the training site that AU students are serious learners with positive attitude and they are capable of contributing to the ongoing jobs at the training sites.

Internship Learning Outcomes (CLOs):

A 02 credit hours course of Architectural Training is divided into two courses of 01 credit hour each i.e. Training-I and Training-II. Each training is comprised of distinctive course learning outcomes.

Training-I CLOs

Students' registering Training-I need to be engaged/trained in following design process. Upon completion of the External Training-I, students' will be able to:

CLO1	Manage the office/Site responsibilities and comprehend the work hierarchy.
CLO2	Interpret BOQs, shop drawings and write feasibility report for a project.
CLO3	Use computer software to create 2D drawings and digital rendering for a project.
CLO4	Achieve to design a small project and offer all its elements in a team-work.

Mapping PLOs with CLOs:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
	Mapping PLOs with CLOs											
	K1	**K2**	**K3**	**K4**	**S1**	**S2**	**S3**	**C1**	**C2**	**C3**	**C4**	**C5**
CLO1				x								
CLO2				x								
CLO3					x							
CLO4							x			x		

Program Related Outcomes:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
			K4	S1		S3			C3		

Training-II CLOs

Students' registering Training-II need to be engaged/trained in following design process. Upon completion of the External Training-II, students' will be able to:

CLO1	Prepare a master plan for a housing/ design of medium size project, **or** design a small/medium size commercial/ mixed-use project.
CLO2	Draw building construction details and shop drawing for a mid-size project as per the building Code/regulations, check a shop drawing and make 3d rendering for the same.
CLO3	Apply buildings byelaws in design development, and know the site management, health and safety procedures, together with the project monitoring activities.
CLO4	Recognize tender documents, contracts and agreements for a proposed project.

Mapping PLOs with CLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
	Mapping PLOs with CLOs											
	K1	**K2**	**K3**	**K4**	**S1**	**S2**	**S3**	**C1**	**C2**	**C3**	**C4**	**C5**
CLO1					x							

						x						
CLO2							x						
CLO3					x								
CLO4				x		x							

Program Related Outcomes:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
			K4	S1	S2						

Descriptions of Program Learning Outcomes

PLO#	Program Learning Outcomes Statement
4	Comprehend and apply the knowledge of science, mathematics and technology
5	Comprehend and apply the knowledge of architectural practice and management
6	Conceptualize, conceive and coordinated design in realm of contemporary issues and challenges of built environment.
7	Communicate, demonstrate and implement the architectural solutions clearly
10	Analyze the design critically and foresee its consequences at occupational stage

Internship Credit and Contact Hours

The Architectural Training courses (I & II) accounts for 2 credit hours and total 480 contact hours. Students' get cumulative grade based on their performance during External Trainings I & II.

Monitoring of Trainee Students' Progress

The Field Supervisor will monitor trainee students on a day-to-day basis during their External Training. A faculty member from the Architecture department assigned, as Academic Supervisor (AS) will also visit and monitor students at their training places. (AS) will visit at least once during the training period to discuss with the Field Supervisor student's progress in addition to training plan & objectives.

Internship Assessment

The following table shows the weights given to the internship/training assessment tool.

External supervisor will evaluate the student's performance through prescribed evaluation forms by Training Center –AU.	50%
Internal supervisor will evaluate the performance of student through written report submitted by student along with duly completed evaluation forms and weekly attendance report from external supervisor in the office.	30%
Final grades will be awarded after oral exam based on the evaluation report from external supervisor and technical report submitted by student to internal supervisor.	20%

External Training

The total number of hours that the intern is required to complete in each week of their training period is 30 hours per week. The Field Supervisor (FS) will guide and supervise students at the site of practical training. FS will assign tasks to trainee students on a daily or weekly basis in accordance with the training plan and evaluate their performance in accomplishing given tasks. An Academic Supervisor from the department of

Architecture will also direct the students to achieve the desired objectives of practical training and will monitor students' progress too. The Academic Supervisor will provide guidance to the students during the course of their training and instruct them on how to make an effective presentation of their work, both orally and in writing.

Responsibilities of the Student Trainee

The following are the responsibilities of the student trainee during the internship period:

1. After a student gets a confirmed placement at a training site, he/she must inform his/her Academic Supervisor and provide all necessary details.

2. Before the student trainee starts the practical training, he/she must attend the initial "Training Preparation Meeting (TPM)" with his/her Academic Supervisor. The purpose of this meeting is to ensure that the student fully understands the requirements of the training in general and the training objectives and learning outcomes in particular.

3. The Academic Supervisor will evaluate the student trainees' basic knowledge in the area of their training. In case student is lacking in basic knowledge, they will be asked to refresh their theoretical knowledge in that area before going to the training site.

4. Once student trainee starts his/her training program, he/she should be regular and punctual and carry out all assigned tasks in the best possible manner. If it is not possible for him/her to attend the training for a day or part of it, he/she must get the approval of their Field Supervisor in advance.

5. While at the training site, student trainee must follow all safety instructions and other guidelines from their Field Supervisor.

6. Student trainee must pay special attention to improving their communication skills (oral and writing) during the training period.

7. Interns must work hard to acquire as much technical knowledge as possible about the type of activity they are involved at the training site. For this, try all possible ways to get the needed technical information from the Internet, manuals, reports, catalogues, etc. Student trainee should also ask questions at the site to clarify their understanding of the subject matter.

8. For each day of the week, student trainee must enter a summary of the tasks they have performed in the "Weekly Activity Log Form" provided to them. These tasks must have been performed either by the student trainee alone or as a member of a team. At the end of every week, the student trainee must sign their weekly activity log form for that week and get it signed by their Field Supervisor.

9. Prepare a training Logbook for the daily notes about their work at the training site. The notes shall be brief but to the point. Any problems encountered and how they were solved must be entered in the Training log notebook, which will helpful when they start writing their training report at the completion of the training period.

10. Student trainee must keenly observe how the tasks at the training site are accomplished and try to understand the role of a practicing Architect and its contribution in successful completion of projects/assignments.

11. Whenever there is some free time, students should utilize it by reading a technical manual and observing how other engineers at the site are performing different tasks. During such times,

they may offer their services for an on-going technical task but never insist on doing it unless the Field Supervisor allows them to do so.

12. At the end of the training period, student trainee must thank all those who helped him/her at the training site. They shall also confirm that their Field Supervisor has signed and sent to the university.

13. Student trainee must prepare a training report as well as an oral presentation at the end of each training session according to the guidelines in sections [11 &12].

Internship/Training Registration Procedure

Students can register for internship using the online application form available at https://ors.ajman.ac.ae/requests/newrequest.aspx. Successful completion of the internal training is a pre-requisite for starting the External Training. A student is eligible for the Training-I after he/she has completed at least 70 credit hours.

The criteria for registering Architectural Training course are as follows:

- Students' who completed at least 70 credit hours and Design-V are eligible to apply for Architectural Training-I. And students' can register for Training-II after completing minimum 100 credit hours and the Training –I.

- Training request form is filled online using students' online registration system.

- Head of Department/ Training Coordinator's approval is required in all cases.

- Once the training request is approved, Architectural Training is added to the student's registered courses.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of trainee students in appropriate private or public organizations that operate in the fields of Architectural Design, Civil Engineering, and Construction. AU Career and Internship office can also assist in the placement of students for internship through their contacts with external organizations. Training locations proposed by students are also accepted if they fulfil the required training site selection criteria and approved by the training coordinator or academic supervisor. Please see *Training Site Selection, Evaluation and Approval Form (Arc.SEAF-1)* in Appendix B.

Orientation of Trainee Students

Trainee students are given an orientation about architectural training objectives and their roles and responsibilities by academic supervisor, which is conducted before the External Training. The topics covered during the Internal Training are:

1. Introduction to Internal Training
2. Objectives and learning outcomes of the Training course.
3. Responsibilities of Trainee Students
4. Roles of Academic and Field Supervisors
5. Assessment of Practical Training Performance
6. Generic or Soft Skills for Architects

7. Professional Ethics

8. Industrial Safety

9. Technical Preparedness

10. Report Writing

11. Oral Presentation

Follow-Up and Performance Assessment of Student Trainees

At the end of Training period, student trainees will be awarded a grade based on the following:

1. Student performance at the site as reported by Field Supervisor.

2. The training report and oral presentation prepared at the end of student training.

3. Evaluation of the weekly activity log forms by the Academic Supervisor.

1.1. Training Site Visit by Academic Supervisor

The Academic Supervisor is required to conduct at least one visit to each of the training site (especially for new training sites) to discuss the training progress with the Field Supervisor and the Student Trainee.

1.2. Weekly Reports

Student trainees are required to prepare a weekly report that summarizes the training tasks and activities assigned by the Field Supervisor.

1.3. Internship Report

At end of each training student trainees is required to prepare and submit training report. These reports should describe in details the knowledge and skills acquired during their External Training. The following sections provide guidelines that help trainee students write their training report.

1.4. Report Preparation Guidelines

The first important step in preparing the internship report is to gather all relevant information. For this purpose, student will primarily rely on their Training log notebook and technical manuals related to the training work and other information/work completed or gathered during training.

The next step is proper composing of report, for this, student need to define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The report should be comprised of following content.

1. Brief introduction of company served as trainee.

2. List of weekly work undertaken during the training.

3. Brief introduction of nature of work/project.

4. In case of design project conceptual brief and development is necessary.

5. Sample of works student has completed.

6. Brief explanation about learning experience in respective company

7. Acknowledgement

8. Conclusion

Oral Assessment and Presentation

At the end of each External Training, trainee students are required to prepare and deliver a [15-20 minute] oral brief highlighting activities/tasks completed during period of External Training.

Trainee students must follow the following guidelines for preparing their oral presentation.

1.5. Planning for Oral Presentation:

The main steps involved in the planning are as follows:

a) Define the contents of report.

b) Identify the main points that student wants to convey.

c) Organize thoughts in logical sequence.

d) Determine the key achievements of training

e) Identify key learnings for tasks taken during training.

f) Summaries overall experience of training and suggest improvements.

Questions/Answers Session:

Although students have no idea about the type of questions asked at the end of their presentation, they must do their homework so that they are reasonably prepared for this session.

General Consideration of Oral Exam

(a) Dress appropriately for the occasion.

(b) Stay calm and composed and express self-confidence.

(c) Make sure that report is properly printed and contents are clear to you.

(d) Do not rush or talk too slowly.

(e) Pause at key points to emphasize their significance.

(f) Change your voice pitch and use appropriate gestures.

(g) Maintain eye contact with the examiner.

(h) Carefully listen to the questions and give concise, to the point answers.

Internship Assessment by Field Supervisor

At the end of the training period, the Field Supervisor is required to evaluate the overall performance of the student trainee using *Internship Evaluation by Field Supervisor Form* (Arc.IAFS-4).

Internship Assessment by Academic Supervisor

At the end of the internship period, the Academic Supervisor will evaluate the student trainee's performance based on the following:

- Weekly Reports
- Internship /Training Report
- Internship Oral Presentation
- Field Supervisor Evaluation Report

Using the *Internship Evaluation by Academic Supervisor Form* (Arc. **IEASF**-3).

Appendices

A. Course Descriptions of the Internship/External Training I & II

Course Title	Architectural Training-I		
Course Code	**ARC 536**	**Credit Hours: 1**	**1 (8 weeks training)**
Pre-Requisites	Year 3 (70 Cr. H.) & Arch. Design V (ARC301)		

Aims

This course aims to introduce students with architectural practice in professional office and construction site.

Program Related Outcomes:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
			K4	S1		S3			C3		

Course Learning Outcomes:

Students taking Training-I need to be engaged/trained in following design process,

at the end of the course student should be able to:

CLO1	Manage the office/Site responsibilities and comprehend the work hierarchy.
CLO2	Interpret BOQs, shop drawings and write feasibility report for a project.
CLO3	Use computer software to create 2D drawings and digital rendering for a project.
CLO4	Achieve to design a small project and offer all its elements in a team-work.

Mapping PLOs with CLOs

Mapping PLOs with CLOs												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
	K1	K2	K3	K4	S1	S2	S3	C1	C2	C3	C4	C5
CLO1				x								
CLO2				x								
CLO3					x							
CLO4							x			x		

Method of Teaching

- Work in architectural design office punctually and complete the required contact hours.
- Field trips as required and assigned by manager
- Taking up architectural work assigned by office manager

- Positive and active participation of students throughout the course is another contribution to their learning activities.

Monitoring of Students Progress

- During the span of training, internal supervisor (Faculty) will visit and remain in contact with trainee student for guidance and assistance.
- External supervisor (office manager) will assign and monitor the work of student.
- Weekly performance of student will be recoded.

Assessments

External supervisor will evaluate the student's performance through prescribed evaluation forms by Training Center –AU.	50%
Internal supervisor will evaluate the performance of student through written report submitted by student along with duly completed evaluation forms and weekly attendance report from external supervisor in the office.	30%
Final grades will be awarded after oral exam based on the evaluation report from external supervisor and technical report submitted by student to internal supervisor.	20%

Syllabus

Week	Lecture / Topic
1	Site development and design (small projects)
1	Taking up the partial design of small villa and housing projects
2	Taking up facades design of small size residential or commercial projects.
3	Taking up rendering of projects.
4	Taking up design of projections and overhangs
4	Taking up design of architectural elements.
5	Taking up projects of basic landscaping for residential projects.
6	Exposure to shop drawings.
6	Exposure to submission drawings
7	Office management and project scheduling/timeline.
7	Review of BOQ in office
8	Review of Building services drawings.
8	Feasibility report writing.

Reference Books:

- Ernst Neufert, Neufert's **Architects' Data**, Wiley-Blackwell,4th Edition, 2012
- Roy Chudley, **Building construction handbook**, 8th edition, taylor & francis, 2010.
- **The Professional Practice of Architectural Working Drawings** 5th Edition, Wiley, 2017.
- Place Jeffrey Wayne, **Architectural Structures**, Hoboken, N, J. Wiley & Sons, 2007

- Ching, Francis D.K, and Cassandra Adams, **Building Construction Illustrated,** John Willey & Sons, Inc. NY. USA. 5th edition ,2014.

- Roy Chudley, **Advanced Construction Technology**, 5th edition, Pearson, 2015

- N. Merrienboer, **Architectural Material & Detail Structure**: Masonry, Design Media Publishing, 2016.

Course Title	Architectural Training-II		
Course Code	ARC 537	Credit Hours: 1	1 (8 weeks training)
Pre-Requisites	Year 4 (100 Cr. H.) & Architectural Training-I (ARC536)		

Aims

This course aims to provide advanced knowledge of architectural professional practice, architectural office work and construction site.

Program Related Outcomes:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
			K4	S1	S2						

Course Learning Outcomes:

Students taking Training-II need to be engaged/trained in following design process. Student and field manager. At the end of the course, student should be able to:

CLO1	Prepare a master plan for a housing/ design of medium size project, **or** design a small/medium size commercial/ mixed-use project.
CLO2	Draw building construction details and shop drawing for a mid-size project as per the building Code/regulations, check a shop drawing and make 3d rendering for the same.
CLO3	Apply buildings byelaws in design development, and know the site management, health and safety procedures, together with the project monitoring activities.
CLO4	Recognize tender documents, contracts and agreements for a proposed project.

Mapping PLOs with CLOs

Mapping PLOs with CLOs												
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12
	K1	K2	K3	K4	S1	S2	S3	C1	C2	C3	C4	C5
CLO1					x							
CLO2						x						
CLO3					x							
CLO4				x		x						

Method of Teaching

- Work in architectural design office punctually and complete the required contact hours.

- Field trips as required and assigned by manager

- Taking up architectural work assigned by office manager

- Positive and active participation of students throughout the course is another contribution to their learning activities.

Monitoring of Students Progress

- During the span of training, internal supervisor (Faculty) will visit and remain in contact with trainee student for guidance and assistance.

- External supervisor (office manager) will assign and monitor the work of student.

- Weekly performance of student will be recoded.

Assessments

External supervisor will evaluate the student's performance through prescribed evaluation forms by Training Center –AU.	50%
Internal supervisor will evaluate the performance of student through written report submitted by student along with duly completed evaluation forms and weekly attendance report from external supervisor in company.	30%
Final grades will be awarded after oral exam based on the evaluation report from external supervisor and technical report submitted by student to internal supervisor.	20%

Syllabus

Week	Lecture / Topic
1	Site development of housing projects (8-12 Ha)
1	Master planning of housing /urban design projects
2	Designing of medium size residential project (vertical development)
3	Designing of small to medium size commercial projects.
4	Building conservation or remodelling projects.
4	Construction drawings
5	Architectural working drawings
5	3d Professional rendering and model making
6	Shop drawings
6	Preparation of submission drawings.
7	Building/construction byelaws in design development
7	Site management (clerk of works)
8	Architectural project management
8	BOQ's and tender documents

Reference Books:

- Ernst Neufert, Neufert's **Architects' Data**, Wiley-Blackwell,4th Edition, 2012

- Roy Chudley, **Building construction handbook**, 8th edition, taylor & francis, 2010.

- Place Jeffrey Wayne, **Architectural Structures**, Hoboken, N, J. Wiley & Sons, 2007

- Ching, Francis D.K, and Cassandra Adams, **Building Construction Illustrated,** John Willey & Sons, Inc. NY. USA. 5th edition ,2014.

- Roy Chudley, **Advanced Construction Technology**, 5th edition, Pearson, 2015

- N. Merrienboer, **Architectural Material & Detail Structure**: Masonry, Design Media Publishing, 2016.

- **The Professional Practice of Architectural Working Drawings** 5th Edition, Wiley, 2017.

A. Training Site Selection, Evaluation and Approval Form

ARC. SEAF-1	
Training Site Selection, Evaluation and Approval Form	
Please fill in the information required below before you apply for registration of the training course on student registration system.	
Student's Information	
Full Name	
Student ID	
Phone Number	
Academic Year	
Semester	
Completed Credits Hours	
Training Institution's Profile	
Institution Name	
Industry/Sector	
Private/Public	
Size	□ Small □ Medium □ Large
No. of Employees	
Institution is related to the Architecture program	□ YES □ NO
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.	□ YES □ NO
The work environment in the institution is safe	□ YES □ NO
Training Period	□ From: □ To:
Academic Supervisor's Approval	
I hereby, approve the training site and give permission to the student to start his/her External Training/internship.	□ YES □ NO Comments:
Academic Supervisor's Name:	**Academic Supervisor's Signature:**

B. Ajman University Internship Registration Form

The following is the internship application form that is available online at
https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: *Training Center* and Request category: *Training request* and complete your application online.

Internship Application and Registration Form

Student Nam _____

Student Identification Number (ID): _____

Training Course Code_____

Cumulative GPA: _____ Total Hours Registered in the Current Semester _____

Mobile no. _____

Email address: _____

Have you registered for External or Internal Training before? Yes_____No_____

Expected Graduation Semester _____

Do you have your own training place? Yes_____No_____ _____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

Job Title: _____

Contact Number: _____

E-mail: _____

C. Internship Request Letter Template

LETTER OF INTERNSHIP INTENT

To:
[Name of the Contact Person]   **[Date]**
[Company Name]
[Company Address]

Dear Engr/Architect **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. I would like to request your approval ***[Student Name], [Student ID]*** who is a registered student in the Architecture department to be accepted as trainee in ***Messrs.*** [***Company's Department]*** at [***Company Name].***

The student, as per his degree requirements must complete his Internship hours at office/ site commencing on ***[Internship Start Date]*** and ending by ***[Internship End Date]*** with the total hours in each internship week not exceeding 30 hours per week. The minimum duration period for both training courses is 16 weeks, full time on site, exclusive of preparatory and reporting periods

External Training/internship is a core component in the Architecture program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the Architecture and built environment industry.

Internship requirements and guidelines are given in attached Training Manual. Your cooperation and support about this matter are highly appreciated.

Best Regards
  [HOD/Academic Career Advisor/ training coordinator Name]
  [Title]
  [Contact phone]

D. Internship Weekly Report Form

ARC.IWRF-2 Student Weekly Activity Log	
Student ID	
Student Name	
Company/Organization Name	
Week Number	From: To:

Training Tasks/ Activities

Task		Department	Day	Date	Hours#
	Total Hours				

Further Comments:

…………………………………………………………………………………………………

Days Absent ………..…………   **Days Late**………..…………

Signatures

Field Supervisor …………..…………… Date: ……… /………/………

Student   ……………………………… Date: ……… /………/………

E. Internship Evaluation by Academic Supervisor Form

ARC. IEASF-3		
Internship Evaluation by Academic Supervisor Form		
Student ID		
Student Name		
Academic Year	**Semester**	
Internship Site		

Training Assessment

Performance category/ criteria	Student Score	Total Score
External supervisor Evaluation		**50%**
Internal supervisor Evaluation		**30%**
Final grades awarded after oral exam		**20%**
Total		**100%**

Comments …………………………………………………………………………………………………

………………………………………………………………………………………………….

Academic Supervisor:

 Signature: …………………………….   **Date:**…………………….

F. Internship Evaluation by Field Supervisor Form

ARC.IEFSF-4
Internship Evaluation by Field Supervisor Form

The Field Supervisor is required to complete this form in the last week of internship. The completed form should be sent to the Architecture Training Coordinator or the Academic Supervisor.

Section A. (To be completed by the Trainee student)

Student ID	
Student Name	
Internship Site	
Field Supervisor Name	

Section B. (To be completed by the Field Supervisor)

- *Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.*
- *Place a (●) in the appropriate box for each item.*

Performance Category/ Criteria	1	2	3	4	5
Intern was able to correlate his/her theoretical knowledge with professional practice.					
Intern applied his/her technical knowledge in Architecture in the field of their training.					
Intern demonstrated effective communication skills.					
Intern worked effectively in multi-disciplinary teams and acted as a responsible member of the team they are working with.					
Intern developed his/her personality by learning about self-control, punctuality, professional responsibility, time management, etc.					
Intern demonstrated his/ her capability of contributing to the ongoing jobs at the training sites.					
Intern attended on time and regularly					

Comment/ Suggestion: …….

Field supervisor **Evaluation**: ………	out of **50%**

Field Supervisor: ………………………………… *Signature*: …………………… *Date*: …/…/……

G. Intern Student Feedback Form

ARC. ISFF-5
Intern Student Feedback Form

Student ID	
Student Name	
Academic Year	
Semester	
Internship Site	

Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. Place a (v) in the appropriate box for each item.

S No.	Item	Rating				
		1	2	3	4	5
1	I am satisfied with the institution in which I conducted my training.					
2	The training activities were relevant to my specialization field.					
3	I had the opportunity to apply my hard (hands-on) and soft skills during the training.					
4	I am satisfied with the guidance and supervision of my Field Supervisor					
5	I am satisfied with the guidance and supervision of my Academic Supervisor during the training					
6	I achieved my training learning outcomes					

Further Remarks:

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

Date: ………………………….

H. Academic Supervisor Feedback Form

Form ARC. ASFF-6
Academic Supervisor Feedback Form
Academic Supervisor	
Academic Year	
Semester	
Internship Site	

Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.
Place a (v) in the appropriate box next to each item.

S No.	Item	Rating				
		1	2	3	4	5
1	Trainee was able to interact with professionals in the various departments in the training site.					
2	The training plan was relevant to the trainee's specialization					
3	Trainee had the opportunity to apply practical and soft skills during the training					
4	Field supervision for the trainees was excellent					
5	Trainee achieved the training learning outcomes					

Further Remarks:

………

………

Name and Signature: …………………………….   **Date: …………………….**

Bachelor of Interior Design

Introduction

This internship manual provides instructions and guidelines that help Interior Design students to successfully complete their internship-external training. It also provides guidelines for writing the internship/training report and preparing an oral presentation at the end of their training period/s.

Interior Design training/internship is an essential component of all degree programs offered in the College of Architecture Art & Design (CAAD). It helps students relate the theoretical knowledge learned in classrooms to the practical solutions of real-world problems, experience the professional work environment, and learn how to behave responsibly and work efficiently in carrying out assigned tasks.

For interior design students, the Interior Design Training course is divided into two external Training Periods. Both Trainings are conducted at various **Interior Design Semesters.**

Interior Design Training course has specific objectives and learning outcomes, which must be explained to trainee students by the Academic Supervisor/s at the beginning of the External Training. The final evaluation of trainee students' performance at the end of each training period is based on how well they achieved these objectives and outcomes. During their External Training/Internship, students are expected to:

- Correlate their theoretical knowledge with professional practice.

- Acquire additional technical knowledge concerning the field of their training.

- Improve their communication skills, both oral and in writing.

- Show initiative and develop self-confidence in handling the assigned tasks in real- life.

- Learn and appreciate the significance of teamwork and act as a responsible member of the team they work with.

- Develop their personality by learning about self-control, punctuality, professional responsibility, time management, etc.

- Demonstrate at the training site that Interior Design students from AU are serious learners with positive attitude and they are capable of contributing to the ongoing jobs at the training sites.

Internship Learning Outcomes (CLOs):

Upon completion of the External Training Periods, students will be able to:

CLO 1   Experiment the link between theoretical knowledge and the professional practice.

CLO 2   Visit the construction site and familiarize with the various phases of construction and the importance of construction management.

CLO 3   Examine, prepare and illustrate ideas using sketches, shop drawings and visual supports, and communicate professionally in different contexts and with different profiles.

CLO4   Question ethical and sustainable practice and demonstrate professional responsibility.

PLO #	CODE	Program Learning Outcomes Statement
5	C1	Assess design fundamentals including design elements and principles, colour principles, systems, techniques and technologies, theories of design and composition, to propose and design solutions that support globally diverse-end users and consider inter-disciplinary and multi-disciplinary approaches
6	C2	Communicate professionally, individually and in a team, within the local or the international community frameworks, in presenting ideas, reasoned arguments, and design work in a range of situations, in visual, oral, and written forms, employing relevant IT skills where appropriate
7	C3	Demonstrate social responsibility, ethics and professional discipline by designing sustainable interior environments and improve the quality of life for occupants

Mapping of Internship CLOs with BID Program Learning Outcomes

Mapping of Course Learning Outcomes to Program Learning Outcomes:

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
	K	K	S	S	C1	C2	C3
CLO1					x		
CLO2					x		
CLO3						x	
CLO4							x

Program Related Outcomes:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
K	K	S	S	C1	C2	C3

Internship Credit and Contact Hours

The Interior Design Training courses (I & II) accounts for 2 credit hours and total 480 contact hours. Students' get cumulative grade based on their performance during External Trainings I & II.

The student training consists of two periods, aimed for professional field training.

Monitoring of Trainee Students' Progress

The Field Supervisor will monitor trainee students on a day-to-day basis during their External Training Period. A faculty member from the Interior design department assigned, the *Academic Supervisor* will also visit students at their training places at least once during the training period to discuss with the Field Supervisor the training plan and the progress made by the trainee student.

Internship Assessment

The following table shows the weights given to the internship/training assessment tool.

The Academic Supervisor will submit the final grades.

The assessment of final grades will be based on the evaluation report from external supervisor and technical report submitted to internal supervisor as below.:

Academic Supervisor's assessment for the trainee student	30%
Assessment of External Supervisor Training report.	30%
Oral Presentation done by the students, based on the reports done by the Field Supervisor	40%

External Training Contact Hours

The total number of hours that the intern is required to complete in each week of their training period should be 30 hours per week. The Field Supervisor will guide and supervise students at the site of practical training. He will assign tasks to trainee students on a daily or weekly basis in accordance with the training plan and evaluate their

performance in accomplishing given tasks. An Academic Supervisor from the department of Interior Design will also direct the students to achieve the desired objectives of practical training and will monitor students' progress too. The Academic Supervisor will provide guidance to the students during the course of their training and instruct them on how to make an effective presentation of their work, both orally and in writing.

Responsibilities of the Student Trainee

The following are the responsibilities of the student trainee during the internship period:

1. After a student gets a confirmed placement at a training site, he/she must inform his/her Academic Supervisor and provide all necessary details.

2. Before the student trainee starts the practical training, he/she must attend the "Training Preparation Meeting (TPM)" with his/her Academic Supervisor. The purpose of this meeting is to ensure that the student fully understands the requirements of the training in general and the training objectives and learning outcomes in particular.

3. The *Academic Supervisor* will support the student trainees' basic knowledge in the area of their training. In case they are lacking in basic knowledge, they will be asked to refresh their theoretical knowledge in that area before going to the training site.

4. Once student trainee starts his/her training program, he/she should be regular and punctual and carry out all assigned tasks in the best possible manner. If it is not possible for him/her to attend the training for a day or part of it, he/she must get the approval of their Field Supervisor in advance.

5. While at the training site, student trainee *must follow all safety instructions and other guidelines from their Field Supervisor.*

6. Student trainee must pay special attention to improving their communication skills (oral and writing) during the training period.

7. Interns must work hard to acquire as much technical knowledge as possible about the type of activity they are involved at the training site. For this, try all possible ways to get the needed technical information from the *Internet, manuals, reports, catalogues, etc.* Student trainee should also ask questions at the site to clarify their understanding of the subject matter.

8. For each day of the week, student trainee must enter a summary of the tasks they have performed in the "Weekly Activity Form" provided to them. These tasks must have been performed either by the student trainee alone or as a member of a team. At the end of every week, the student trainee must sign their weekly activity form for that week and get it signed by their **Field Supervisor**.

9. Prepare a training Notebook for the daily notes about their work at the training site. The notes shall be brief but to the point. Any problems encountered and how they were solved must be entered in the training notebook, which will helpful when they start writing their training report at the completion of the training period.

10. Student trainee must keenly observe how the tasks at the training site are accomplished and try to understand the role of a practicing interior designer and his contribution in successful completion of projects/assignments.

11. At the end of the training period, student trainee **must thank all those who helped him/her at the training site.** They shall also confirm that their Field Supervisor Form has signed and sent to the University.

12. Student trainee must prepare a training report as well as an oral presentation (using Power Point) at the end of the training session according to the guidelines in this manual.

Internship/Training Registration Procedure

Students can register for internship using the online application form available at https://ors.ajman.ac.ae/requests/newrequest.aspx

For starting the External Training. A student is eligible after he/she has completed at least the Pre-Requisite: Interior Design IV (BID 301).

The criteria for registering Interior Design Training course are as follows:

- Only senior students who completed Interior Design-V (90 credit hours and above) are eligible to apply for Interior Design Training course (Period-I).

- Training request form is filled online using students' online registration system.

- Head of Department/or Training Co-Ordinator's approval is required in all cases.

- Once the training request is approved, Interior Design Training is added to the student's registered courses.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of trainee students in appropriate private or public organizations that operate in the fields of interior design. Career and Internship Office can also assist in the placement of students for internship through their contacts with external organizations. Training locations proposed by students are also accepted if they fulfil the required training site selection criteria and approved by the training coordinator or academic supervisor. Please see *Training Site Selection, Evaluation and Approval Form* (*BID-EAF-1)* in Appendix B.

Orientation of Trainee Students

Trainee students are given an orientation about Interior Design Training objectives and their roles and responsibilities in the Interior Design Department before conducting their External Training, the topics covered during the Orientation are:

1. Introduction to External Training

2. Objectives and learning outcomes of the Interior Design Training course.

3. Responsibilities of Trainee Students

4. Roles of Academic and Field Supervisors

5. Assessment of Practical Training Performance

6. Generic or Soft Skills for Interior Designers

7. Professional Ethics

8. Site Safety

9. Technical Preparedness

10. Report Writing

11. Oral Presentation

Table 1: Schedule of Orientation lectures for Training Program (in the ID- Department)

Lecture #	Topics
1	Introduction to Training Objectives of Practical Training How to Achieve the Training Objective
	Responsibilities of Trainee Students Role of Academic Supervisor Role of Field Supervisor
	Generic or Soft Skills for Interior design Assessment Practical Training Performance
	Industrial Safety Professional Ethics
	Technical Report Writing
2	Oral Presentation
	Searching Technical Information Concluding Remarks
	Evaluation Test

Follow-Up and Performance Assessment of Student Trainees

At the end of Interior Design Training period, student trainees will be awarded a grade based on the following:

1. Student performance at the site as reported by Field Supervisor.

2. The training report and oral presentation prepared at the end of student training.

3. Evaluation of the weekly activity log forms by the Academic Supervisor.

Training Site Visit by Academic Supervisor

The *Interior Design Academic Supervisor* is required to conduct at least one visit to each of the training site (especially for new training sites) to discuss the training progress with the Field Supervisor and the Student Trainee.

Weekly Reports

Student trainees are required to prepare a weekly report that summarizes the training tasks and activities assigned by the Field Supervisor.

Internship Report

Student Trainees are required to prepare and submit two separate reports. These reports should describe in details the knowledge and skills acquired during each External Training period. The following sections provide guidelines that help trainee students write their training report.

Preparing the Final Version

To finalize the training report, student trainees need to add the following additional pages:

a. *Title Page:* The title page shall include the name of the University and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2020 to 30-7-2020).

b. *Acknowledgment:* After the title page, student may add an acknowledgment page to thank the person(s), such as Field Supervisor, and Academic Supervisor.

c. *Table of Contents:* The table of contents shall indicate the titles of chapters and sections and their page numbers.

d. *Bibliography or References:* At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

e. *Appendix:* Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

Before binding the training report, student should proofread it carefully from the beginning to the end for any spelling or typographical errors. At last, student is ready for the final step that is, submitting it to the Academic Supervisor for evaluation.

Internship Presentation

At the end of the External Training, trainee students are required to prepare and deliver a fifteen-minute presentation that highlights their activities/ tasks during their External Training period. Trainee students must follow the following guidelines for preparing their oral presentation:

i) Planning for oral presentation

ii) Preparing visual aids

iii) Preparing for Questions/Answers session

iv) Getting ready for actual presentation

a. **Planning for Oral Presentation:**

The main steps involved in the planning are as follows:

a) Define the contents

b) Define a suitable title of presentation

c) Collect all necessary supporting material

d) Identify the main points that student wants to convey to the audience

e) Organize their thoughts in logical sequence

f) Determine the number of slides needed for their presentation

g) Identify main points for each slide and give each slide a title

b. Presentation format and layout:

The following points should be observed while preparing presentation slides:

(a) Each slide shall contain only the key points.

(b) Use large fonts so that it is easy for the audience to read the contents of the slides.

(c) Use different colors to highlight the most important points.

(d) Use animation effects where appropriate but do not overdo it.

(e) Add graphics, Images, Drawings, and video clips, as appropriate.

Students may use the following sequence for slides:

The Title Slide: Contains the title of the presentation, name of presenter, name of Academic Supervisor.

Outline Slide: A listing of the major components of the presentation.

Body Slides: Cover all the major topics of the presentation with figures, charts, tables, pictures, etc. o

Conclusion Slide: Should include a summary of the main conclusions of the training experience.

c. Questions/Answers Session:

Although students have no idea about the type of questions asked at the end of their presentation, they must do their homework so that they are reasonably prepared for this session.

Presentation Day: On the day of the presentation:

(a) Dress appropriately for the occasion.

(b) Be calm and composed. Show self-confidence.

(c) Arrive in the presentation room/hall before the start of their presentation.

(d) Make sure their presentation is properly saved on the presentation room PC and it runs smoothly without any problem.

(e) Follow the instructions of the session chairperson regarding the presentation time.

(f) Do not rush or talk too slowly.

(g) Pause at key points to emphasize their significance.

(h) Change your voice pitch and use appropriate gestures.

(i) Maintain eye contact with the audience.

(j) At the end of the presentation, thank the audience and ask if there are any questions.

(k) Carefully listen to the questions and give concise, to the point answers.

Internship Assessment by Field Supervisor

At the end of the training period, the Field Supervisor is required to evaluate the overall performance of the student trainee using *Internship Evaluation by Field Supervisor Form* (BID-IEFS-F).

Internship Assessment by Academic Supervisor

At the end of the internship period, the Academic Supervisor will evaluate the student trainee's performance based on the following:

- Weekly Reports

- Internship /Training Report

- Internship Oral Presentation

- Field Supervisor Evaluation Report

Appendices

A. Course Description of the Internship/External Training

AJMAN UNIVERSITY

COLLEGE OF ARCHITECTURE, ART, and DESIGN

Department of Interior Design

Course Title: **Interior Design Practical Training I + II**

Course Codes: **BID 308 & BID 404**

Credit Hours: **2**: (1-1 Hrs. External Training) Pre-Requisite: Interior Design IV (BID 301)

Co-Requisite: None

Aims

This training aims to enable students gaining basic professional interior design knowledge, such as; interior finishing materials, suppliers, materials specification, bill of quantity, cost estimation.

Learning Outcomes

Upon completion of this course, students should be able to:

CLO 1	Experiment the link between theoretical knowledge and the professional practice.
CLO 2	Visit the construction site and familiarize with the various phases of construction and the importance of construction management.
CLO 3	Examine, prepare and illustrate ideas using sketches, shop drawings and visual supports, and communicate professionally in different contexts and with different profiles.
CLO4	Question ethical and sustainable practice and demonstrate professional responsibility.

Program Related Outcomes:

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
K	K	S	S	C1	C2	C3

Mapping of Course Learning Outcomes to Program Outcomes

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
	K	**K**	**S**	**S**	**C1**	**C2**	**C3**
CLO1					x		
CLO2					x		
CLO3						x	

CLO4							**x**

Method of Teaching

This part of training will include:

- Visiting interior design bureau.

- Site supervision.

- Lectures by external visitors (interior designers, interior contractors, suppliers).

The student training consists of two periods, aimed for professional field training.

Period 1 (8 weeks)

(1 Cr.Hrs.)

Prerequisites: Interior design IV

Period 2 (8 weeks)

(1 Cr. Hrs.)

Prerequisites: Interior design Practical Training I

Syllabus

Training on the means of applications for interior design knowledge gained through the curriculum and thus linking theoretical knowledge with the professional practice. Emphasis on the interaction of interior design practice to the rest of other professions dealing with the society and the built environment

This training provides exposure to professionalism, code of ethics, teamwork, interior design field studies and opportunity for learning methods and techniques commonly used in practice. Experience in developing execution and shop drawings, visiting construction site and familiarization with the various phases of construction and the importance of construction management

The training is a means for exposure to sites investigations, the supervision of facilities under construction, specifications and quantity surveying, cost analysis and estimation, contract documents and legal issues in construction and interior design management in consulting offices, firms and government agencies.

This period can help trainee develop his/her abilities toward future employment.

Monitoring the students

Through visits to the site, final report and final presentation (jury)

Assessments

Academic Supervisor's assessment for the trainee student. The supervisor is requested to evaluate the students based on a Criteria which is reflected based on the Work and Projects the students have accomplished during his Training Period.	30%
Assessment of External Supervisor. Fills Training report that the Academic Supervisors provides, this report consists of different measures that the students is evaluated by the External Supervisor according to these measures.	30%

Oral Presentation done by the students. This presentation must consist of all the work and projects the students worked on during the period of training. According to his/her work they are Evaluated.	40%

B. Training Site Selection, Evaluation and Approval Form

BID-TSS-F-1 Training Site Selection, Evaluation and Approval Form			
Please fill in the information required below before you apply for registration of the training course on student registration system.			
Student's Information			
Full Name			
Student ID			
Phone Number			
Academic Year			
Semester			
Completed Credits Hours			
Training Institution's Profile			
Institution Name			
Industry/Sector			
Private/Public			
Size	□ Small	□ Medium	□ Large
No. of Employees			
The Institution is related to the IDE program	□ YES	□ NO	
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.	□ YES	□ NO	
The work environment in the institution is safe	□ YES	□ NO	
Training Period	□ From:	□ To:	
Academic Supervisor's Approval			
I hereby, approve the training site and give permission to the student to start his/her External Training/internship.	□ YES Comments:	□ NO	
Academic *Supervisor's* Name:	**Academic *Supervisor's* Signature:** **Date:** / / 20		

C. Internship Registration Form

The following is the internship application form that is available online at

https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: *Training Center* and Request category:

Training request and complete your application online.

Internship Application and Registration Form

Student Name _____

Student Identification Number (ID): _____

Training Course Code_____

Cumulative GPA: _____ Total Hours Registered in the Current Semester _____

Mobile no. _____

Email address: _____

Have you registered for External or Internal Training before? Yes_____No_____

Expected Graduation Semester _____

Do you have your own training place? Yes_____No_____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

Job Title: _____

Contact Number: _____

E-mail: _____

D. Internship Request Letter Template

[Date]

To:

[Name of the Contact Person]

[Company Name]

[Company Address]

Dear **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for *[Student Name], [Student ID]* who is a registered student in the Interior design department to be attached as trainee in [*Company's Department]* at [*Company Name].* The student, as per his/her degree requirements must complete a total of *[Number of Hours]* commencing on *[Internship Start Date]* and ending by *[Internship End Date]* with the total hours in each internship week not exceeding 20.

External Training/internship is a core component in the interior design program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the interior design industry and healthcare services.

    I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Training In charge Name]

[Title]

[Tel]

[Email]

E. Internship Weekly Report Form

BID-IWR-F-2 Student Weekly Activity Form	
Student ID	
Student Name	
Company/Organization Name	
Week Number	From: To:

Training Tasks/ Activities

Task	Department	Day	Date	Hours#
Total Hours				

Further Comments:

……………………………………………………………………………………… **Days Absent** ………………………

Days Late………….……………

Signatures

Field Supervisor   ………………………..…… **Date: ……… /………/………**

Student   ………………………………. **Date: ………/………/………**

F. Internship Evaluation by Academic Supervisor Form

BID-IEASF-3	
Internship Evaluation by Academic Supervisor Form	
Student ID	
Student Name	
Academic Year	Semester	
Internship Site	

Training Assessment

Performance category/ criteria	Student Score	Total Score
External Training Report Including Weekly Reports (BID-IWR-F-2)	%	25%
Internship Presentation	%	20%
Field Supervisor Evaluation (Interior Design IF4)	%	30%
Academic Supervisor Evaluation (BID-IEASF-3)	%	25%
Total	%	100%

Comments

…………………………………………………………………………………

………………………………………………………………………………..

Academic Supervisor: …………………………..

Date………. /………./20

Signature

G. Internship Evaluation by Field Supervisor Form

BID-IEFS-F-4
Internship Evaluation by Field Supervisor Form

The Field Supervisor is required to complete this form in the last week of internship. The completed form should be sent to the Interior Design Training Co-Ordinator or the Academic Supervisor.

Section A.

(*To be completed by the Trainee student*)

Student ID	
Student Name	
Internship Site	
Field Supervisor Name	

Section B.

(*To be completed by the Field Supervisor*)

- *Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.*

- *Place a (√) in the appropriate box for each item.*

Performance Category/ Criteria	1	2	3	4	5
Intern was able to correlate his/her theoretical knowledge with professional practice.					
Intern applied his/her technical knowledge in interior design in the field of their training.					
Intern demonstrated effective communication skills.					
Intern worked effectively in multi-disciplinary teams and acted as a responsible member of the team they are working with.					
Intern developed his/her personality by learning about self- control, punctuality, professional responsibility, time management, etc.					
Intern demonstrated his/ her capability of contributing to the ongoing jobs at the training sites. Intern attended on time and regularly					

H. Intern Student Feedback Form

BID-ISFB-F-5 Intern Student Feedback Form	
Student ID	
Student Name	
Academic Year	
Semester	
Internship Site	

Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. Place a (v) in the appropriate box for each item.

S No.	Item	Rating				
		1	2	3	4	5
1	I am satisfied with the institution in which I conducted my training.					
2	The training activities were relevant to my specialization field.					
3	I had the opportunity to apply my hard (hands-on) and soft skills during the training.					
4	I am satisfied with the guidance and supervision of my Field Supervisor					
5	I am satisfied with the guidance and supervision of my Academic Supervisor during the training					
6	I achieved my training learning outcomes					

Further Remarks:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Date: ………………………….

I.   Academic Supervisor Feedback Form

Form BIDASFB-F-6
Academic Supervisor Feedback Form

Academic Supervisor	
Academic Year	
Semester	
Internship Site	

Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.
Place a (v) in the appropriate box next to each item.

S No.	Item	Rating				
		1	2	3	4	5
1	Trainee was able to interact with professionals in the various departments in the training site.					
2	The training plan was relevant to the trainee's specialization					
3	Trainee had the opportunity to apply practical and soft skills during the training					
4	Field supervision for the trainees was excellent					
5	Trainee achieved the training learning outcomes					

Further Remarks:

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Name and Signature: ………………………….

Date: ………………

College of Business Administration

INTRODUCTION

Ajman University (AU) College of Business Administration (CBA) has developed the following guidelines for the course MGT470/BUS470 (Business Internship). This internship program is open to CBA students following the 6th or 8th semester of the business program study plan. The goal of the internship program is to facilitate the application of the student's prior classroom learning in a field setting. Business internship MGT 470/BUS 470, is a 3 credits course, which provides the student with an opportunity to experience the business environment in preparation for the student's entry into the workforce. CBA requires eligible students to complete 16 weeks and a minimum of 360 hours of internship with the intention of enriching their academic and practical educational experience, with a secondary aim of providing a valuable resource/service to the many organizations that comprise our broader community.

All parties involved in the internship program should benefit from the experience. The successful completion of a business internship should provide the student with the practical, "hands-on" experience in the business world that contemporary employers require. The employer should benefit from having the opportunity to bring into its place of business a highly motivated intern who can contribute to the success of the business. The internship experience should also provide the employer with the opportunity to screen a potential permanent employee. The benefit to CBA will come from the ensuing contacts and goodwill generated from placing our students with appropriate local, regional, national, and, when the opportunities arise, international organizations.

A student who has successfully completed all the requirements for MGT470/BUS 470 earns three credits for the experience.

Internship Learning Objectives

- The student demonstrates a practical application of the business knowledge, skills and competencies learned in previous courses.

- The instructor learns about his/her students through a first-hand look at their work.

- The student completes a written report of value, both to his/her employer and to his/her course work at CBA.

- CBA benefits from the good relations developed through this interaction with the business community.

The student is responsible for meeting the following MGT470/BUS 470 qualifications:

- Good academic standing (i.e. GPA of 2.00 or higher).

- Completion of 96 credits

If the student receives an internship offer from an employer without having met all the qualifications for an internship, CBA reserves the right to deny academic credit for the internship.

CBA-arranged Internships

- CBA posts an internship opportunity to students through its email mailing list when a position becomes available specifying the following:

  o the name and location of the organization

- o a job description

- o rate of pay (if any)

- o number of work hours requested, and

- o application deadline.

- The student applies for the internship. Students should exercise due care while preparing materials to submit to employers and provide employers with documents that appear to have been prepared professionally.

- The student gains official approval from the internship coordinator or designated supervisor based on information provided by the employer.

Internship Learning Outcomes (CLOs)

1. Demonstrate a working knowledge of basic business concepts, problems, and issues as they apply to the employer's business

2. Communicate effectively in a professional environment

3. Demonstrate professionalism and ethical behavior in the workplace

Mapping of Internship CLOs with Program Learning Outcomes.

Program Learning Outcomes:

PLO 1: Demonstrate in-depth knowledge and understanding of theories, concepts and principles used in business and management practices.

PLO 2: Apply concepts, techniques and ethical practices in decision-making and problem-solving in a business and management environment.

PLO 3: Acquire substantive management knowledge and apply competencies required by employers, to practice quality management in different business types and functional areas.

PLO4: Understand the fundamental concepts in business strategies, strategic management, innovation and global business management.

PLO 5: Apply and utilize information technology in managing different business sectors and enhancing organizational development and change.

PLO 6: Develop critical thinking and innovative skills by applying business research concepts and processes into practice and writing research reports.

Course Learning Outcomes (CLOs)	Corresponding Program Learning Outcomes (PLOs)
Demonstrate a working knowledge of basic business concepts, problems, and issues as they apply to the employer's business	6
Communicate effectively in a professional environment	2
Demonstrate professionalism and ethical behavior in the workplace	5

Monitoring of Trainee Students' Progress

The Field Supervisor will monitor trainee students on a day-to-day basis during their External Training. Academic Supervisor will also visit students remotely or in person at their training places at least once during

the training period to discuss with the Field Supervisor the training plan and the progress made by the trainee student.

Internship Assessment

Field Supervisor's assessment for the trainee student	30%
Responsiveness and meeting deadlines	10%
Training evaluation by student	10%
Assessment of External Training report by the Academic Supervisor	20%
Assessment of the weekly reports of the External Training by the Academic Supervisor	10%
Assessment of trainee presentation by a departmental committee.	20%

Roles and Responsibilities

a. **Student Responsibilities**

In order to receive academic credit for MGT 470/BUS 470, the student must successfully accomplish the following:

Be certain that s/he meets all the qualifications for an internship before applying:

- Provide a current CV.

- Secure an offer from an approved employer.

- Read and sign the "Student Agreement" form.

- Successfully complete 360 internship work hours within 16 weeks during the semester in which the student is registered for the internship.

- Maintain a journal of his/her experiences (via a weekly report submitted to the internship coordinator via Moodle. The internship coordinator will provide further directions.

- Receive an overall satisfactory evaluation from both the employer and CBA internship coordinator. The employer's evaluation will be sent directly to the internship coordinator when completed by the student's field supervisor.

b. **Employer's Responsibilities**

The employer must agree to the following stipulations:

- To engage the student in a position suitable for a major in the student's discipline that will allow the student to gain practical and academic business experience.

- To provide the intern with 360 internship work hours in a designated period in return for which the student earns three academic credits.

- To assign the intern with a field supervisor with appropriate training and experience who will work with CBA's internship coordinator to supervise the intern

- To provide the intern with the organization's materials appropriate to the internship, such as a pre-arranged schedule of assignments

- CBA is responsible for the dismissal of a student for academic or disciplinary reasons, but the employer maintains the right to remove a student from an internship if the student does not

comply with the rules, policies, procedures, or standards of the employer. In the event of a student's removal by the employer, the CBA internship coordinator must be notified immediately. Both CBA and the employer will determine jointly if and when a student should be permitted to return to the employer to continue the internship.

c. **Internship Field Supervisor's Responsibilities**

At a minimum, the internship field supervisor will perform the following:

- Supervise the intern. The field supervisor has sole responsibility for supervising the student while s/he is in an intern position.

- Communicate clearly any internship problems to the CBA internship coordinator.

- Comment on the intern's written report.

- Provide the internship course instructor with a completed copy of the "Intern Evaluation Form" at the completion of the internship.

- The supervisor will also be invited to attend and comment on the student's in-class presentation.

d. **CBA Internship Coordinator's Responsibilities**

At a minimum, the internship coordinator will perform the following:

- Develop and update (if and when required) College of Business Administration's internship manual, in accordance with Ajman University policies and in liaison with the Office of Career and Internship.

- Prepare and update (if and when required) syllabus for Business Internship program.

- Coordinate with Office of Career and Internship in matters regarding internship.

- Represent College of Business Administration at all events and meetings regarding student internship.

- Assign job responsibilities to internship supervisors.

- Regularly communicate with internship supervisors.

e. **CBA Internship Supervisor's Responsibilities**

Instructions and Related Material Uploaded on Moodle

- Determine the suitability of the internship experiences.

- Provide each intern with directions about how to prepare the journal, written report, and final presentation.

- Read journals and correspond with students on a regular basis.

- Read and comment on the preliminary draft of the student's final report.

- Read and evaluate the final draft of the student's final report.

- Assign a grade to the student upon completion of the internship.

<u>Instructor's employer-related responsibilities</u>

- Assist employer, where necessary, in creating a job description appropriate to the role in which the intern will work.

- Assist employer by participating in the interview process, if appropriate.

- Participate in an early internship review, typically at the completion of about 40 hours of the internship.

- Communicate periodically with the student's supervisor to determine how well the student is performing in the internship.

- Perform a final evaluation of the suitability of the internship experience and provide feedback to the employer.

The CBA Internship Process

The CBA internship experience is a five-stage process involving various stakeholders. The stages are summarized as follows:

Stage 1: Introduction

Students who are eligible for enrolling in the internship program (or will become eligible at the end of the current semester) that is students in their 6th semester of the CBA study plan shall initiate contact with their academic advisors to indicate their interest in taking the internship. If the advisor finds the student is eligible for the internship s/he will advise the student to register for the internship course.

Upon request, the internship course coordinator will issue the student with a "letter of introduction" (Appendix A) to potential employers.

Upon approval of the employer and the field supervisor, the internship coordinator will issue an "Internship Approval Letter" (Appendix B) to the student, which is to be returned to the employer. In cases where the student is unable to identify an internship placement site, the student should contact the internship coordinator to obtain assistance with finding an internship placement site. The student will need to prepare an updated CV and other relevant documents. Similarly, to what has been earlier described, the Internship coordinator will issue an "Internship Approval Letter" to the student.

Stage 2: Registration

Formal registration in the internship program occurs during the registration period stipulated in the Ajman University academic calendar. Overall, the basic requirements to enroll in the internship program at the undergraduate level are:

- The student must have successfully completed at least 96 credit hours and at least six semesters in the spring semester immediately preceding the internship

- The student must have at least a 2.0 Cumulative Grade Point Average (CGPA).

- The student must be active, which means s/he has been enrolled in courses in the previous semester.

- The student must be willing and able to devote the required time and energy to meet the internship program requirements

Stage 3: Training Site Selection and Evaluation

Internship coordinator and academic supervisor coordinate the placement of trainee student in appropriate private or public organizations. MASAR Career Excellence Office can also assist in the placement of students for internship through their contacts with external organizations. Training locations proposed by students are also accepted if they fulfil the required training site selection criteria and approved by the training coordinator or academic supervisor. Site Selection Form needs to be duly filled and internship site approved only if all the requirements are fulfilled by the employing organization.

Please see *Training Site Selection, Evaluation and Approval Form* Appendix C

Stage 4: Orientation of Internship Students

Orientation process begins with a mandatory two-hour orientation, which could be divided into two sessions, based on supervisors' discretion, where students would be given detailed background of internship program, requirements and expectations from all stakeholders.

Trainee students are given an orientation about internship objectives and their roles and responsibilities during the training process. The topics covered during the Training are:

1. Introduction to Training

2. Objectives and learning outcomes of the Business Internship course

3. Responsibilities of Trainee Students

4. Roles of Academic and Field Supervisors

5. Assessment of Training

6. Professional Ethics

7. Industrial Safety

8. Report Writing

9. Oral Presentation

Stage 5: Implementation

Once the student is registered in the internship program, a course syllabus, which details the internship program goals and learning outcomes as well as the assessment strategies, will be sent by the CBA internship coordinator to both the student and the field supervisor.

Students are required to complete the stated contract hours and provide feedback on their progress and experience as indicated in Stage 4.

If the student is absent from the internship, this needs to be brought to the attention of the internship coordinator through the field supervisor. The university attendance policy will apply to the internship program as with any regular courses.

A minimum of two meetings take place between the student and the internship Supervisor. Whenever possible, the internship course instructor will conduct onsite visits and maintain regular communication with the field supervisor in a face to face or using other communication modes as appropriate.

Stage 6: Assessment

The Internship program is assessed by the internship Supervisor based on input from the field supervisor at the host organization and the work submitted by the student. Standard AU grading framework applies.

The Internship Learning Experience is typically assessed on the bases of the following:

- Timely completion and dissemination of relevant internship documents

- Weekly Activity Report: Each week, students prepare a summary of their work and overall experience for the recent period. They will use Moodle to file these reports

- Internship Report and Presentation: At the end of the internship period, students are required to submit a final report summarizing their experience and lessons learned and how they have progressed towards the achievement of their objectives. This will be accompanied by a formal presentation.

- Field Supervisor Assessment: Each field supervisor is sent an evaluation form near the end of the internship period. The feedback of the field supervisor is integrated as part of the assessment for the program.

Stage 7: Closing of Internship

As part of the process of continuous improvement, an evaluation of the internship experience is conducted including feedback from the various stakeholders involved. The feedback collected from all parties is analyzed by the internship coordinator who in accordance to AU quality assurance policies will conduct necessary changes to the program. Three types of evaluation are usually conducted towards the end of the internship:

- Student Evaluation of the Internship: All interns are expected during the last week of the internship to complete and submit their Internship Evaluation Form (Appendix E)

- Intern Student Feedback Form: Another form that interns ought to fill and submit in the last week of internship is Intern Student Feedback Form (Appendix H)

- Field Supervisor Evaluation: At the completion of the internship, the internship field supervisor is expected to fill in and return the internship Evaluation Form (Appendix F) to the internship coordinator.

- Internship Coordinator Evaluation: Using CBA's Instructor's Course Assessment Review Form (Appendix I), the internship coordinator/supervisors are expected to evaluate the internship in which they have been engaged.

The internship will be closed after assessment results are given and the various evaluations are conducted. The internship coordinator and the intern will formally close the process by sending a Thank You Letter to the host organization at the end of the internship.

Training Site Visit by Academic Supervisor

The Academic Supervisor is required to conduct at least one visit, online or in person, to each of the training site (especially for new training sites) to discuss the training progress with the Field Supervisor and the Student Trainee.

Weekly Reports

Student trainees are required to prepare a weekly report that summarizes the training tasks and activities assigned by the Field Supervisor.

Internship Report

Student Trainees are required to prepare and submit a detailed report about their training experience. This report should describe in detail the knowledge and skills acquired during their training. The following sections provide guidelines that help trainee students write their training report.

Each student must complete a 7-10-page written report at the completion of the internship. The paper generally should outline several aspects of the internship as noted below. The paper must be typed using 12-point Times New Roman font, double-spaced, with one-inch margins, and a separate title page (not included in the eight-to-ten detail pages).

The report will account for 20% of course grade. It is expected to be written in five sections as outlined below:

1. **Timeline**: The timeline of the internship should be outlined from start to end date and any challenges or difficulties that may arise from the timeframe in which the internship took place, indicated.

2. **Duties and Responsibilities**: This section should be used to answer the question "*What duties, activities, and responsibilities did the internship entail*"? Specifics of the internship with respect to the tasks completed on a regular basis should be described in detail.

3. **Company Description:** An overview of the organization in which the internship is completed should be given. The organization name, location, category of product or service provided by the company, approximate size of the company overall, and of the specific work location should be included.

4. **Job Preparation**: – How did the internship prepare student for the workforce? At least three experiences the students had or skills that they obtained that they feel will directly prepare them for their career after AU, should be discussed.

5. **Overall Evaluation of the Experience**: What is the internee's opinion of the internship process? Interns should give feedback, including their opinions on the internship process at CBA, their search for an internship, and the employer where they completed your internship. If the students have completed their internship evaluation form, they will find it helpful to consult it as they address this section.

6. **Polishing the First Draft**: Having completed the first draft in a typed form, student is now ready for the next step of polishing it. They ought to critically review the first draft to delete unnecessary details and add missing information. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality.

7. Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

8. **Preparing the Final Version**: To finalize the training report, student trainees need to add the following additional pages:

   1. **Title Page**: The title page shall include the name of the university and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

   2. **Acknowledgment**: After the title page, student may add an acknowledgment page to thank the person(s), such as Field Supervisor, and Academic Supervisor.

   3. **Table of Contents**: The table of contents shall indicate the titles of chapters and sections and their page numbers.

4. **Bibliography or References**: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

5. **Appendix**: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

Before binding the training report, student should proofread it carefully from the beginning to the end for any spelling or typographical errors. At last, student is ready for the final step that is, submitting it to the Academic Supervisor for evaluation.

Internship Presentation

At the end of the Training, trainee students are required to prepare and deliver a 10 to 15 minutes' presentation that highlights their activities/tasks during their training period. Presentation will account for 20% of total grade. Trainee students must follow the following guidelines for preparing their oral presentation:

- **Planning for oral presentation:**

    The main steps involved in the planning are as follows:

    a) Define the contents

    b) Define a suitable title of presentation

    c) Collect all necessary supporting material

    d) Identify the main points that student wants to convey to the audience

    e) Organize their thoughts in logical sequence

    f) Determine the number of slides needed for their presentation

    g) Identify main points for each slide and give each slide a title

- **Presentation format and layout:**

    The following points should be observed while preparing presentation slides:

    a. Each slide shall contain only the key points.

    b. Use large fonts so that it is easy for the audience to read the contents of the slides.

    c. Use different colours to highlight the most important points. (d) Use animation effects where appropriate but do not overdo it. (e) Add graphics, charts, figures, and video clips, as appropriate.

Students may use the following sequence for slides:

The Title Slide: Contains the title of the presentation, name of presenter, name of

Academic Supervisor.

Outline Slide: A listing of the major components of the presentation.

Body Slides: Cover all the major topics of the presentation with figures, charts, tables, pictures, etc. o

Conclusion Slide: Should include a summary of the main conclusions of the training experience.

- **Preparing for Questions/Answers session**

Although students have no idea about the type of questions asked at the end of their presentation, they must do their homework so that they are reasonably prepared for this session.

- **Getting ready for actual presentation**

On the day of the presentation:

    a. Dress appropriately for the occasion.

    b. Be calm and composed. Show self-confidence.

    c. Arrive in the presentation room/hall before the start of their presentation.

    d. Make sure their presentation is properly saved on the presentation room PC and it runs smoothly without any problem.

    e. Follow the instructions of the session chairperson regarding the presentation time.

    f. Do not rush or talk too slowly.

    g. Pause at key points to emphasize their significance.

    h. Change your voice pitch and use appropriate gestures.

    i. Maintain eye contact with the audience.

    j. At the end of the presentation, thank the audience and ask if there are any questions.

    k. Carefully listen to the questions and give concise, to the point answers.

Internship Assessment by Field Supervisor

At the end of the training period, the Field Supervisor is required to evaluate the overall performance of the student trainee using *Internship Evaluation by Field Supervisor Form*

Internship Assessment by Academic Supervisor

At the end of the internship period, the Academic Supervisor will evaluate the student trainee's performance based on the following:

- Weekly Reports

- Internship /Training Report

- Internship Oral Presentation

- Field Supervisor Evaluation Report

Using the *Internship Evaluation by Academic Supervisor Form*

APPENDICES

Appendix A: Letter of Introduction

Appendix B: Internship Approval Letter

Appendix C: Training Site Selection, Evaluation and Approval Form

Appendix D: Internship Registration Form

Appendix E: Student Internship Evaluation

Appendix F: Intern Assessment by Field Supervisor

Appendix G: Intern Weekly Report

Appendix H: Intern Student Feedback Form

Appendix H: Business Internship Course Syllabus/Description

Appendix I: Internship Evaluation by Internship Supervisor

Appendix A: Letter of Introduction

Letter of Introduction for [Name/ID]

Dear [Name of Employer key contact]

This letter serves to introduce _____. It confirms that [_____] is a student in Ajman University (AU) College of Business Administration (CBA). S/he is in the latter stages of obtaining a BSc in _____

As part of their studies, eligible AU CBA students are required to participate in an internship program which is intended to facilitate the application of the student's prior classroom learning in a field setting. _____ is eligible to participate in the internship program. S/he seeks your assistance with securing an internship in your esteemed organization. The College of Business Administration will appreciate any assistance you can offer him/her to obtain the internship.

Please do not hesitate to contact me if you have any questions related to this matter.

Sincerely,

Name:

Designation:

College of Business Administration

Ajman University

P.O. Box 346, Ajman, UAE

Tel:

Appendix B: Internship Approval Letter

[Field Supervisor/Key Contact Name]

Host Organization [Name & Address]

Commencement of Internship – [Semester/Academic Year]

Dear [Name of Employer key contact]

Thank you for your support for the CBA Business Internship Program through the provision of work placement opportunities for our students. We are writing to confirm your offer of an internship from [Start Date] to [End Date], to the following student

Student ID	Student Name	Major

The internship program will last for a total of 360 hours over a period of 16 weeks, at a rate of 25 hours per week. Together with this letter, please find enclosed the following:

- Form 1: A weekly report on tasks performed by the student. The student will prepare the form and you will sign it when satisfied with its contents.

- Form 2: An evaluation of the student's performance over the duration of the internship program. This will account for 30% of the overall marks scored by the student during the internship program.

Please return both forms during the final week of the internship program to the name and address provided at the bottom of this letter. We greatly appreciate the vital role that your organization plays in promoting quality student internships and your personal cooperation to ensure the success of this particular internship.

We will keep in touch with you as the training process progresses. Please do not hesitate to contact me if you have any questions related to this matter.

Sincerely,

Name:

Designation:

College of Business Administration

Ajman University

P.O. Box 346, Ajman, UAE

Tel:

Appendix C: Training Site Selection, Evaluation and Approval Form

Training Site Selection, Evaluation and Approval Form

Please fill in the information required below before you apply for registration of the training course on student registration system.

Student's Information

Full Name

Student ID

Phone Number

Academic Year Semester

Completed Credits Hours

Training Institution's Profile

Institution Name

Industry/Sector

Private/Public

Size   □ Small   □ Medium   □ Large

No. of Employees

The Institution is related to the program   □ YES   □ NO

The   department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.   □ YES   □ No

The work environment in the institution is safe   □ YES   □ NO

Training Period   □ From: □ To:

Academic Supervisor's Approval

I hereby, approve the training site and give permission to the student to start his/her External Training/internship.   □ YES   □ NO

Comments:

Academic Supervisor's Name: **Academic Supervisor's Signature:**

Appendix D: Internship Registration Form

The following is the internship application form that is available online at

https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: *Training Center* and Request category:

Training request and complete your application online

Internship Application and Registration Form

Student Name: _____

Student Identification Number (ID): _____

Training Course Code: _____

Cumulative GPA: _____ Total Hours Registered in the Current Semester _____

Mobile no. _____

Email address: _____

Have you registered for External or Internal Training before?   ☐ Yes   ☐ No

Expected Graduation Semester: _____

Do you have your own training place?   ☐ Yes   ☐ No

If yes, fill out the following information:

Name of organization: _____Contact Person Name: _____

Job Title: _____

Contact Number: _____   E-mail: _____   Emirate: _____

Appendix E: Student Internship Evaluation

College of Business Administration

STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

WORK PERIOD: ___FA   ___SP   ___SU   20_____

STUDENT NAME_____

MAJOR_____

EMPLOYER NAME & ADDRESS

_____

_____

Your immediate supervisor's name and title:

_____

Did your supervisor discuss your supervisor's evaluation form with you? _____

If not your supervisor, who did discuss it with you (name and title)?

_____

_____

From your perspective, was the discussion adequate? _____

Did you express your views about the work period candidly?

_____

If not, why?

_____

_____

Other comments about your supervisor or your evaluation you wish to make:

_____

_____

Do you recommend this employer to other students in the College of Business Administration?

_____

To students in other programs? _____

If yes, please specify which ones _____

Did you receive your internship through the CBA Business Internship program? _____

If you found your internship on your own, would you suggest that CBA the Internship program office personnel contact your employer regarding future intern placements?

_____

If so, who should the program contact?

Name and title: _____
Phone number: _____

Address: _____

Email: _____

How do you rate your overall effort in this internship position?

Excellent_____   Good_____   Adequate_____   Poor_____

If you feel you did not work up to your potential, what changes, either personal or situational, would enable you to do better?

_____

_____

Your email address: _____

Appendix F: Intern Assessment by Field Supervisor

The Field Supervisor is required to complete this form in the last week of internship. The completed form should be sent to the CBA Training Co-coordinator or the Academic Supervisor

Training Assessment by Field Supervisor Academic Year	

Student's Information	
Full Name	
ID number	
Major	
Training Institution's Information	
Institution's Name	
Department(s)	
Field supervisor	
Position/Job title	
Tel. No.	
P.O. Box	
Fax	
Email	
Training Period	**From:** **To:**

S.	Training Objectives	Score (1-5)
1	Application of basic work skills (communication and development skills, attitude towards co-workers & customers)	
2	Ability to produce technical reports and work as team member	
3	Ability to take initiative	
4	Behavior and ethics	
5	Attendance)If absent for more than 25% of the training period, the trainee is deemed to have failed)	
6	Ability to understand the training plan	
	Total Mark (out of 30)	

Name & Signature ………………………………………   **Date:** …………………

Organization stamp

Appendix G: Student's Weekly Report

Student Weekly Report
Academic Year

College	Major :
Student's Name:	Student's ID:
Organization Name:	
Week Number:	From: To:

Activities performed by the student during the week

Day	Activities	Department	Hours
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Days of absence			

Comments:

………
………
…

Name & Signature ……………………………………………   **Date:** …………………

Organization stamp

Appendix H: Intern Student Feedback Form

<table>
<tr><td colspan="2" align="center">Intern Student Feedback Form
Academic Year</td></tr>
<tr><td>Organization Name</td><td></td></tr>
<tr><td>Industry</td><td></td></tr>
<tr><td>Email</td><td></td></tr>
<tr><td colspan="2">Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.
If the question does not pertain to your area of responsibility, please tick "N/A".
Please answer by putting ✓.</td></tr>
</table>

S	Item	1	2	3	4	5
1	I am satisfied with the institution in which I conducted my training.					
2	The training activities were relevant to my specialization field.					
3	I had the opportunity to apply my hard (hands-on) and soft skills during the training.					
4	I am satisfied with the guidance and supervision of my Field Supervisor					
5	I am satisfied with the guidance and supervision Academic Supervisor during the training					
6	I achieved my training learning outcomes					

Further Remarks:

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

Date: ………………………………………………………………………………………….

Appendix I: Business Internship Course Syllabus/Description

College: Business Administration

Department: Management

Academic Year: 2024-2025

Semester: ☐ Fall   ☐ Spring   ☐ Summer

Course Title:	12. Supervised Training	Course Code	MGT 470

Number of Credit Hours, Contact Hours, and Prerequisites:

Credit Hours: 3	Theory: Lab: ………. Tutorial: ……….
Contact Hours: 360 (Field)	Theory: ………. Lab: ………. Tutorial: ……….
Prerequisite(s) (if any):	96 credit hours; minimum 2.0 GPA
Co-requisite(s) (if any):	

Approval Date:

Instructor's Name and Contact Information:

Name:	PECKY HUMAYUN	Office No.:	
E-mail:	p.humayun@ajman.ac.ae	Office Tel.:067056119	

Catalog Course Description:

The aim of supervised training is to enable students to practice the learnt theories and concepts in a business organization. Students from any business discipline undergo a training period that is closely monitored by an instructor and the manager/supervisor of the organization to ensure that the student cultivates sound professional attitudes and ethics needed in work places.

Course Learning Outcomes (CLOs):

Upon successful completion of the course, students will be able to:

Course Learning Outcomes (CLOs)	QFE (K, S, AR, RC, SD)	Corresponding Program Learning Outcomes (PLOs)
Demonstrate a working knowledge of basic business concepts, problems, and issues as they apply to the employer's business		PLO 6
Communicate effectively in a professional environment		PLO 2
Demonstrate professionalism and ethical behavior in the workplace		PLO 5

Week-by-week Course Topics and Contents (Theory Class):

For details check internship manual

Week	Topic and Contents	Notes	Corresponding CLOs
1.	College Internship Orientation and Preparation	Material Uploaded on Moodle	
2.	College Internship Orientation and Preparation	Announcements & Material Uploaded on Moodle	
3.	On Field (To be determined by Host Organization)		
4.	On Field (To be determined by Host Organization)		
5.	On Field (To be determined by Host Organization)	Submission of first internship evaluation survey report by intern	
6.	On Field (To be determined by Host Organization)		
7.	On Field (To be determined by Host Organization)		
8.	On Field (To be determined by Host Organization)		
9.	On Field (To be determined by Host Organization)		
10.	On Field (To be determined by Host Organization)		
11.	On Field (To be determined by Host Organization)		
12.	On Field (To be determined by Host Organization)		
13.	On Field (To be determined by Host Organization)	A project anywhere between weeks 4 &15 a project (2500-5000 words) about interns' workplace on a subject matter decided by field supervisor to be done & assessed (to be included in final report)	
14.	On Field (To be determined by Host Organization)		
15.	Internship Presentation (live or video submission on Moodle) & Internship Final Report	*Assessed by training supervisor*	
16.	Internship Presentation (live or video submission on Moodle) & Internship Final Report	*Assessed by training supervisor*	

Out-of-Class Assignments: #	Assignment Title	Submission Due Date
1	Timely completion of registration and closing documents	As provided in Moodle
2	Weekly activity log	1 per week via Moodle. Not later than the Sunday following the working week.
3	Internship report	After completion of internship. Typically, in the last 2 weeks of internship, via Moodle

4	Internship presentation	After completion of internship. Typically, during last 2 weeks of internship, via Moodle

Course Assessment:

The internship is assessed through a combination of tools outlined below:

Course Assessment Tools:

Assessment Tool	13. Weight (%)
Field Supervisor Evaluation	30%
Internship Coordinator Evaluation: Activity log (10%) Student's Feedback/Evaluation (10%) Internship report (20%) Internship presentation (20%) Responsiveness and meeting deadlines (10%) Internship project*(added in Report and Presentation marks)	70%
*may be required as a specific component of the internship report	

As outlined above and in the Internship Manual, each student must complete a 7-10 page written report at the completion of the internship. The paper generally should outline several aspects of the internship as noted below. The paper must be typed using 12 point Times New Roman font, double-spaced, with one-inch margins, and a separate title page (not included in the eight-to-ten detail pages).

The report will account for 20% of course grade. It is expected to be written in five sections as outlined below:

1. **Timeline**: Outline the timeline of the internship from start to end date and indicate any challenges or difficulties that arose from the timeframe in which your internship took place.
2. **Duties and Responsibilities**: Use this section to answer the question " *What duties, activities, and responsibilities did the internship entail"?* Describe in some detail the specifics of the internship with respect to the tasks you had to complete on a regular basis.
3. **Company Description:** Give an overview of the organization in which you completed your internship. Include the organization name, location, category of product or service provided by the company, approximate size of the company overall, and of the specific location where you worked.
4. **Job Preparation**: – How did your internship prepare you for the workforce? Aim to discuss at least three experiences you had or skills that you obtained that you feel will directly prepare you for your career after AU.
5. **Overall Evaluation of the Experience**: What is your opinion of the internship process? Feel free to give any feedback, including your opinions on the internship process at CBA, your search for an internship, and the employer where you completed your internship. This is your chance to give feedback on the overall process. If you have completed your internship evaluation form, you will find it helpful to consult it as you address this section.

Your internship report will be followed up by a 10 to 15 minutes presentation (date specified by internship supervisor), which will be assessed by a three member panel comprising of internship supervisor and two other faculty/staff members. Presentation will account for 20% of total grade.

Teaching and learning methodologies, including any use of online instruction:

N/A. Field-based Course

Course texts, recommended readings, instructional material and learning resources.

Course Text book

Title:	n/a
Author(s):	
Edition:	
Publisher:	
Publishing Year:	
ISBN:	

Reference books or recommended readings

H. Frederick Sweitzer & Mary A. King (2014)

The Successful Internship: Personal, Professional and Civic Development in Experiential Learning, 4e

Belmont, Cengage Learning, ISBN – 9781285077192

Instructional materials and learning resources

    i.   CBA Internship Manual (2019 edition)

        Ajman University College of Business Administration

        Unpublished. Available on Moodle

    ii.   Graduateland: Internships in UAE

        https://graduateland.com/s/internships/united-arab-emirates

University Policies and Procedures

The students are required to fully understand and observe the following policies of the University:

Academic Progress Policy:

The students are required to attend and participate fully in the classes and other sessions scheduled for the course. An absence of 25% of the course classes will result in a withdrawal/fail in the course. The students must read and comprehend the "Attendance Policy" which is published in the Student Handbook.

For more details, refer to the Policy and Procedure Manual (ajman.ac.ae).

Student Disciplinary and Academic Integrity Policy:

AU is committed to enforcing a strict code of academic integrity in its academic pursuits. The academic integrity code of the University prohibits all forms of academic dishonesty. This includes cheating and plagiarism and applies to all courses, assignments, projects reports/dissertations or exams completed by students. The University does not tolerate any violation of academic misconduct and imposes a strict system of penalties. For more details, refer to the student handbook.

For more details, refer to the Policy and Procedure Manual (ajman.ac.ae).

Grading System:

The university uses a relative grading system, which is based on a four-point scale. The overall grade will be assigned to the grading scale described in the Policy and Procedure Manual (ajman.ac.ae).

Instructor's Signature:

Date: …   **20/08/24.**

Head of Department's Signature: **Date:**

……………………………………………………..

Appendix J: Business Internship Assessment

MGT470 Business Internship: Assessment Record.

SN	ID	Name	Weekly report	Student evaluation	Field Supervisor Grade	Responsiveness and meeting deadlines	Internship Report	Presentation	Total	Grade
RECORD			**STUDENT**		**SUPERVISOR**	**Internship Supervisor**				
			10	10	30	10	20	20	100	

College of Dentistry

Hospital Dentistry Training Manual

Introduction

The purpose of the Hospital Dentistry rotations is to provide the 5th year dental students with a general understanding of the dental management of medically compromised patients in both the outpatient and inpatient settings, as well as provide experience to the administrative and management philosophies pertaining to such patients in a hospital setting. During the training, the student will attend seminars on advanced medical or surgical techniques and management of the medically compromised patient population in hospital. Clinically, the student will devote a significant amount of time observing the hospital staff in the general clinic, lab and in the operating room, as appropriate.

Definitions

Student: A senior level undergraduate who is eligible to enroll in the Hospital Dentistry course.

Hospital Dentistry: A mandatory College requirement course, which is a supervised hospital observership in an approved local hospital.

Course Coordinator: A faculty member assigned to manage the Hospital Dentistry course and provide guidance and support to participating training sites and students. The course coordinator may serve as the Training Supervisor.

Training Supervisor or (Academic supervisor): A faculty member assigned to oversee one or more students enrolled in the training program. The training supervisor will have routine contact with the student and field supervisor; receive, review and grade student reports and evaluations; and is responsible for assigning the final grade for the course.

Field Supervisor: A staff member assigned by the employer (Training site) to provide orientation, guidance, and assessment of trainee student during their training program.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to:

1. Explain and interpret laboratory results and radiographs

2. Discus dental treatment for medically compromised patients

3. Write observation report on activities of allied health personnel in hospital facilities

Mapping of CLO with Program Learning Outcomes

Program Learning Outcomes (PLO)	PLO Description	Corresponding CLO
K3	Use the factual and theoretical knowledge in basic medical and dental sciences and allied sciences to gather information from patient as part of history taking and patient examination in order	CLO 1

	to decide appropriate investigation and decide a suitable course of treatment within the scope of a general dental practice.	
C1	Show responsibility and independent technical and clinical decision-making to evaluate and manage complex and unpredictable clinical work appropriate to a primary care practice.	CLO 2
C4	Demonstrate responsibility and supervise the professional activity and mentoring of allied dental health personnel.	CLO 3

Course Credit and Contact Hours

Credit Hours: 2	**Theory: 0**	**Hospital:**	**8**
Contact Hours	Theory: 0	Hospital:	8

Roles and Responsibilities

Training Coordinator / Academic Supervisor

- Ensuring the safety of the training sites by visiting the site and meeting the Field Supervisor prior to the training program.

- Giving an orientation session to the trainees before the start of the hospital rotation.

- Receiving the signed reports & comments by the Field Supervisor;

- Arranging meetings with the students on a regular basis for guidance to improve trainees' performance and to discuss difficulties encountered by them.

- Ensuring that Field Supervisors commit to enabling students to meet their learning outcomes.

- Guiding trainees on how to write the final report.

- Ensuring that Field Supervisor are aware of his/her responsibilities.

- Ensuring that each trainee submits his/her final report on time.

- Assessing the Hospital Dentistry course

Field Supervisor

- Ensuring that course process meets the course objectives and outcomes.

- Coordinate with other hospital staff for providing an effective training experience to the student trainees.

- Submitting an assessment report for each trainee at the end of the course.

- Liaising with the course coordinator regarding the conduct of the training program or any difficulties encountered.

Trainee Student

- Attend the hospital rotations as per the schedule.

- Meeting their course coordinator regularly

- Observe all relevant instructions, laws and rules issued by the hospital in terms of punctuality, performance, confidentiality, wearing white-coat and keeping to their post during the training and attendance.

- Submit individual project (report) about different hospital activities during hospital rotations.

- Follow all the instructions and rules related to the safe use of space, such as labs, operating rooms, etc.

- Avoid any improper action or behavior that could be hazardous.

- Report any accident, a near accident experience or any significant hazard you discover on site.

Training Registration Procedure

College encourage non-warned students to use the early registration period to select the course in consultation with their academic advisors. The early registration period is specified in the academic calendar. Warned students and students who did not benefit from the early registration can register during the registration week. The course can be registered on the Banner System by the students.

Training Site Selection and Evaluation

The College Dean with the Hospital Dentistry Coordinator evaluate potential training sites based on set requirements that would meet the training objectives. Once the training site is identified and confirmed, a memorandum of understanding or agreement is prepared. The training site will be evaluated upon the completion of every training period. In addition to this, the course coordinator will visit the site regularly and discuss with the field supervisor the approaches to training, ways to develop and improve them and to what extent the trainee students benefit from them.

Orientation of Trainee Students

Before the start of hospital visit, the course coordinator will brief the students about the purpose of the training and their schedules. These are intended to familiarize students with the program, curricula, facilities, department activities, professional ethics and code of conduct. Students are properly oriented as to their role and responsibility at the training site and the possible sources of risks involved.

Follow-up and Performance Assessment of Trainees

Site Visit by Academic Supervisor

The Academic Supervisor is required to conduct at least one visit to the training hospital and discuss with the Field Supervisor the approaches to training, ways to develop and improve them and to what extent the trainee students benefit from them.

Training Report

At the end of their training, students are expected to submit individual project (report) about different hospital activities during hospital rotations.

Training Assessment by Field Supervisor

At the end of the training, the field supervisor fills out an assessment form for every student.

Course Assessment by Academic Supervisor

At the end of the course, the course coordinator submits the Instructor Course Assessment Report that contains a comprehensive instructor review of the presentation of the course, covering:

a. appropriateness of the course learning outcomes

b. extent to which the syllabus was covered

c. extent to which learning outcomes were met (with evidence)

d. appropriateness of textbooks and other learning resources

e. appropriateness of assessment instruments in relation to learning outcomes

f. appropriateness of the balance of assessment

g. appropriateness of prerequisites

h. general comments on any problems encountered with the course

Assessment of the effectiveness of the training

At the end of the course, the course coordinator evaluates data about the percentage of students who have achieved the learning outcome of an objective for each course assessment tool used for the Outcome. A weighted average for each course Outcome is computed and used to determine whether a given course Outcome has been achieved or not. Depending on the number of course Outcomes, which has been achieved, a decision is made on whether the whole course outcomes were achieved or not. Following this, the course is mapped against a predetermined Program Learning Outcome. Depending on the number of courses that has been achieved, a decision is made on whether the particular Program Outcomes were achieved or not.

Appendices

1. Course Description of the Hospital Dentistry course

2. Evaluation by Field Supervisor Form

Appendix: 1 Course Description

College: Dentistry Department: Surgical Sciences Program: DDS

Academic Year: 2019 - 2020

Semester: ☐**Fall**   ☒**Spring**   ☐**Summer 1.**

Course Title	Hospital Dentistry		Course Code	DDS509

Number of Credit Hours, Contact Hours, and Prerequisites:

Credit Hours: 2	Theory: 0 Lab: 8 Tutorial: 0
Contact Hours:	**Theory:** 0 **Lab:** 8 **Tutorial:** 0
Prerequisite(s) (if any)	**DDS505**
Co-requisite(s) (if any)	

Instructor's Name and Contact Information:

Name	Abu baker Elmahdi	Office No.	128-5
E-mail	a.elmahdi@ajman.ac.ae	Office Tel.	067056217

Catalog Course Description:

Fifth year students are assigned for six weeks to an affiliated hospital. The hospital rotations are observership. During this rotations, students are assigned to hospitalized patients to reinforce principles of physical diagnosis for patients with severe medical problems, learn to request and answer consultations.

Course Learning Outcomes (CLOs):

Upon successful completion of the course, students shall be able to:

Course Learning Outcomes (CLOs)	Corresponding Program Learning Outcomes (PLOs)
1. Explain and interpret laboratory results and radiographs	K3
2. Discus dental treatment for medically compromised patients	C1
3. Write observation report on procedures and activities of allied health personnel in hospital facilities	C4

Week-by-week Course Topics and Contents, including sessions for assessments (Theory Class):

Week	Topics and Contents	rresponding CLOs (#)
1	**Admission & Discharge Medical Records:** Observe admission and discharge criteria.	CLO 3
2	**Admission & Discharge Medical Records:** Explain all the admission and discharge documents.	CLO 3
3	**Sterilization & Infection control:** Explain and monitor the sterilization.	CLO3
4	**Sterilization & Infection control:** Explain different patient, doctor and staff protection.	CLO 3

		Describe the hospital infection control procedures.	
5	**Laboratory Department:** - Explain and Interpret laboratory results.		CLO 1
6	**Medical Department:** - Discuss process of medical consultations		CLO 2
7	**Medical Department:** - Discuss dental treatment for medically compromised patients		CLO 2
8	**Surgery Department:** Describe process of surgical preparations and postoperative follow up		CLO 2
9	**ICU & CCU:** Observe patient care		CLO 3
10	**ICU & CCU:** Observe patient care		CLO 3
11	**ENT Department:** Describe basic ENT examination		CLO 3
12	**ENT Department:** Discuss ENT – dental related diseases.		CLO 2
13	**Radiology & Dental Departments:** Discuss and Interpret radiographs		CLO1
14	**Radiology & Dental Departments:** Discuss dental treatment modalities for in- patients		CLO 1
15	**Emergency Room:** -Describe and discuss treatment priority		CLO 3
16	**Emergency Room:** -Describe iv fluids & life support		CLO 3

Week-by-week clinic

Hospital rotations- discussions and seminars

Relating the CLOs to the Assessment Tools to demonstrate the attainment level of CLOs:

CLO #	Assessment Tool(s)
CLO 1	Project (report) & final exam
CLO 2	Project (report) & final exam
CLO 3	Project (report)

Out-of-Class Assignments:

#	Assignment Title	Submission Due Date
1	Individual project (report) about different hospital activities during hospital rotations	End of week 14

Course Assessment. Course Assessment Tools:

Assessment Tool	Assessment Date	Weight (%)
Out-of-Class Assignments	End of week 14	60%
Final Exam	Week 16	40%

Teaching and learning methodologies, including any use of online instruction:

Hospital rotations and seminars in the hospital.

Course texts, recommended readings, instructional material, and learning resources.

a. Course Text book:

Title:	**A Practical Guide to Hospital Dentistry**
Author(s):	K George Varghese
Edition:	1 edition
Publisher:	Jaypee Brothers Medical Publishers
Publishing Year:	2008
ISBN:	978-8184482430

b. Reference books or recommended readings:

Little and Falace's Dental Management of the Medically Compromised Patient, By James W, Little, Craig Miller and Nelson L. Rhodus, 9th edition-10/2017. Publisher: Elsevier ISBN: 9780323443555

c. Instructional material and learning resources:

www.med.nvu.edu www.dalcros.com

Appendix 2:
Evaluation by Field Supervisor

Student Name: Student ID:

Filed supervisor Name:

On a scale of 1-5, please rate the performance of the trainee student on the following 3 domains

during his/ her training period, where **1 is Poor, 2 is Satisfactory, 3 is Good, 4 is Very Good and 5 is Exceptionally Outstanding.**

Basic Clinical Skills					
	5	**4**	**3**	**2**	**1**
Obtaining medical history					
Accurately recording patient details					
Capable of reaching a final diagnosis					
Formulating a treatment plan					
Communication Skills					
	5	**4**	**3**	**2**	**1**
Acting professionally with patients					
Maintaining a good relationship with colleagues					
Accepts instruction from senior staff					
Understands the social & cultural conditions of patients regarding age, disability and confidentiality					
Professional & Personal Conduct					
	5	**4**	**3**	**2**	**1**
Maintains a proper attire & personal hygiene					
Accepting positive criticism					
Ability to adapt in different situations					
Follow the rules & regulations of hospital					

Signature:_____ Hospital Stamp   **Date:** DD / MM / YYYY

College of Engineering & Information Technology

Bachelor of Science in Biomedical Engineering

Introduction

This internship manual provides instructions and guidelines that help biomedical students to successfully complete their External Training (also called internship). It also provides guidelines for writing the training report and preparing an oral presentation at the end of the training period.

Engineering training is an essential component of all degree programs offered in the College of Engineering and Information Technology (CEIT). It helps students relate the theoretical knowledge learned in classrooms to the practical solutions of real-world problems, experience the professional work environment, and learn how to behave responsibly and work efficiently in carrying out assigned tasks.

The External Training is conducted at various healthcare organizations. The Engineering Training course has specific objectives and learning outcomes, which must be explained to student trainees by the Academic Supervisor at the beginning of the External Training. The final evaluation of student trainees' performance at the end of the training period is based on how well they achieved these objectives and outcomes. During their external training/internship, students are expected to:

- Correlate their theoretical knowledge with professional practice.

- Acquire additional technical knowledge and skills.

- Improve their communication skills, both oral and in writing.

- Show initiative and develop self-confidence in handling the assigned tasks in real-life.

- Learn and appreciate the significance of teamwork and act as a responsible member of the team they work with.

- Develop their personality by learning about self-control, punctuality, professional responsibility, time management, etc.

- Demonstrate at training sites that engineering students from AU are serious learners with positive attitude and they are capable of contributing to the ongoing jobs at the training sites.

Internship Course Learning Outcomes (CLOs):

Upon completion of the external training, students will be able to:

CLO1: Apply and correlate the acquired knowledge and principles of engineering, science and mathematics to BME practical applications and solutions.

CLO2: Communicate effectively with professionals in the healthcare industry.

CLO3: Work effectively in multi-disciplinary teams.

CLO4: Enhance their lifelong learning skills by being able to learn on their own by utilizing various resources in the work environment.

CLO5: Describe ethical and professional responsibilities in engineering situations.

CLO6: Demonstrate an ability to acquire new knowledge and skills for professional development.

CLO7: Demonstrate an understanding of the impact of BME solutions in a global, economic, environmental, and societal context.

Mapping of Internship CLOs with BME Program Learning Outcomes

Mapping of the internship learning outcomes (CLOs) to the BME program learning outcomes (PLOs):

PLO#	Program Learning Outcomes Statement
8	An ability to acquire broad knowledge in the field of BME.
3	An ability to communicate effectively with a range of audiences.
5	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
4	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

CLO	1	2	3	4	5	6	7
PLO	1	3	5	7	4	8	4

Internship Credit and Contact Hours

The Internship course in each program accounts for four (4) credit hours. Each student must spend 16 weeks of training at an organization providing appropriate internship experience. The number of contact hours is the sector's standard expectation (between 30 - 40 working hours per week in accordance with the internship organization working hours). The student can conduct the internship over two 8-week periods during the summer at the same or at different organizations. The students can register for 16 weeks internship during the fall and spring semesters. No courses are allowed to be registered during the internship with the exception of the final year project in the fall and spring semesters.

Monitoring of Student Trainees' Progress

The Field Supervisor will monitor student trainees on a day-to-day basis during their External Training. A faculty member from BME department assigned as Academic Supervisor will also visit students at their training places at least once during the training period to discuss with the Field Supervisor the training plan and the progress made by the student trainee.

Internship Assessment

The following table shows the weights given to the internship/training assessment tools.

Field Supervisor's assessment of the trainee student	40%
Assessment of Internship Report	40%
Written Exam	20%

External Training

The field supervisor will guide and supervise students at the site of practical training. He/she will assign tasks to Student trainees on a daily or a weekly basis in accordance with the training plan and evaluate their performance in accomplishing the assigned tasks. An academic supervisor from the department of BME will also guide and mentor student trainees on how to achieve the desired objectives and learning outcomes of the external training and will monitor students' progress too. The academic supervisor makes weekly follow-up through telephone calls or emails with student trainees during the course of their training.

Responsibilities of the Student Trainee

The following are the responsibilities of Student trainees:

1. After the student trainee gets a confirmed placement at a training site, he/she must inform his/her academic supervisor and provide all necessary details.

2. Before the student trainee starts the internship program, he/she must attend the "Training Preparation Meeting (TPM)" with his/her academic supervisor. The purpose of this meeting is to ensure that the student fully understands the requirements of the training in general and the training objectives and learning outcomes in particular.

3. The academic supervisor will evaluate the Student trainees' basic knowledge in the area of their training. In case they are lacking in basic knowledge, they will be asked to refresh their theoretical knowledge in that area before going to the training site.

4. Once a student trainee starts his/her training program, he/she should be regular and punctual and carry out all assigned tasks in the best possible manner. If it is not possible for him/her to attend the training for a day or part of it, he/she must get the approval of their field supervisor in advance.

5. While at the training site, student trainees must follow all safety instructions and other guidelines given by their field supervisor.

6. Student trainees must pay special attention to improving their communication skills (oral and writing) during the training period.

7. Student trainees must work hard to acquire as much technical knowledge as possible about the type of activity they are involved in. For this, they are required to try all possible ways to get the relevant technical information from the internet, manuals, reports, catalogues, etc. Student trainee should also ask questions at the site to clarify their understanding of the various technical matters.

8. Student trainees must enter a summary of the tasks they have performed in the "Weekly Activity Log Form" provided to them. These tasks must have been performed either by the student trainee alone or as a member of a team. At the end of every week, the student trainee must sign their weekly activity log form for that week and get it signed by their field supervisor.

9. Student trainees are encouraged to have a training logbook for the daily notes about their work at the training site. The notes shall be brief but to the point. Any problems encountered and how they were solved must be entered in the training log notebook, which will helpful when they start writing their training report at the completion of the training period.

10. Student trainees must keenly observe how the tasks at the training site are accomplished and try to understand the role of practicing engineers and their contribution in projects/assignments.

11. Whenever there is some free time, Student trainees should utilize it by reading a technical manual and observing how other engineers at the site are performing different tasks. During such times, they

may offer their services for an on-going technical task but never insist on doing it unless the field supervisor allows them to do so.

12. At the end of the training period, student trainees must thank all those who helped him/her at the training site. They shall also confirm that their field supervisor has completed, signed and sent the evaluation reports to the university.

13. At the end of training period, each student trainee is required to submit a training report, and take a written examination, as per the guidelines given in **Section 12** of this manual.

Internship/Training Registration Procedure

Students can register for internship using the online application form available on AU website at https://ors.ajman.ac.ae/requests/newrequest.aspx. The criteria for registering engineering training course are as follows:

- Only senior students who completed at least 90 credit hours are eligible to apply for engineering training course.

- Training request form to be filled online using students' online registration system.

- Trainig request must be approved by the head of department/ training Cco-ordinator.

- Once the above conditions have been met, the registration office will sign the students up for the engineering training course.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of student trainees in appropriate private or public organizations that operate in the fields of BME and healthcare services. Masaar Career Excellence (MCE) will also assist in the placement of students for internship through their contacts with AU partners and external organizations. Training locations proposed by students are also acceptable if they fulfil the criteria given in the training site selection form and approved by the training coordinator or academic supervisor. Please see Training *Site Selection, Evaluation and Approval Form* (*BMEIF-1)* in

Appendix B.

Orientation of Student Trainees

BME student trainees are given an orientation about engineering training objectives and their roles and responsibilities, which is conducted before the external training. The topics covered before the external training are:

- Objectives and learning outcomes of the engineering training course.

- Responsibilities of student trainees

- Roles of academic and field supervisors

- Professional ethics

- Industrial safety

- Report writing

Follow-Up and Performance Assessment of Student Trainees

At the end of the training period, student trainees will be awarded a grade based on the following:

- The student trainee's performance at the site as reported by field supervisor.

- The training report submitted by each student at the end of training.

- Evaluation of the weekly activity log forms by the academic supervisor.

- A written exam

Training site visits by the academic supervisor

The Academic Supervisor is required to conduct at least one visit to each of the training sites (especially for new training sites) to discuss the training progress with field Supervisors and student trainees. In addition, the academic supervisor is required to make regular telephone calls and/or emails to student trainees to get updates on the progress in implementing their training plans and resolve any problems they might face.

Weekly Report

Student trainees are required to prepare a weekly report that summarizes the training tasks and activities assigned by the field supervisor. Weekly reports must be signed by the field supervisor and submitted to the academic supervisor at the end of the training period.

Internship Report

Student trainees are required to prepare and submit an internship report. In the report student trainees should describe in details the knowledge and skills acquired during their training period. The following sections provide guidelines that help student trainees to prepare their training report.

Preparing first draft

The first important step in preparing the first draft of internship report is to gather all relevant information. For this purpose, student will primarily rely on their training log notebook and technical manuals related to the training work and other information gathered from the internet resources or textbooks.

The next step is to start preparing the first draft of the report. For this, student will define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline. Student primary concern in writing the first draft should be to concentrate on developing ideas. As student go along, decide where an illustration, block diagrams, schematics, graphs, tables or images would help to clarify the point. Students' first draft should contain the following three major sections.

- **Introduction**: This section, considered as Chapter 1 of internship report, defines the nature of student training, its duration, and some background information about the company/industry/organization where student was trained. Student trainee should also highlight the internship plan and the main areas of the training in this section.

- **Main body**: The main body of the report shall comprise of two to three chapters. Each chapter will discuss a different aspect of training. For example, the first chapter of the main body (i.e., Chapter 2 of student report) may briefly present the theoretical background concerning area of training, while the other two chapters may describe the practical aspects of student training such as equipment testing, fault analysis, repair and maintenance procedures, and other types of student field experience in a logical sequence.

- **Conclusion**: In this chapter, Student trainee shall summarize the conclusions of the training report. Accordingly, conclusion should be a logical outcome of the text presented in the main body of the report.

Polishing the first draft

Having completed the first draft in a typed form, students are now ready for the next step of polishing it. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality.

Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

Preparing the final version

To finalize the training report, student trainees need to add the following:

- **Title Page:** The title page shall include the name of the university and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

- **Acknowledgment**: After the title page, student may add an acknowledgment page to thank the person(s), such as field supervisor, and academic supervisor.

- **Table of Contents**: The table of contents shall indicate the titles of chapters and sections and their page numbers.

- **Bibliography or References**: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

- **Appendix**: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

Before binding the training report, student should proofread it carefully from the beginning to the end for any spelling or typographical errors. At last, student is ready for the final step that is, submitting it to the academic supervisor for evaluation.

Internship Assessment by Field Supervisor

At the end of the training period, the field supervisor is required to evaluate the overall performance of the student trainee using *Internship Evaluation by Field Supervisor Form* (BMEIF-4).

Internship Assessment by Academic Supervisor

At the end of the internship period, the academic supervisor will evaluate the student trainee's performance based on the following:

- Weekly reports

- Internship report

- Field supervisor evaluation report

- Written exam

Using the *Internship Evaluation by Academic Supervisor Form* (BMEIF-3).

Appendices

A. Course Description of the Internship/External Training

Course Syllabus

College: College of Engineering & Information Technology (CEIT)

Department: Engineering Training

Program: Biomedical Engineering

Academic Year: 2022 - 2023

Semester: ☒ **Fall**   ☒ **Spring**   ☒ **Summer**

Course Title	Engineering Training	Course Code	BME 499

Number of Credit Hours, Contact Hours, and Prerequisites:

Credit Hours: 4	Theory: N/A Lab: N/A Tutorial: N/A
Contact Hours: 480 - 640	Theory: N/A Lab: N/A Tutorial: N/A
Prerequisite(s) (if any)	Completion of 90 Credit Hours
Co-requisite(s) (if any)	

Instructor's Name and Contact Information:

Name		Office No.	
E-mail		Office Tel.	

Catalog Course Description:

External Training

The Field supervisor will guide and supervise students at the site of practical training. He will assign tasks to student trainees on a daily or weekly basis in accordance with a training plan and evaluate their performance in accomplishing given tasks. An academic supervisor from the department of BME will also direct the students to achieve the learning outcomes of the external training and will monitor students' progress too. The academic supervisor will provide guidance to the students during the course of their training and instruct them on how to make an effective presentation of their work, both orally and in writing.

Report Writing

Reports will be written following the guidelines given in the training manual. These reports will describe the knowledge and skills acquired by the students during their external training.

Course Learning Outcomes (CLOs):

Upon successful completion of the course, students shall be able to:

Course Learning Outcomes (CLOs)	Corresponding Program Learning Outcomes (PLOs)
Apply and correlate the acquired knowledge and principles of engineering, science and mathematics to BME practical applications and solutions.	1
Communicate effectively with professionals in the healthcare industry.	3
Work effectively in multi-disciplinary teams.	5
Enhance their lifelong learning skills by being able to learn on their own by utilizing various resources in the work environment.	7
Describe ethical and professional responsibilities in engineering situations.	4
Demonstrate an ability to acquire new knowledge and skills for professional development.	8
Demonstrate an understanding of the impact of BME solutions in a global, economic, environmental, and societal context.	4

CLOs:

CLO #	Assessment Tool(s)
1	Field supervisor assessment
2	Training report, Field supervisor assessment and assessment by academic supervisor
3	Field supervisor assessment
4	Field supervisor assessment
5	Field supervisor assessment and assessment by academic supervisor
6	Training report
7	Training report and Field supervisor assessment

Assessment of the Internship

Course Assessment Tools:

Assessment Tool1	Assessment Date	Weight (%)
Field supervisor assessment		40
Internship report		40
Written Test		20

A field supervisor will monitor the students on day-to-day basis during their external training. A member of BME faculty assigned as academic supervisor will also visit the students at their training place at least once during the training period.

---

[1] Other assessment tools may be added/changed, as appropriate for the course.

Teaching and learning methodologies, including any use of online instruction:

Hands on training sessions, service manuals, user manuals and online resources

Grading System:

The University uses the relative grading system, which is based on a four-point scale. An overall grade will be assigned on the following grading scale.

Undergraduate:

Grades	A	B+	B	C+	C	D+	D	F
Points	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0
Marks %	90-100	85-89	80-84	75-79	70-74	65-69	60-64	<60

For more details, refer to the Undergraduate Student Catalog.

Link: https://www.ajman.ac.ae/en/admissions/undergraduate/undergraduate-student-catalog

Graduate:

Grades	A	B+	B	C+	C	F
Points	4.0	3.5	3.0	2.5	2.0	0
Marks %	90-100	85-89	80-84	75-79	70-74	<70

For more details, refer to the Graduate Student Catalog.

Link: https://www.ajman.ac.ae/en/admissions/graduate/graduate-student-catalog

Instructor's Signature: **Date:**

Head of Department's Signature: **Date:**

B. Training Site Selection, Evaluation and Approval Form

BMEIF-1 Training Site Selection, Evaluation and Approval Form	
Please fill in the information required below before you apply for registration of the training course on student registration system.	
Student's Information	
Full Name	
Student ID	
Phone Number	
Academic Year	
Semester	
Completed Credits Hours	
Training Institution's Profile	
Institution Name	
Industry/Sector	
Private/Public	
Size	□ Small □ Medium □ Large
No. of Employees	
The Institution is related to the BME program	□ YES □ NO
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.	□ YES □ NO
The work environment in the institution is safe	□ YES □ NO
Training Period	□ From: □ To:
Academic Supervisor's Approval	
I hereby, approve the training site and give permission to the student to start his/her External Training/internship.	□ YES □ NO Comments:
Academic Supervisor's Name:	**Academic Supervisor's Signature:**

C. Internship Registration Form

The following is the internship application form that is available online at
https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: *Training Center* and Request category: *Training request* and complete your application online.

Internship Application and Registration Form

Student Name _____

Student Identification Number (ID): _____

Training Course Code_____

Cumulative GPA: _____

Total Hours Registered in the Current Semester _____

Mobile no. _____

Email address: _____

Have you registered for External Training before?

Yes_____No_____

Expected Graduation Semester _____

Do you have your own training place? Yes_____No_____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

Job Title: _____

Contact Number: _____

E-mail: _____

D. Internship Request Letter Template

[Date]

To:

[Name of the Contact Person]

[Company Name]

[Company Address]

Dear **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for ***[Student Name], [Student ID]*** who is a registered student in the BME department to be attached as trainee in [***Company's Department***] at [***Company Name].*** The student, as per his/her degree requirements must complete a total of ***[Number of Hours]*** commencing on ***[Internship Start Date]*** and ending by ***[Internship End Date]*** with the total hours in each internship week between 30 to 40 hours.

External Training/internship is a core component in the BME program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the BME industry and healthcare services.

I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Supervisor Name]

[Title]

[Tel]

[Email]

E. Internship Weekly Report Form

BMEIF-2
Student Weekly Activity Log

Student ID	
Student Name	
Company/Organization Name	
Week Number	**From:** **To:**

Training Tasks/ Activities

Task	Department	Day	Date	Hours#
Total Hours				

Further Comments: …………….………………………………………………………………………

Days Absent ………..……………   **Days Late**………..……………

Signatures:

Field Supervisor …………..……………   **Date:** ……… /………/………

Student ………………………………   **Date:** ……… /………/………

F. Internship Evaluation by Academic Supervisor Form

BMEIF-3 Internship Evaluation by Academic Supervisor Form		
Student ID		
Student Name		
Academic Year	Semester	
Internship Site		

Training Assessment

Performance category/ criteria	Student Score	Total Score
Field Supervisor Evaluation		40%
Internship Report		40%
Written Exam		20%
Total		100%

Comments

…….…………………….

Academic Supervisor: …………………………..   **Date   ………./…./………**

Signature

G. Internship Evaluation by Field Supervisor Form

BMEIF-4
Internship Evaluation by Field Supervisor Form

The field Supervisor is required to complete this form in the last week of internship. The completed form should be sent to the BME Training Co-ordinator or the Academic Supervisor.

Student ID	
Student Name	
Internship Site	
Field supervisor name	

Section A.

(*To be completed by Student trainee*)

Section B.

(*To be completed by Field Supervisor*)

1. Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.

2. Place a (v) in the appropriate box for each item.

	Performance Statement	1	2	3	4	5
1	Intern was able to correlate his/her theoretical knowledge with professional practice.					
2	Intern applied his/her technical knowledge in BME in the field of their training.					
3	Intern demonstrated effective communication skills.					
4	Intern worked effectively in multi-disciplinary teams and acted as a responsible member of the team they are working with.					
5	Intern developed his/her personality by learning about self-control, punctuality, professional responsibility, time management, etc.					
6	Intern demonstrated his/ her capability of contributing to the ongoing jobs at the training sites.					
7	Intern attended on time and regularly					

H. Student trainee Feedback Form

BMEIF-5 Student trainee Feedback Form	
Student ID	
Student Name	
Academic Year	
Semester	
Internship Site	

3. Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.
4. Place a (v) in the appropriate box for each item.

S No.	Statement	Rating				
		1	2	3	4	5
1	I am satisfied with the institution in which I conducted my training.					
2	The training activities were relevant to my specialization field.					
3	I had the opportunity to apply my hard (hands-on) and soft skills during the training.					
4	I am satisfied with the guidance and supervision of my Field Supervisor.					
5	I am satisfied with the guidance and supervision of my Academic Supervisor during the training.					
6	I achieved my training learning outcomes.					

Further Remarks:

……
………

Date: …………………………..

I. Academic Supervisor Feedback Form

Form BMEIF-6
Academic Supervisor Feedback Form

Academic supervisor	
Academic year	
Semester	
Internship site	

Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. Place a (v) in the appropriate box next to each item.

S No.	Statement	Rating				
		1	2	3	4	5
1	Trainee was able to interact with professionals in the various departments in the training site.					
2	The training plan was relevant to the trainee's specialization.					
3	Trainee had the opportunity to apply practical and soft skills during the training.					
4	Field supervision for the trainees was excellent.					
5	Trainee achieved the training learning outcomes.					

Further Remarks:

……
………

Name and Signature: ………………………….   Date: ………………………….

Bachelor of Science in Electrical Engineering
(Instrumentation & Control, Electronics & Communication, Power & Renewable Energy)

Introduction

This internship manual provides instructions and guidelines that help electrical students to successfully complete their internship/external training period. It also provides guidelines for writing the internship/training report and preparing an oral presentation at the end of their training period.

Engineering training/internship is an essential component of all degree programs offered in the College of Engineering and Information Technology (CEIT). It helps students relate the theoretical knowledge learned in classrooms to the practical solutions of real- world problems, experience the professional work environment, and learn how to behave responsibly and work efficiently in carrying out assigned tasks.

For electrical and computer engineering students, the Engineering Training is conducted at various electrical engineering industries. Engineering Training course has specific objectives and learning outcomes, which must be explained to trainee students by the Academic Supervisor at the beginning of the External Training. The final evaluation of trainee students' performance at the end of the training period is based on how well they achieved these objectives and outcomes. During their External Training/Internship, students are expected to:

- Correlate their theoretical knowledge with professional practice.

- Acquire additional technical knowledge concerning the field of their training.

- Improve their communication skills, both oral and in writing.

- Show initiative and develop self-confidence in handling the assigned tasks in real- life.

- Learn and appreciate the significance of teamwork and act as a responsible member of the team they work with.

- Develop their personality by learning about self-control, punctuality, professional responsibility, time management, etc.

- Demonstrate at the training site that engineering students from AU are serious learners with positive attitude and they are capable of contributing to the ongoing jobs at the training sites.

Internship Learning Outcomes (CLOs):

Upon completion of the External Training, students will be able to:

CLO1	Apply and correlate their basic knowledge to electrical engineering practical applications and solutions.
CLO2	Apply and correlate their specialized knowledge to electrical engineering practical applications and solutions.
CLO3	Communicate effectively, orally and in writing
CLO4	Work effectively in multi-disciplinary teams.

CLO5	Enhance their lifelong learning skills by being able to learn on their own utilizing the various resources in the work environment.
CLO6	Apply and correlate their knowledge of mathematics, science and engineering to solve engineering problems.
CLO7	Demonstrate an understanding of professional and ethical responsibility and the need for professional development.
CLO8	Demonstrate an understanding of the impact of electrical engineering solutions in a global, economic, environmental and societal context.

Mapping of Internship CLOs with EE Program Learning Outcomes

Mapping of Course Learning Outcomes to Program Learning Outcomes:

PLO#	Program Learning Outcomes Statement
8	An ability to acquire broad knowledge in the field of electrical engineering.
3	An ability to communicate effectively with a range of audiences.
5	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
4	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

CLO	1	2	3	4	5	6	7	8
PLO	8	8	3	5	7	1	4	4

Internship Credit and Contact Hours

The Engineering Training courses accounts for 3 credit hours and 480-640 contact hours of the Electrical Engineering program and students receive grades based on their performance during External Training periods.

Monitoring of Trainee Students' Progress

The Field Supervisor will monitor trainee students on a day-to-day basis during their External Training. A faculty member from the Electrical Engineering department assigned, as Academic Supervisor will also visit students at their training places at least once during the training period to discuss with the Field Supervisor the training plan and the progress made by the trainee student.

Internship Assessment

The following table shows the weights given to the internship/training assessment tool.

Field Supervisor's assessment for the trainee student	40%
Assessment of External Training report by the Academic Supervisor	30%
Assessment of the weekly reports of the External Training by the Academic Supervisor	10%

Assessment of trainee presentation by a departmental committee.	20%

External Training

The total number of hours that the intern is required to complete in each week of their training period should not exceed 40 hours per week. The Field Supervisor will guide and supervise students at the site of practical training. He will assign tasks to trainee students on a daily or weekly basis in accordance with the training plan and evaluate their performance in accomplishing given tasks. An Academic Supervisor from the department of electrical engineering will also direct the students to achieve the desired objectives of practical training and will monitor students' progress too. The Academic Supervisor will provide guidance to the students during the course of their training and instruct them on how to make an effective presentation of their work, both orally and in writing.

Responsibilities of the Student Trainee

The following are the responsibilities of the student trainee during the internship period:

1. After a student gets a confirmed placement at a training site, he/she must inform his/her Academic Supervisor and provide all necessary details.

2. Before the student trainee starts the practical training, he/she must attend the "Training Preparation Meeting (TPM)" with his/her Academic Supervisor. The purpose of this meeting is to ensure that the student fully understands the requirements of the training in general and the training objectives and learning outcomes in particular.

3. The Academic Supervisor will evaluate the student trainees' basic knowledge in the area of their training. In case they are lacking in basic knowledge, they will be asked to refresh their theoretical knowledge in that area before going to the training site.

4. Once student trainee starts his/her training program, he/she should be regular and punctual and carry out all assigned tasks in the best possible manner. If it is not possible for him/her to attend the training for a day or part of it, he/she must get the approval of their Field Supervisor in advance.

5. While at the training site, student trainee must follow all safety instructions and other guidelines from their Field Supervisor.

6. Student trainee must pay special attention to improve their communication skills (oral and writing) during the training period.

7. Interns must work hard to acquire as much technical knowledge as possible about the type of activity they are involved at the training site. For this, try all possible ways to get the needed technical information from the Internet, manuals, reports, catalogues, etc. Student trainee should also ask questions at the site to clarify their understanding of the subject matter.

8. For each day of the week, student trainee must enter a summary of the tasks they have performed in the "Weekly Activity Log Form" provided to them. These tasks must have been performed either by the student trainee alone or as a member of a team. At the end of every week, the student trainee must sign their weekly activity log form for that week and get it signed by their Field Supervisor.

9. Prepare a training Logbook for the daily notes about their work at the training site. The notes shall be brief but to the point. Any problems encountered and how they were solved must be entered in the Training log notebook, which will be helpful when they start writing their training report at the completion of the training period.

10. Student trainee must keenly observe how the tasks at the training site are accomplished and try to understand the role of a practicing engineer and his contribution in successful completion of projects/assignments.

11. Whenever there is some free time, students should utilize it by reading a technical manual and observing how other engineers at the site are performing different tasks. During such times, they may offer their services for an on-going technical task but never insist on doing it unless the Field Supervisor allows them to do so.

12. At the end of the training period, student trainee must thank all those who helped him/her at the training site. They shall also confirm that their Field Supervisor has signed and sent the assessment form to the university.

13. Student trainee must prepare a training report as well as an oral presentation (using Power Point) at the end of the training session according to the guidelines in section [13].

Internship/Training Registration Procedure

Students can register for internship using the online application form available at https://ors.ajman.ac.ae/requests/newrequest.aspx.

The criteria for registering Engineering Training course are as follows:

- Only senior students who completed at least 90 credit hours are eligible to apply for Engineering Training course.

- Training request form is filled online using students' online registration system.

- Head of Department/ Training Coordinator's approval is required in all cases.

- Once the training request is approved, Engineering Training is added to the student's registered courses.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of trainee students in appropriate private or public organizations that operate in the field of electrical engineering. Career and Internship Office can also assist in the placement of students for internship through their contacts with external organizations. Training locations proposed by students are also accepted if they fulfil the required training site selection criteria and approved by the training coordinator or academic supervisor. Please see Training Site Selection, Evaluation and Approval Form (EEIF-1) in Appendix B.

Orientation of Trainee Students

Trainee students are given an orientation about engineering training objectives and their roles and responsibilities during the Internal Training, which is conducted before the External Training. The topics covered during the Internal Training are:

1. Objectives and learning outcomes of the Engineering Training course.

2. Responsibilities of Trainee Students

3. Roles of Academic and Field Supervisors

4. Assessment of Practical Training Performance

5. Generic or Soft Skills for Engineers

6. Professional Ethics

7. Industrial Safety

8. Technical Preparedness

9. Report Writing

10. Oral Presentation

Follow-Up and Performance Assessment of Student Trainees

At the end of Engineering Training period, student trainees will be awarded a grade based on the following:

1. Student performance at the site as reported by Field Supervisor.

2. The training report and oral presentation prepared at the end of student training.

3. Evaluation of the weekly activity log forms by the Academic Supervisor.

Training Site Visit by Academic Supervisor

The Academic Supervisor is required to conduct at least one visit to each of the training site (especially for new training sites) to discuss the training progress with the Field Supervisor and the Student Trainee.

Weekly Reports

Student trainees are required to prepare a weekly report that summarizes the training tasks and activities assigned by the Field Supervisor.

Internship Report

Student Trainees are required to prepare and submit final report. The report should describe in details the knowledge and skills acquired during their External Training. The following sections provide guidelines that help trainee students write their training report.

Preparing First Draft

The first important step in preparing the first draft of internship report is to gather all relevant information. For this purpose, student will primarily rely on their Training log notebook and technical manuals related to the training work and other information gathered from the Internet or textbooks.

The next step is to start preparing the first draft of the report. For this, student will define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline. Student primary concern in writing the first draft should be to concentrate on developing ideas. As student go along, decide where an illustrations, block diagrams, schematics, graphs, tables or images would help to clarify the point. Students' first draft should contain the following three major sections.

1. **Introduction**: This section, considered as Chapter 1 of internship report, defines the nature of student training, its duration, and some background information about the company/industry/organization where student was trained. Student Trainee should also highlight the main areas of the training in this section.

2. **Main body**: The main body of the report shall comprise of two to three chapters. Each chapter will discuss a different aspect of the training. For example, the first chapter of the main body (i.e., Chapter

2 of student report) may briefly present the theoretical background concerning area of training, while the other two chapters may describe the practical aspects of student training such as equipment testing, fault analysis, repair and maintenance procedures, and other types of student field experience in a logical sequence.

3. **Conclusion**: In this chapter, student trainee will summarize the conclusions of the training report. Accordingly, conclusion should be a logical outcome of the text presented in the main body of the report.

Polishing the First Draft

Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph. Having completed the first draft in a typed form, student are now ready for the next step of polishing it. Critically review the first draft to delete unnecessary details and add any missing information. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality.

Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

Preparing the Final Version

To finalize the training report, student trainees need to add the following additional pages:

1. **Title Page**: The title page shall include the name of the university and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

2. **Acknowledgment**: After the title page, student may add an acknowledgment page to thank the person(s), such as Field Supervisor, and Academic Supervisor.

3. **Table of Contents**: The table of contents shall indicate the titles of chapters and sections and their page numbers.

4. **Bibliography or References**: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

5. **Appendix**: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

   Before binding the training report, the student should proofread it carefully from the beginning to the end for any spelling or typographical errors before submitting it to the Academic Supervisor for evaluation.

Internship Presentation

At the end of the External Training, trainee students are required to prepare and deliver a fifteen-minute presentation that highlights their activities/ tasks during their External Training period. Trainee students must follow the following guidelines for preparing their oral presentation:

i) Planning for oral presentation

ii) Preparing visual aids

iii) Preparing for Questions/Answers session

iv) Getting ready for actual presentation

Planning for Oral Presentation:

The main steps involved in the planning are as follows:

a) Define the contents

b) Define a suitable title of presentation

c) Collect all necessary supporting material

d) Identify the main points that student wants to convey to the audience

e) Organize their thoughts in logical sequence

f) Determine the number of slides needed for their presentation

g) Identify main points for each slide and give each slide a title

Presentation format and layout:

The following points should be observed while preparing presentation slides:

a) Each slide shall contain only the key points.

b) Use large fonts so that it is easy for the audience to read the contents of the slides.

c) Use different colours to highlight the most important points.

d) Use animation effects where appropriate but do not overdo it.

e) Add graphics, charts, figures, and video clips, as appropriate.

Students may use the following sequence for slides:

The Title Slide: Contains the title of the presentation, name of presenter, name of Academic Supervisor.

Outline Slide: A listing of the major components of the presentation.

Body Slides: Cover all the major topics of the presentation with figures, charts, tables, pictures, etc. o

Conclusion Slide: Should include a summary of the main conclusions of the training experience.

Questions/Answers Session:

Although students have no idea about the type of questions asked at the end of their presentation, they must do their homework so that they are reasonably prepared for this session.

Presentation Day: On the day of the presentation:

a) Dress appropriately for the occasion.

b) Be calm and composed. Show self-confidence.

c) Arrive in the presentation room/hall before the start of their presentation.

d) Make sure their presentation is properly saved on the presentation room PC and it runs smoothly without any problem.

e) Follow the instructions of the session chairperson regarding the presentation time.

f) Do not rush or talk too slowly.

g) Pause at key points to emphasize their significance.

h) Change your voice pitch and use appropriate gestures.

i) Maintain eye contact with the audience.

j) At the end of the presentation, thank the audience and ask if there are any questions.

k) Carefully listen to the questions and give concise, to the point answers.

Internship Assessment by Field Supervisor

At the end of the training period, the Field Supervisor is required to evaluate the overall performance of the student trainee using *Internship Evaluation by Field Supervisor Form* (EEIF-4).

Internship Assessment by Academic Supervisor

At the end of the internship period, the Academic Supervisor will evaluate the student trainee's performance based on the following:

- Weekly Reports

- Internship /Training Report

- Internship Oral Presentation

- Field Supervisor Evaluation Report

Using the *Internship Evaluation by Academic Supervisor Form* (EEIF-3).

Appendices

A. Course Description of the Internship/External Training

Course Title	Engineering Training		
Course Code	ELE 497	Credit Hours:	3
Pre-Requisites	Completion of 90 Credit Hours		

Course Intended Learning Outcomes (CLO):

At the conclusion of this course, students will be able to:

CLO1	Apply and correlate their basic knowledge to electrical engineering practical applications and solutions.
CLO2	Apply and correlate their specialized knowledge to electrical engineering practical applications and solutions.
CLO3	Communicate effectively, orally and in writing
CLO4	Work effectively in multi-disciplinary teams.
CLO5	Enhance their lifelong learning skills by being able to learn on their own utilizing the various resources in the work environment.
CLO6	Apply and correlate their knowledge of mathematics, science and engineering to solve engineering problems.
CLO7	Demonstrate an understanding of professional and ethical responsibility and the need for professional development.
CLO8	Demonstrate an understanding of the impact of electrical engineering solutions in a global, economic, environmental and societal context.

Mapping of Course Learning Outcomes to Student Outcomes/Performance Indicators:

CLO	1	2	3	4	5	6	7	8
SO/PI	8	8	3	5	7	1	4	4

Monitoring of Students' Progress

A Field Supervisor will monitor the students on day-to-day basis during their External Training. A member of EE faculty assigned as Academic Supervisor will also visit the students at their training place at least once during the training period.

Training Assessment	
Field Supervisor Assessment	40%
External Training Report	30%
Weekly Reports	10%
Presentation and Q/As:	20%

External Training

The Field Supervisor will guide and supervise students at the site of practical training. He will assign tasks to trainee students on a daily or weekly basis in accordance with a training plan and evaluate their performance in accomplishing given tasks. An academic supervisor from the Department of Electrical Engineering will also direct the students to achieve the learning outcomes of the External Training and will monitor students' progress too. The Academic Supervisor will provide guidance to the students during the course of their training and instruct them on how to make an effective presentation of their work, both orally and in writing.

Report Writing

Two separate reports will be written following the guidelines given in the Training Manual. These reports will describe the knowledge and skills acquired by the students during their Internal and External Training.

Oral Presentation

A Power-Point presentation will be prepared for fifteen-minute presentation session. The presentation shall focus on the technical knowledge and skills acquired during the training.

B. Training Site Selection, Evaluation and Approval Form

EEIF-1
Training Site Selection, Evaluation and Approval Form
Please fill in the information required below before you apply for registration of the training course on student registration system.

Student's Information			
Full Name			
Student ID			
Phone Number			
Academic Year			
Semester			
Completed Credits Hours			
Training Institution's Profile			
Institution Name			
Industry/Sector			
Private/Public			
Size	□ Small	□ Medium	□ Large
No. of Employees			
The Institution is related to the EE program	□ YES	□ NO	
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.	□ YES	□ NO	
The work environment in the institution is safe	□ YES	□ NO	
Training Period	□ From:	□ To:	
Academic Supervisor's Approval			
I hereby, approve the training site and give permission to the student to start his/her External Training/internship.	□ YES Comments:	□ NO	
Academic Supervisor's Name:	**Academic Supervisor's Signature:**		

C. Internship Registration Form

The following is the internship application form that is available online at

https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: *Training Center* and Request category:

Training request and complete your application online.

Internship Application and Registration Form

Student Name _____

Student Identification Number (ID): _____

Training Course Code_____

Cumulative GPA:_____Total Hours Registered in the Current Semester _____

Mobile no. _____

Email address: _____

Have you registered for External or Internal Training before? Yes_____No_____

Expected Graduation Semester _____

Do you have your own training place? Yes_____No_____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

Job Title: _____

Contact Number: _____

E-mail Emirate_____

D. Internship Request Letter Template

[Date]

To:

[Name of the Contact Person]

[Company Name]

[Company Address]

Dear [Name],

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for *[Student Name], [Student ID]* who is a registered student in the Electrical Engineering department to be attached as trainee in [*Company's Department]* at [*Company Name].* The student, as per his/her degree requirements must complete a total of *[Number of Hours]* commencing on *[Internship Start Date]* and ending by *[Internship End Date]* with the total hours in each internship week not exceeding 40.

External Training/internship is a core component in the electrical engineering program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the electrical engineering industry and healthcare services.

I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Supervisor Name]

[Title]

[Tel]

[Email]

E. Internship Weekly Report Form

EEIF-2 Student Weekly Activity Log	
Student ID	
Student Name	
Company/Organization Name	
Week Number	From: To:

Training Tasks/ Activities

Task	Department	Day	Date	Hours#
Total Hours				

Further Comments:

……………………………………………………………………………..……

Days Absent ………..……………   Days Late………..……………

I)   Signatures

Field Supervisor …………..……………   Date: ……… /………/………

Student ………………………………   Date: ……… /………/………

F. Internship Evaluation by Academic Supervisor Form

EEIF-3 Internship Evaluation by Academic Supervisor Form		
Student ID		
Student Name		
Academic Year	**Semester**	
Internship Site		

Training Assessment

Performance category/ criteria	Student Score	Total Score
Weekly Reports (EEIF2)		10%
External Training Report		30%
Internship Presentation		20%
Field Supervisor Evaluation (EEIF4)		40%
Total		100%

Comments

…………………………………………………………………………………………

……………………………………………………………………………………….

Academic Supervisor: …………………………..   **………./…./………**

Signature   *Date*

G. Internship Evaluation by Field Supervisor Form

EEIF-4
Internship Evaluation by Field Supervisor Form

The Field Supervisor is required to complete this form in the last week of internship. The completed form should be sent to the EE Training Coordinator or the Academic Supervisor.

Section A.

(*To be completed by the Trainee student*)

Student ID	
Student Name	
Internship Site	
Field Supervisor Name	

Section B.

(*To be completed by the Field Supervisor*)

- *Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.*

- *Place a (√) in the appropriate box for each item.*

Performance Category/ Criteria	1	2	3	4	5
Intern was able to correlate his/her theoretical knowledge with professional practice.					
Intern applied his/her technical knowledge in electrical engineering in the field of their training.					
Intern demonstrated effective communication skills.					
Intern worked effectively in multi-disciplinary teams and acted as a responsible member of the team they are working with.					
Intern developed his/her personality by learning about self- control, punctuality, professional responsibility, time management, etc.					
Intern demonstrated his/ her capability of contributing to the ongoing jobs at the training sites.					
Intern attended on time and regularly					

H. Intern Student Feedback Form

EEIF-5 Intern Student Feedback Form	
Student ID	
Student Name	
Academic Year	
Semester	
Internship Site	
Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. Place a (v) in the appropriate box for each item.	

S No.	Item	Rating				
		1	2	3	4	5
1	I am satisfied with the institution in which I conducted my training.					
2	The training activities were relevant to my specialization field.					
3	I had the opportunity to apply my hard (hands-on) and soft skills during the training.					
4	I am satisfied with the guidance and supervision of my Field Supervisor					
5	I am satisfied with the guidance and supervision of my Academic Supervisor during the training					
6	I achieved my training learning outcomes					

Further Remarks:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Date: ………………………….

I. Academic Supervisor Feedback Form

Form EEIF-6
Form EEIF-6 **Academic Supervisor Feedback Form**

Academic Supervisor	
Academic Year	
Semester	
Internship Site	

Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.
Place a (v) in the appropriate box next to each item.

No.	Item	Rating				
		1	2	3	4	5
1	Trainee was able to interact with professionals in the various departments in the training site.					
2	The training plan was relevant to the trainee's specialization					
3	Trainee had the opportunity to apply practical and soft skills during the training					
4	Field supervision for the trainees was excellent					
5	Trainee achieved the training learning outcomes					

Further Remarks:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

Name and Signature: …………………………….   **Date: …………………………….**

College of Engineering & Information Technology

Bachelor of Science in Civil Engineering

Introduction

This internship manual provides instructions and guidelines that help civil engineering students to successfully complete their internship/External Training period. It also provides guidelines for writing the internship/training report and preparing an oral presentation at the end of the training period.

Engineering training/internship is an essential component of all degree programs offered in the College of Engineering and Information Technology (CEIT). It helps students relate the theoretical knowledge learned in classrooms to the practical solutions of real-world problems, experience the professional work environment, and learn how to behave responsibly and work efficiently in carrying out assigned tasks.

The Engineering Training course in the CIE program consists of External Training which is conducted at various consulting and contracting organizations. The Engineering Training course has specific objectives and learning outcomes, which must be explained to Student Trainees by the Academic Supervisor at the beginning of the External Training. The final evaluation of Student Trainees' performance at the end of the training period is based on how well they achieved these objectives and outcomes. During their External Training/Internship, students are expected to:

- Correlate their theoretical knowledge with professional practice.

- Acquire additional technical knowledge and skills.

- Improve their communication skills, both oral and in writing.

- Show initiative and develop self-confidence in handling the assigned tasks in real-life.

- Learn and appreciate the significance of teamwork and act as a responsible member of the team they work with.

- Develop their personality by learning about self-control, punctuality, professional responsibility, time management, etc.

- Demonstrate at training sites that engineering students from AU are serious learners with positive attitude and they are capable of contributing to the ongoing jobs at the training sites.

Benefits of Internships for Engineering students

1. Gain valuable work experience and get acquainted with current trends and industry

The hands-on work experience interns receive is invaluable and cannot be obtained in a classroom setting, making this one of the most important **benefits of internships.** An **internship, aids engineering students** to learn and sharpen in-demand technical skills, helps to learn professional ethics or etiquette and helps in polishing the soft skills. Interns have the opportunity to apply acquired knowledge to real work experiences, witnessing first-hand the day-to-day job duties they can expect to encounter in their chosen field. Engineering students get an opportunity to work on projects, get acquainted with different clients, and expose them to the actual work environment, contrasting with their textbook theories. Having

the right attitude to apply those theories in practical work life is essential, and that internship provides you the ground to test your proficiency. In addition to learning the specialized skills of a particular field, transferable skills such as communication, teamwork, and computer proficiency are also obtained in an internship, fully preparing interns to enter the workforce upon graduation.

2. Explore a career path

As engineering is a vast field, you can try out better options and choose the appropriate area. For example, a civil engineer would maintain infrastructure projects, inspection, a computer engineer would get a chance to test software, programming, or network technology. Once you are confident about the particular field, you can narrow down your options and concentrate on putting effort into your internships, as they will give you great clarity. There are various **internships for engineering students** to strengthen their personal character, and professionalism. Exploring is an important part of the university experience, and internships are a great way for students to acquaint themselves with the field they are interested in.

3. Give yourself an edge in the job market

As you enter the work-life, you gain more clarity, and slowly you start earning a competitive advantage over the other fellow members. Many students apply for the same job but what makes you different from others is a question. Internships help you with that base by making you understand where you stand and test your competitive strength.

We hope you have a better insight into how **internships are essential**. As they are compulsory for engineering students, don't be apprehensive regarding it and start applying for internships as they stimulate your skills, capabilities and foster you to become more productive and enlightened. One of the most important **internship benefits** is that university graduates who already have some work experience in the form of an internship stand out to potential employers. Internship experience makes a university grad more marketable as they usually require less training and can handle more responsibilities. You may also receive a higher starting salary than those who do not have internship experience and are entering the workforce or starting a new career.

4. Career Development Opportunities

You can seek out new challenging assignments, take up individual initiatives and responsibilities, which is a great way to show enthusiasm and make the company believe that you can be a great asset to them if hired. You can undertake hands-on training programs offered by reputed institutions and simultaneously work on industrial projects, consignments, etc.

You can seek out new challenging assignments, take up individual initiatives and responsibilities, which is a great way to show enthusiasm and make the company believe that you can be a great asset to them if hired. You can undertake hands-on training programs offered by reputed institutions and simultaneously work on industrial projects, consignments, etc.

You can learn a lot about your strengths and weaknesses during an internship. Internships allow for feedback from supervisors and others who are established in the field, and offer a unique learning opportunity that you may not have again as a working adult.

5. Network with professionals in the field

Internships provide grounded practical experience and meeting people who share similar interests can be great as they can properly guide you. By meeting new people, you can widen your professional contacts

and networks—one of the significant essential points to understand **the importance of internships for engineering students.** In the working world, it's all about who you know. As an intern, you will be surrounded by professionals in the industry. Internships are more than just about earning credit, or getting a grade; internships provide an opportunity to learn from the people around you, ask questions, and impress. The professionals you encounter during an internship can be your future colleagues or the connection to your first job.

6. Gain confidence

Internships allow you to test out specific techniques learned in the classroom before entering the working world. It's an opportunity to apply what you have learned in a safe environment where mistakes are expected – rather than learn the hard way in your first job out of college.

7. Transition into a job

Once you are an intern, you can work on the desired projects, gain industrial experience, and in today's world, getting a qualified candidate for the job seems to be difficult for the employer but given a chance if the students as interns can prove their competence, it will help in catalysing their hiring process as a whole-time worker or getting placements in a reputed company. Pre-placement offers are provided to engineering students- these help to build their professional network and contacts. Doing an internship is beneficial for the engineering students for getting a proper placement for their job. Many companies use internships as a way to enhance their recruitment efforts. In some cases, a company may decide to hire an intern at the end of the assignment.

8. Build a strong resume

This valuable job experience enables you to fill out your resume with honesty and specificity. Not only will you be able to add the duties and projects from your internship to the experience section of your resume, but you will also be able to more clearly describe your objectives for permanent position.

9. Opportunity to learn about yourself

Every industry has its pros and cons. For that, you need to expose yourself to such work environments to understand the depth of every field and acknowledge your strengths and weakness. It is essential to come out of your comfort zones. This is one of the **significant importance of internships for engineering students.**

Internship Learning Outcomes (CLOs):

Upon completion of the External Training, students will be able to:

CLO1:	Apply and correlate their basic knowledge to CIE practical applications and solutions.
CLO2:	Apply and correlate their specialized knowledge to CIE practical applications and solutions.
CLO3:	Communicate effectively, orally and in writing
CLO4:	Work effectively in multi-disciplinary teams.
CLO5:	Enhance their lifelong learning skills by being able to learn on their own utilizing the various resources in the work environment.
CLO6:	Apply and correlate their knowledge in mathematics, science and engineering to solve engineering problems.

CLO7:	Demonstrate an understanding of professional and ethical responsibility and the need for professional development.
CLO8:	Demonstrate an understanding of the impact of CIE solutions in a global, economic, environmental and societal context.

Mapping of Internship CLOs with CIE Program Learning Outcomes

Mapping of the internship learning outcomes (CLOs) to the CIE program learning outcomes (PLOs):

PLO1:	Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
PLO2:	Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
PLO3:	Communicate effectively with a range of audiences
PLO4:	Describe ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
PLO5:	Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
PLO6:	Apply new knowledge as needed, using appropriate learning strategies.
PLO8:	An ability to demonstrate broad knowledge in the field of Civil engineering.

CLO	1	2	3	4	5	6	7	8
PLO	8	8	3	5	7	1	4	2

Internship Credit and Contact Hours

The Internship course in each program accounts for four credit hours. Each student must spend 16 weeks of training at an organization providing appropriate internship experience. The number of contact hours is the sector's standard expectation (at least 30 working hours per week in accordance with the internship organization working hours). The student can conduct the internship over two 8-week periods during the summer at the same or at different organizations. Students can register for 16 weeks internship during the Fall and Spring semesters. No courses are allowed to be registered during the internship with the exception of the final year project in the Fall and Spring semesters.

Monitoring of Student Trainees' Progress

The Field Supervisor will monitor Student Trainees on a day-to-day basis during their External Training. A faculty member from CIE department assigned as Academic Supervisor will also visit students at their training places at least once during the training period to discuss with the Field Supervisor the training plan and the progress made by the Student Trainee.

Internship Assessment

The following table shows the weights given to the internship/training assessment tool.

Field Supervisor's assessment for the Student Trainee	50%
Assessment of External Training report by the Academic Supervisor	30%

Assessment of the weekly reports of the External Training by the Academic Supervisor	10%
Assessment of trainee presentation by a departmental committee.	10%

External Training

The Field Supervisor will guide and supervise students at the site of practical training. He/she will assign tasks to Student Trainees on a daily or a weekly basis in accordance with the training plan and evaluate their performance in accomplishing the assigned tasks. An Academic Supervisor from the department of CIE will also guide and mentor Student Trainees on how to achieve the desired objectives and learning outcomes of the External Training and will monitor students' progress too. The Academic Supervisor makes weekly follow-up through telephone calls or emails with Student Trainees during the course of their training.

Responsibilities of the Student Trainee

The following are the responsibilities of Student Trainees:

a) After the Student Trainee gets a confirmed placement at a training site, he/she must inform his/her Academic Supervisor and provide all necessary details.

b) Before the Student Trainee starts the internship program, he/she must attend the "Training Preparation Meeting (TPM)" with his/her Academic Supervisor. The purpose of this meeting is to ensure that the student fully understands the requirements of the training in general and the training objectives and learning outcomes in particular.

c) The Academic Supervisor will evaluate the Student Trainees' basic knowledge in the area of their training. In case they are lacking in basic knowledge, they will be asked to refresh their theoretical knowledge in that area before going to the training site.

d) Once a Student Trainee starts his/her training program, he/she should be regular and punctual and carry out all assigned tasks in the best possible manner. If it is not possible for him/her to attend the training for a day or part of it, he/she must get the approval of their Field Supervisor in advance.

e) While at the training site, Student Trainees must follow all safety instructions and other guidelines from their Field Supervisor.

f) Student Trainees must pay special attention to improving their communication skills (oral and writing) during the training period.

g) Student Trainees must work hard to acquire as much technical knowledge as possible about the type of activity they are involved in. For this, they are required to try all possible ways to get the relevant technical information from the Internet, manuals, reports, catalogues, etc. Student Trainee should also ask questions at the site to clarify their understanding of the various technical matters.

h) Student Trainees must enter a summary of the tasks they have performed in the "Weekly Activity Log Form" provided to them. These tasks must have been performed either by the Student Trainee alone or as a member of a team. At the end of every week, the Student Trainee must sign their weekly activity log form for that week and get it signed by their Field Supervisor.

i) Student Trainees are encouraged to have a training logbook for the daily notes about their work at the training site. The notes shall be brief but to the point. Any problems encountered and how they were solved must be entered in the Training log notebook, which will helpful when they start writing their training report at the completion of the training period.

j) Student Trainees must keenly observe how the tasks at the training site are accomplished and try to understand the role of practicing engineers and their contribution in projects/assignments.

k) Whenever there is some free time, Student Trainees should utilize it by reading a technical manual and observing how other engineers at the site are performing different tasks. During such times, they may offer their services for an on-going technical task but never insist on doing it unless the Field Supervisor allows them to do so.

l) At the end of the training period, Student Trainees must thank all those who helped him/her at the training site. They shall also confirm that their Field Supervisor has completed, signed and sent the evaluation reports to the university.

m) Each Student Trainee is required to prepare and submit a training report and deliver an oral presentation (using Power Point) at the end of each training period according to the guidelines given in section [13] of this manual.

Internship/Training Registration Procedure

Students can register for internship using the online application form available on AU website at https://ors.ajman.ac.ae/requests/newrequest.aspx. The criteria for registering Engineering Training course are as follows:

a) Only senior students who completed at least 90 credit hours are eligible to apply for Engineering Training course.

b) Training request form is filled online using students' online registration system.

c) Trainig request must is approved by the Head of Department/ Training Co-ordinator.

d) Office of Regiteration will add Engineering Training to added to the student's registered courses upon the fulfilment of the above.

Training Site Selection and Evaluation

The Training Coordinator and the Academic Supervisor coordinate the placement of Student Trainees in appropriate private or public organizations that operate in the fields of civil engineering. Office of Career and Placement Services (OCPS) will also assist in the placement of students for internship through their contacts with AU partners and external organizations. Training locations proposed by students are also acceptable if they fulfil the criteria given in the training site selection form and approved by the Training Coordinator or Academic Training Supervisor. Please see *Training Site Selection, Evaluation and Approval Form* (*CIEIF-1)* in Appendix B.

Orientation of Student Trainees

CIE Student Trainees are given an orientation about engineering training objectives and their roles and responsibilities. The topics covered during the are:

- Introduction to Engineering Training

- Objectives and learning outcomes of the Engineering Training course.

- Responsibilities of Student Trainees

- Roles of Academic and Field Supervisors

- Assessment of Practical Training Performance

- Generic or Soft Skills for Engineers

- Professional Ethics

- Industrial Safety

- Technical Preparedness

- Report Writing

- Oral Presentation

Follow-Up and Performance Assessment of Student Trainees

At the end of each Training period, Student Trainees will be awarded a grade based on the following:

- The Student Trainee's performance at the site as reported by Field Supervisor.

- The training report and oral presentation prepared at the end of student training.

- Evaluation of the weekly activity log forms by the Academic Supervisor.

Training Site Visit by Academic Supervisor

The Academic Supervisor should conduct at least one visit to each of the training sites to discuss the training progress with Field Supervisors and Student Trainees. In addition, the Academic Supervisor is required to make regular telephone calls and/or emails to Student Trainees to get updates on the progress in implementing their training plans and resolve any problems they might face.

Weekly Report

Student Trainees are required to prepare a weekly report that summarizes the training tasks and activities assigned by the Field Supervisor. Weekly reports must be signed by the Field Supervisor and submitted to the Academic Supervisor at the end of the training period.

Internship Report

Student Trainees are required to prepare and submit two separate training reports. In these reports Student Trainees should describe in details the knowledge and skills acquired during their External Training. The following sections provide guidelines that help Student Trainees write their training report.

Preparing First Draft

The first important step in preparing the first draft of internship report is to gather all relevant information. For this purpose, student will primarily rely on their Training log notebook and technical manuals related to the training work and other information gathered from the Internet or textbooks.

The next step is to start preparing the first draft of the report. For this, student will define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline. Student primary concern in writing the first draft should be to concentrate on developing ideas. As student go along, decide where an illustrations, block diagrams, schematics, graphs, tables or images would help to clarify the point. Students' first draft should contain the following three major sections.

- **Introduction**: This section, considered as Chapter 1 of internship report, defines the nature of student training, its duration, and some background information about the company/industry/organization where student was trained. Student Trainee should also highlight the internship plan and the main areas of the training in this section.

- **Main body**: The main body of the report shall comprise of two to three chapters. Each chapter will discuss a different aspect of training. For example, the first chapter of the main body (i.e., Chapter 2 of student report) may briefly present the theoretical background concerning area of training, while the other two chapters may describe the practical aspects of student training such as equipment testing, fault analysis, repair and maintenance procedures, and other types of student field experience in a logical sequence.

- **Conclusion**: In this chapter, Student Trainee will summarize the conclusions of the training report. Accordingly, conclusion should be a logical outcome of the text presented in the main body of the report.

Polishing the First Draft

Having completed the first draft in a typed form, students are now ready for the next step of polishing it. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality.

Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

Preparing the Final Version

To finalize the training report, Student Trainees need to add the following:

- **Title Page:** The title page shall include the name of the university and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

- **Acknowledgment**: After the title page, student may add an acknowledgment page to thank the person(s), such as Field Supervisor, and Academic Supervisor.

- **Table of Contents**: The table of contents shall indicate the titles of chapters and sections and their page numbers.

- **Bibliography or References**: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

- **Appendix**: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

Before binding the training report, student should proofread it carefully from the beginning to the end for any spelling or typographical errors. At last, students are ready for the final step that is, submitting it to the Academic Supervisor for evaluation.

Internship Presentation

At the end of the External Training, Student Trainees are required to prepare and deliver a fifteen-minute presentation that highlights their activities/ tasks during their External Training period. Student Trainees must follow the following guidelines for preparing their oral presentation:

a)   Planning for oral presentation

b)   Preparing visual aids

c)   Preparing for Questions/Answers session

d)   Getting ready for actual presentation

Planning for Oral Presentation:

The main steps involved in the planning are as follows:

a)   Define the contents

b)   Define a suitable title of presentation

c)   Collect all necessary supporting material

d)   Identify the main points that student wants to convey to the audience

e)   Organize their thoughts in logical sequence

f)   Determine the number of slides needed for their presentation

g)   Identify main points for each slide and give each slide a title

Presentation Format and Layout:

The following points should be observed while preparing the power point presentation slides:

a)   Each slide shall contain only the key points.

b)   Use large fonts so that it is easy for the audience to read the contents of the slides.

c)   Use different colours to highlight the most important points.

d)   Use animation effects where appropriate but do not overdo it.

e)   Add graphics, charts, figures, and video clips, as appropriate.

Students may use the following layout for their presentation:

- **The Title Slide:** Contains the title of the presentation, name of presenter, name of Academic Supervisor.

- **Outline Slide:** A listing of the major components of the presentation.

- **Body Slides:** Cover all the major topics of the presentation with figures, charts, tables, pictures, etc. o

- **Conclusion Slide:** Should include a summary of the main conclusions of the training experience.

Questions/Answers Session: Although students have no idea about the type of questions asked at the end of their presentation, they must do their homework so that they are reasonably prepared for this session.

Presentation Day: On the day of the presentation:

a)   Dress appropriately for the occasion.

b)   Be calm and composed. Show self-confidence.

c)   Arrive in the presentation room/hall before the start of their presentation.

d) Make sure their presentation is properly saved on the presentation room PC and it runs smoothly without any problem.

e) Follow the instructions of the session chairperson regarding the presentation time.

f) Do not rush or talk too slowly.

g) Pause at key points to emphasize their significance.

h) Change your voice pitch and use appropriate gestures.

i) Maintain eye contact with the audience.

j) At the end of the presentation, thank the audience and ask if there are any questions.

k) Carefully listen to the questions and give concise, to the point answers.

Internship Assessment by Field Supervisor

At the end of the training period, the Field Supervisor is required to evaluate the overall performance of the Student Trainee using *Internship Evaluation by Field Supervisor Form* (CIEIF-4).

Internship Assessment by Academic Supervisor

At the end of the internship period, the Academic Supervisor will evaluate the Student Trainee's performance based on the following:

• Weekly Reports

• Internship /Training Report

• Internship Oral Presentation

• Field Supervisor Evaluation Report

Using the *Internship Evaluation by Academic Supervisor Form* (CIEIF-3).

Appendices

J.   Course Description of the Internship/External Training

Course Title	Engineering Training		
Course Code	CIE 499	Credit Hours:	4
Pre-Requisites	Completion of 90 Credit Hours		

Course Intended Learning Outcomes (CLO):

At the conclusion of this course, students will be able to:

CLO1:   Apply and correlate their basic knowledge to CIE practical applications and solutions.

CLO2:   Apply and correlate their specialized knowledge to CIE practical applications and solutions.

CLO3:   Communicate effectively, orally and in writing

CLO4:   Work effectively in multi-disciplinary teams.

CLO5:   Enhance their lifelong learning skills by being able to learn on their own utilizing the various resources in the work environment.

CLO6:   Apply and correlate their knowledge of mathematics, science and engineering to solve engineering problems.

CLO7:   Demonstrate an understanding of professional and ethical responsibility and the need for professional development.

CLO8:   Demonstrate an understanding of the impact of CIE solutions in a global, economic, environmental and societal context.

Mapping of Course Learning Outcomes to Student Outcomes/Performance Indicators:

CLO	1	2	3	4	5	6	7	8
SO/PLO	8	8	3	5	7	1	4	2

Monitoring of Students' Progress

A Field Supervisor will monitor the students on day-to-day basis during their External Training. A member of CIE faculty assigned as Academic Supervisor will also visit the students at their training place at least once during the training period.

Training Assessment

Field Supervisor Assessment	50%
External Training Report	30%
Weekly Reports	10%
Presentation and Q/As:	10%

External Training

The Field Supervisor will guide and supervise students at the site of practical training. He will assign tasks to Student Trainees on a daily or weekly basis in accordance with a training plan and evaluate their performance in accomplishing given tasks. An Academic Supervisor from the Department of CIE will also direct the students to achieve the learning outcomes of the External Training and will monitor students' progress too. The Academic Supervisor will provide guidance to the students during the course of their training and instruct them on how to make an effective presentation of their work, both orally and in writing.

Report Writing

Two separate reports will be written following the guidelines given in the Training Manual. These reports will describe the knowledge and skills acquired by the students during their External Training.

Oral Presentation

A Power-Point presentation will be prepared for fifteen-minute presentation session. The presentation shall focus on the technical knowledge and skills acquired during the training.

K. Training Site Selection, Evaluation and Approval Form

CIEIF-1
Training Site Selection, Evaluation and Approval Form
Please fill in the information required below before you apply for registration of the training course on student registration system.

Student's Information	
Full Name	
Student ID	
Phone Number	
Academic Year	
Semester	
Completed Credits Hours	

Training Institution's Profile	
Institution Name	
Industry/Sector	
Private/Public	
Size	□ Small □ Medium □ Large
No. of Employees	
The Institution is related to the CIE program	□ YES □ NO
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.	□ YES □ NO
The work environment in the institution is safe	□ YES □ NO
Training Period	□ From: □ To:
Academic Supervisor's Approval	
I hereby, approve the training site and give permission to the student to start his/her External Training/internship.	□ YES □ NO Comments:
Academic Supervisor's Name:	**Academic Supervisor's Signature:**

L. Internship Registration Form

The following is the internship application form that is available online at
https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: *Training Center* and Request category: *Training request* and complete your application online.

Internship Application and Registration Form

Student Nam _____

Student Identification Number (ID): _____

Training Course Code_____

Cumulative GPA: _____ Total Hours Registered in the Current Semester _____

Mobile no. _____

Email address: _____

Have you registered for External or Internal Training before? Yes_____No_____

Expected Graduation Semester _____

Do you have your own training place? Yes_____No_____ _____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

Job Title: _____

Contact Number: _____

E-mail: _____

M. Internship Request Letter Template

[Date]

To:

[Name of the Contact Person]

[Company Name]

[Company Address]

Dear **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for ***[Student Name], [Student ID]*** who is a registered student in the CIE department to be attached as trainee in [***Company's Department]*** at [***Company Name].*** The student, as per his/her degree requirements must complete a total of ***[Number of Hours]*** commencing on ***[Internship Start Date]*** and ending by ***[Internship End Date]*** with the total hours in each internship week not exceeding 20.

External Training/internship is a core component in the CIE program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the CIE industry and healthcare services.

I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Supervisor Name]

[Title]

[Tel]

[Email]

N. Internship Weekly Report Form

CIEIF-2 Student Weekly Activity Log	
Student ID	
Student Name	
Company/Organization Name	
Week Number	From: To:

Training Tasks/ Activities

Task	Department	Day	Date	Hours#
Total Hours				

Further Comments: …………………………………………………………………………………………

Days Absent ………………………   Days Late………………………

Signatures

Field Supervisor ………………………… Date: ……… /………/………

Student   ……………………………… Date: ……… /………/………

O. Internship Evaluation by Academic Supervisor Form

CIEIF-3 Internship Evaluation by Academic Supervisor Form	
Student ID	
Student Name	
Academic Year	Semester	
Internship Site	

Training Assessment

Performance category/ criteria	Student Score	Total Score
Weekly Reports (CIEIF2)		10%
External Training Report		30%
Internship Presentation		10%
Field Supervisor Evaluation (CIEIF4)		50%
Total		100%

Comments

………

Academic Supervisor: ………………………….   ………./…./………

Signature   *Date*

P.   Internship Evaluation by Field Supervisor Form

CIEIF-4
Internship Evaluation by Field Supervisor Form

The Field Supervisor is required to complete this form in the last week of internship. The completed form should be sent to the CIE Training Co-ordinator or the Academic Supervisor.

Student ID	
Student Name	
Internship Site	
Field Supervisor Name	

Section A.

(*To be completed by Student Trainee*)

Section B.

(*To be completed by Field Supervisor)*

Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.

Place a (v) in the appropriate box for each item.

Performance Statement	1	2	3	4	5
Intern was able to correlate his/her theoretical knowledge with professional practice.					
Intern applied his/her technical knowledge in CIE in the field of their training.					
Intern demonstrated effective communication skills.					
Intern worked effectively in multi-disciplinary teams and acted as a responsible member of the team they are working with.					
Intern developed his/her personality by learning about self-control, punctuality, professional responsibility, time management, etc.					
Intern demonstrated his/ her capability of contributing to the ongoing jobs at the training sites.					
Intern attended on time and regularly					

Q. Student Trainee Feedback Form

CIEIF-5 Student Trainee Feedback Form	
Student ID	
Student Name	
Academic Year	
Semester	
Internship Site	

. Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.

. Place a (v) in the appropriate box for each item.

S No.	Statement	Rating				
		1	2	3	4	5
1	I am satisfied with the institution in which I conducted my training.					
2	The training activities were relevant to my specialization field.					
3	I had the opportunity to apply my hard (hands-on) and soft skills during the training.					
4	I am satisfied with the guidance and supervision of my Field Supervisor					
5	I am satisfied with the guidance and supervision of my Academic Supervisor during the training					
6	I achieved my training learning outcomes					

Further Remarks:

………

………

Date: ………………………….

R. Academic Supervisor Feedback Form

Form CIEIF-6 Academic Supervisor Feedback Form	
Academic Supervisor	
Academic Year	
Semester	
Internship Site	

Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. Place a (v) in the appropriate box next to each item.

S No.	Statement	Rating				
		1	2	3	4	5
1	Trainee was able to interact with professionals in the various departments in the training site.					
2	The training plan was relevant to the trainee's specialization					
3	Trainee had the opportunity to apply practical and soft skills during the training					
4	Field supervision for the trainees was excellent					
5	Trainee achieved the training learning outcomes					

Further Remarks:

………

Name and Signature: …………………………. 　　　Date: ………………………….

Bachelor of Science in Mechanical Engineering

Introduction

This internship manual provides instructions and guidelines that help Mechanical Engineering (ME) students to successfully complete their External Training (also called internship). It also provides guidelines for writing the training report and preparing an exam at the end of the training period.

Engineering training is an essential component of all degree programs offered in the College of Engineering and Information Technology (CEIT). It helps students relate the theoretical knowledge learned in classrooms to the practical solutions of real-world problems, experience the professional work environment, and learn how to behave responsibly and work efficiently in carrying out assigned tasks.

The External Training is conducted at various organizations related to the field of ME. The Engineering Training course has specific objectives and learning outcomes, which must be explained to student trainees by the Academic Supervisor at the beginning of the External Training. The final evaluation of student trainees' performance at the end of the training period is based on how well they achieved these objectives and outcomes. During their external training/internship, students are expected to:

- Correlate their theoretical knowledge with professional practice.

- Acquire additional technical knowledge and skills.

- Improve their communication skills, both oral and in writing.

- Show initiative and develop self-confidence in handling the assigned tasks in real-life.

- Learn and appreciate the significance of teamwork and act as a responsible member of the team they work with.

- Develop their personality by learning about self-control, punctuality, professional responsibility, time management, etc.

- Demonstrate at training sites that engineering students from AU are serious learners with positive attitude and they are capable of contributing to the ongoing jobs at the training sites.

Internship Course Learning Outcomes (CLOs):

Upon completion of the external training, students will be able to:

CLO1:   Demonstrate basic knowledge in mechanical engineering.

CLO2:   Demonstrate specialized knowledge in mechanical engineering.

CLO3:   Communicate effectively.

CLO4:   Work in a multi-disciplinary team.

CLO5:   Learn on their own, by utilizing various resources.

CLO6:   Apply knowledge of mathematics, science, and engineering to solve problems.

CLO7: Demonstrate understanding of professional and ethical responsibility.

CLO8: Demonstrate understanding of the impact of engineering solutions in a global, economic, environmental, and societal context.

Mapping of Internship CLOs with ME Program Learning Outcomes

ME program learning outcomes (PLOs):

PLO#	Program Learning Outcomes Statement
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of Engineering, Science, and Mathematics.
2	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3	An ability to communicate effectively with a range of audiences.
4	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8	Broad knowledge in the field of mechanical engineering to be prepared to work professionally in either thermal or mechanical systems. The broad knowledge shall encompass topics in thermofluids & energy systems, and product design & manufacturing technology.

Mapping of the internship learning outcomes (CLOs) to the ME program learning outcomes (PLOs):

CLO	1	2	3	4	5	6	7	8
PLO	1	1, 8	3	5	7	1	4	2

Internship Credit and Contact Hours

The Internship course in each program accounts for four (4) credit hours. Each student must spend 16 weeks of training at an organization providing appropriate internship experience. The number of contact hours is the sector's standard expectation (between 30 - 40 working hours per week in accordance with the internship organization working hours). The student can conduct the internship over two 8-week periods during the summer at the same or at different organizations. The students can register for 16 weeks internship during the fall and spring semesters. No courses are allowed to be registered during the internship with the exception of the final year project in the fall and spring semesters.

Monitoring of Student Trainees' Progress

The Field Supervisor will monitor student trainees on a day-to-day basis during their External Training. A faculty member from ME department assigned as Academic Supervisor will also visit students at their training places at least once during the training period to discuss with the Field Supervisor the training plan and the progress made by the student trainee.

Internship Assessment

The following table shows the weights given to the internship/training assessment tools.

Weekly Reports (MEIF-2)	30%
Engineering Training Report	30%
Coursera	5%
Internship Presentation/ Viva	10%
Field Supervisor Evaluation (MEIF-4)	25%
Total	100%

External Training

The field supervisor will guide and supervise students at the site of practical training. He/she will assign tasks to Student trainees on a daily or a weekly basis in accordance with the training plan and evaluate their performance in accomplishing the assigned tasks. An academic supervisor from the department of ME will also guide and mentor student trainees on how to achieve the desired objectives and learning outcomes of the external training and will monitor students' progress too. The academic supervisor makes weekly follow-up through telephone calls or emails with student trainees during the course of their training.

Responsibilities of the Student Trainee

The following are the responsibilities of Student trainees:

1. After the student trainee gets a confirmed placement at a training site, he/she must inform his/her academic supervisor and provide all necessary details.

2. Before the student trainee starts the internship program, he/she must attend the "Training Preparation Meeting (TPM)" with his/her academic supervisor. The purpose of this meeting is to ensure that the student fully understands the requirements of the training in general and the training objectives and learning outcomes in particular.

3. The academic supervisor will evaluate the Student trainees' basic knowledge in the area of their training. In case they are lacking in basic knowledge, they will be asked to refresh their theoretical knowledge in that area before going to the training site.

4. Once a student trainee starts his/her training program, he/she should be regular and punctual and carry out all assigned tasks in the best possible manner. If it is not possible for him/her to attend the training for a day or part of it, he/she must get the approval of their field supervisor in advance.

5. While at the training site, student trainees must follow all safety instructions and other guidelines given by their field supervisor.

6. Student trainees must pay special attention to improving their communication skills (oral and writing) during the training period.

7. Student trainees must work hard to acquire as much technical knowledge as possible about the type of activity they are involved in. For this, they are required to try all possible ways to get the relevant technical information from the internet, manuals, reports, catalogues, etc. Student trainee should also ask questions at the site to clarify their understanding of the various technical matters.

8. Student trainees must enter a summary of the tasks they have performed in the "Weekly Activity Log Form" provided to them. These tasks must have been performed either by the student trainee alone

or as a member of a team. At the end of every week, the student trainee must sign their weekly activity log form for that week and get it signed by their field supervisor.

9. Student trainees are encouraged to have a training logbook for the daily notes about their work at the training site. The notes shall be brief but to the point. Any problems encountered and how they were solved must be entered in the training log notebook, which will helpful when they start writing their training report at the completion of the training period.

10. Student trainees must keenly observe how the tasks at the training site are accomplished and try to understand the role of practicing engineers and their contribution in projects/assignments.

11. Whenever there is some free time, Student trainees should utilize it by reading a technical manual and observing how other engineers at the site are performing different tasks. During such times, they may offer their services for an on-going technical task but never insist on doing it unless the field supervisor allows them to do so.

12. At the end of the training period, student trainees must thank all those who helped him/her at the training site. They shall also confirm that their field supervisor has completed, signed and sent the evaluation reports to the university.

13. At the end of training period, each student trainee is required to submit a training report, and take a written examination, as per the guidelines given in **Section 12** of this manual.

Internship/Training Registration Procedure

Students can register for internship using the online application form available on AU website at https://ors.ajman.ac.ae/requests/newrequest.aspx. The criteria for registering engineering training course are as follows:

- Only senior students who completed at least 90 credit hours are eligible to apply for engineering training course.

- Training request form to be filled online using students' online registration system.

- Trainig request must be approved by the head of department/training co-ordinator.

- Once the above conditions have been met, the registration office will sign the students up for the engineering training course.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of student trainees in appropriate private or public organizations that operate in the fields related to ME. Masaar Career Excellence (MCE) will also assist in the placement of students for internship through their contacts with AU partners and external organizations. Training locations proposed by students are also acceptable if they fulfil the criteria given in the training site selection form and approved by the training coordinator or academic supervisor. Please see Training *Site Selection, Evaluation and Approval Form* (*MEIF-1)* in Appendix B.

Orientation of Student Trainees

ME student trainees are given an orientation about engineering training objectives and their roles and responsibilities, which is conducted before the external training. The topics covered before the external training are:

- Objectives and learning outcomes of the engineering training course.

- Responsibilities of student trainees

- Roles of academic and field supervisors

- Professional ethics

- Industrial safety

- Report writing

Follow-Up and Performance Assessment of Student Trainees

At the end of the training period, student trainees will be awarded a grade based on the following:

- The student trainee's performance at the site as reported by field supervisor.

- The training report submitted by each student at the end of training.

- Evaluation of the weekly activity log forms by the academic supervisor.

- A written exam

Training site visits by the academic supervisor

The Academic Supervisor is required to conduct at least one visit to each of the training sites (especially for new training sites) to discuss the training progress with field Supervisors and student trainees. In addition, the academic supervisor is required to make regular telephone calls and/or emails to student trainees to get updates on the progress in implementing their training plans and resolve any problems they might face.

Weekly Report

Student trainees are required to prepare a weekly report that summarizes the training tasks and activities assigned by the field supervisor. Weekly reports must be signed by the field supervisor and submitted to the academic supervisor at the end of the training period.

Internship Report

Student trainees are required to prepare and submit an internship report. In the report student trainees should describe in details the knowledge and skills acquired during their training period. The following sections provide guidelines that help student trainees to prepare their training report.

Preparing first draft

The first important step in preparing the first draft of internship report is to gather all relevant information. For this purpose, student will primarily rely on their training log notebook and technical manuals related to the training work and other information gathered from the internet resources or textbooks.

The next step is to start preparing the first draft of the report. For this, student will define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline. Student primary concern in writing the first draft should be to concentrate on developing ideas. As student go along, decide where an illustration, block diagrams, schematics, graphs, tables or images would help to clarify the point. Students' first draft should contain the following three major sections.

- **Introduction**: This section, considered as Chapter 1 of internship report, defines the nature of student training, its duration, and some background information about the company/industry/organization where student was trained. Student trainee should also highlight the internship plan and the main areas of the training in this section.

- **Main body**: The main body of the report shall comprise of two to three chapters. Each chapter will discuss a different aspect of training. For example, the first chapter of the main body (i.e., Chapter 2 of student report) may briefly present the theoretical background concerning area of training, while the other two chapters may describe the practical aspects of student training such as equipment testing, fault analysis, repair and maintenance procedures, and other types of student field experience in a logical sequence.

- **Conclusion**: In this chapter, Student trainee shall summarize the conclusions of the training report. Accordingly, conclusion should be a logical outcome of the text presented in the main body of the report.

Polishing the first draft

Having completed the first draft in a typed form, students are now ready for the next step of polishing it. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality.

Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

Preparing the final version

To finalize the training report, student trainees need to add the following:

- **Title Page:** The title page shall include the name of the university and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

- **Acknowledgment**: After the title page, student may add an acknowledgment page to thank the person(s), such as field supervisor, and academic supervisor.

- **Table of Contents**: The table of contents shall indicate the titles of chapters and sections and their page numbers.

- **Bibliography or References**: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

- **Appendix**: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

Before binding the training report, student should proofread it carefully from the beginning to the end for any spelling or typographical errors. At last, student is ready for the final step that is, submitting it to the academic supervisor for evaluation.

Internship Assessment by Field Supervisor

At the end of the training period, the field supervisor is required to evaluate the overall performance of the student trainee using *Internship Evaluation by Field Supervisor Form* (MEIF-4).

Internship Assessment by Academic Supervisor

At the end of the internship period, the academic supervisor will evaluate the student trainee's performance based on the following:

- Weekly reports

- Internship report

- Field supervisor evaluation report

- Written exam

Using the *Internship Evaluation by Academic Supervisor Form* (MEIF-3).

Appendices

A. Course Description of the Internship/External Training

Course Syllabus

College: College of Engineering & Information Technology (CEIT)

Department: Engineering Training

Program: Mechanical Engineering

Academic Year: 20xx - 20xx

Semester:　　　☐ Fall　　　　☐ Spring　　☐ Summer

Course Title	Engineering Training	Course Code	MEC 499

Number of Credit Hours, Contact Hours, and Prerequisites:

Credit Hours: 4	Theory: N/A Lab: N/A Tutorial: N/A
Contact Hours: 480 - 640	Theory: N/A Lab: N/A Tutorial: N/A
Prerequisite(s) (if any)	Completion of 90 Credit Hours
Co-requisite(s) (if any)	

Instructor's Name and Contact Information:

Name		Office No.	
E-mail		Office Tel.	

Catalog Course Description:

External Training

The Field supervisor will guide and supervise students at the site of practical training. He will assign tasks to student trainees on a daily or weekly basis in accordance with a training plan and evaluate their performance in accomplishing given tasks. An academic supervisor from the department of ME will also direct the students to achieve the learning outcomes of the external training and will monitor students' progress too. The academic supervisor will provide guidance to the students during the course of their training and instruct them on how to make an effective presentation of their work, both orally and in writing.

Report Writing

Reports will be written following the guidelines given in the training manual. These reports will describe the knowledge and skills acquired by the students during their external training.

Course Learning Outcomes (CLOs):

Upon successful completion of the course, students shall be able to:

Course Learning Outcomes (CLOs)	Corresponding Program Learning Outcomes (PLOs)
Demonstrate basic knowledge in mechanical engineering.	1
Demonstrate specialized knowledge in mechanical engineering.	1, 8
Communicate effectively.	3
Work in a multi-disciplinary team.	5
Learn on their own, by utilizing various resources.	7
Apply knowledge of mathematics, science, and engineering to solve problems.	1
Demonstrate understanding of professional and ethical responsibility.	4
Demonstrate understanding of the impact of engineering solutions in a global, economic, environmental, and societal context.	2

CLOs Assessment tools:

CLO #	Assessment Tool(s)
1	Field supervisor assessment
2	Training report, Field supervisor assessment and assessment by academic supervisor
3	Field supervisor assessment
4	Field supervisor assessment
5	Field supervisor assessment and assessment by academic supervisor
6	Training report
7	Training report and Field supervisor assessment

Assessment of the Internship:

Assessment Tool	Assessment Date	Total Score (%)
Weekly Reports (MEIF-2)	ekly	30
Engineering Training Report	End of training	30
Coursera	During training period	5
Internship Presentation/ Viva	After completing training	10
Field Supervisor Evaluation (MEIF-4)	Last week of training	25

A field supervisor will monitor the students on day-to-day basis during their external training. A member of ME faculty assigned as academic supervisor will also visit the students at their training place at least once during the training period.

Teaching and learning methodologies, including any use of online instruction:

Hands on training sessions, service manuals, user manuals and online resources

Grading System:

The University uses the relative grading system, which is based on a four-point scale. An overall grade will be assigned on the following grading scale.

Undergraduate:

Grades	A	B+	B	C+	C	D+	D	F
Points	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0
Marks %	90-100	85-89	80-84	75-79	70-74	65-69	60-64	<60

For more details, refer to the Undergraduate Student Catalog.

Link: https://www.ajman.ac.ae/en/admissions/undergraduate/undergraduate-student-catalog

Graduate:

Grades	A	B+	B	C+	C	F
Points	4.0	3.5	3.0	2.5	2.0	0
Marks %	90-100	85-89	80-84	75-79	70-74	<70

For more details, refer to the Graduate Student Catalog.

Link: https://www.ajman.ac.ae/en/admissions/graduate/graduate-student-catalog

Instructor's Signature: Date:

Head of Department's Signature: Date:

B. Training Site Selection, Evaluation and Approval Form

MEIF-1
Training Site Selection, Evaluation and Approval Form
Please fill in the information required below before you apply for registration of the training course on student registration system.

Student's Information	
Full Name	
Student ID	
Phone Number	
Academic Year	
Semester	
Completed Credits Hours	

Training Institution's Profile	
Institution Name	
Industry/Sector	
Private/Public	
Size	□ Small　　　□ Medium　　　□ Large
No. of Employees	
The Institution is related to the BME program	□ YES　　　□ NO
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.	□ YES　　　□ NO
The work environment in the institution is safe	□ YES　　　□ NO
Training Period	□ From:　　　□ To:
Academic Supervisor's Approval	
I hereby, approve the training site and give permission to the student to start his/her External Training/internship.	□ YES　　　□ NO Comments:
Academic Supervisor's Name:	**Academic Supervisor's Signature:**

C. Internship Registration Form

The following is the internship application form that is available online at
https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: *Training Centre* and Request category: *Training request* and complete your application online.

Internship Application and Registration Form

Student Name _____

Student Identification Number (ID): _____

Training Course Code_____

Cumulative GPA: _____

Total Hours Registered in the Current Semester _____

Mobile no. _____

Email address: _____

Have you registered for External Training before?

Yes_____No_____

Expected Graduation Semester _____

Do you have your own training place? Yes_____No_____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

Job Title: _____

Contact Number: _____

E-mail: _____

D. Internship Request Letter Template

[Date]

To:

[Name of the Contact Person]

[Company Name]

[Company Address]

Dear **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for ***[Student Name], [Student ID]*** who is a registered student in the ME department to be attached as trainee in [***Company's Department]*** at [***Company Name].*** The student, as per his/her degree requirements must complete a total of ***[Number of Hours]*** commencing on ***[Internship Start Date]*** and ending by ***[Internship End Date]*** with the total hours in each internship week between 30 to 40 hours.

External Training/internship is a core component in the ME program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the ME industry.

I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Supervisor Name]

[Title]

[Tel]

[Email]

E. Internship Weekly Report Form

MEIF-2 Student Weekly Activity Log	
Student ID	
Student Name	
Company/Organization Name	
Week Number	From: To:

Training Tasks/ Activities

Task	Department	Day	Date	Hours#
Total Hours				

Further Comments: ……………………………………………………………………………………………

Days Absent ………………………   Days Late………………………

Signatures:

Field Supervisor …………………………   Date: ……… /………/………

Student   ……………………………………   Date: ……… /………/………

F. Internship Evaluation by Academic Supervisor Form

MEIF-3 Internship Evaluation by Academic Supervisor Form		
Student ID		
Student Name		
Academic Year	Semester	
Internship Site		

Training Assessment

Weekly Reports (MEIF-2)	30%
Engineering Training Report	30%
Coursera	5%
Internship Presentation/ Viva	10%
Field Supervisor Evaluation (MEIF-4)	25%
Total	100%

Comments

…….

Academic Supervisor: …………………………..   Date   ………./…./………

Signature

G. Internship Evaluation by Field Supervisor Form

MEIF-4
Internship Evaluation by Field Supervisor Form

The field Supervisor is required to complete this form in the last week of internship. The completed form should be sent to the ME Training Co-ordinator or the Academic Supervisor.

Student ID	
Student Name	
Internship Site	
Field supervisor name	

Section A.

(*To be completed by Student trainee*)

Section B.

(*To be completed by Field Supervisor*)

Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.

Place a (v) in the appropriate box for each item.

	Performance Statement	1	2	3	4	5
1	Intern was able to correlate his/her theoretical knowledge with professional practice.					
2	Intern applied his/her technical knowledge in ME in the field of their training.					
3	Intern demonstrated effective communication skills.					
4	Intern worked effectively in multi-disciplinary teams and acted as a responsible member of the team they are working with.					
5	Intern developed his/her personality by learning about self-control, punctuality, professional responsibility, time management, etc.					
6	Intern demonstrated his/ her capability of contributing to the ongoing jobs at the training sites.					
7	Intern attended on time and regularly					

H. Student trainee Feedback Form

MEIF-5 Student trainee Feedback Form	
Student ID	
Student Name	
Academic Year	
Semester	
Internship Site	
5. Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. 6. Place a (v) in the appropriate box for each item.	

S No.	Statement	Rating				
		1	2	3	4	5
1	I am satisfied with the institution in which I conducted my training.					
2	The training activities were relevant to my specialization field.					
3	I had the opportunity to apply my hard (hands-on) and soft skills during the training.					
4	I am satisfied with the guidance and supervision of my Field Supervisor.					
5	I am satisfied with the guidance and supervision of my Academic Supervisor during the training.					
6	I achieved my training learning outcomes.					

Further Remarks:

……
………

Date: …………………………..

I. Academic Supervisor Feedback Form

Form MEIF-6 Academic Supervisor Feedback Form
Academic supervisor	
Academic year	
Semester	
Internship site	
Please rate the following statements using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. Place a (v) in the appropriate box next to each item.

S No.	Statement	Rating				
		1	2	3	4	5
1	Trainee was able to interact with professionals in the various departments in the training site.					
2	The training plan was relevant to the trainee's specialization.					
3	Trainee had the opportunity to apply practical and soft skills during the training.					
4	Field supervision for the trainees was excellent.					
5	Trainee achieved the training learning outcomes.					

Further Remarks:

……

………

Name and Signature: …………………………….   Date: …………………………….

Bachelor of Science in Computer Engineering

Introduction

This internship manual provides instructions and guidelines that help Computer Engineering students to successfully complete their internship/external training period. It also provides guidelines for writing the internship/training report and preparing an oral presentation at the end of their training period.

Engineering training/internship is an essential component of all degree programs offered in the College of Engineering and Information Technology (CEIT). It helps students relate the theoretical knowledge learned in classrooms to the practical solutions of real- world problems, experience the professional work environment, and learn how to behave responsibly and work efficiently in carrying out assigned tasks.

For Computer Engineering students, the Engineering Training is conducted at various enterprises related to the field of Computer Engineering. The Computer Engineering Internship course has specific objectives and learning outcomes, which must be explained to trainee students by the Academic Supervisor at the beginning of the External Training. The final evaluation of trainee students' performance at the end of the training period is based on how well they achieved these objectives and outcomes. During their External Training/Internship, students are expected to:

- Correlate their theoretical knowledge with professional practice.

- Acquire additional technical knowledge concerning the field of their training.

- Improve their communication skills, both oral and in writing.

- Show initiative and develop self-confidence in handling the assigned tasks in real- life.

- Learn and appreciate the significance of teamwork and act as a responsible member of the team they work with.

- Develop their personality by learning about self-control, punctuality, professional responsibility, time management, etc.

- Demonstrate at the training site that engineering students from AU are serious learners with positive attitude and they are capable of contributing to the ongoing jobs at the training sites.

Internship Learning Outcomes (CLOs):

Upon completion of the External Training, students will be able to:

CLO a	Apply knowledge and skills to solve problem in computer engineering related area.
CLO b	Prepare technical reports.
CLO c	Work collaboratively as a member of a team.
CLO d	Engage in effective communication.
CLO e	Take initiative and work independently.
CLO f	Handle appropriately ethical and professional responsibility.

Mapping of Internship CLOs with CE Program Learning Outcomes

Mapping of Course Learning Outcomes to Program Learning Outcomes:

PLO#	Program Learning Outcomes Statement
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3	An ability to communicate effectively with a range of audiences.
4	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
8	An ability to explain and apply specialized knowledge in the field of computer engineering and related areas.

CLO	a	b	c	d	e	f
PLO	2	3	5	3	7	4

Internship Credit and Contact Hours

The Computer Engineering Internship course accounts for 3 credit hours of the Computer Engineering program and students receive grades based on their performance during both the External Training periods. The student registered in this course must complete an External Training of 16 weeks, where the total number of hours that the intern is required to complete in each week of their training period should not exceed 40 hours per week and should not be less than 30 hours per week.

Training Process and Monitoring

The Field Supervisor guides and supervise students at the site of practical training, and assigns tasks to trainee students on a daily or weekly basis in accordance with the training plan and evaluate their performance in accomplishing given tasks. An Academic Supervisor from the Department of Electrical and Computer Engineering also directs the students to achieve the desired objectives of practical training and is responsible of monitoring students' progress. The Academic Supervisor keeps in contact with the Field Supervisor, and provides guidance to the students during the course of their training and instructs them on how to make an effective presentation of their work, both orally and in writing. The Academic Supervisor also visits students at their training places at least once during the training period to discuss with the Field Supervisor the training plan and the progress made by the trainee student. In case, when the in-person visit to the site is not possible, the Academic Supervisor checks the progress of the students by correspondence with the Field Supervisor.

Internship Assessment

The following table shows the weights given to the internship/training assessment tool.

Field Supervisor's assessment for the trainee student	45%
Assessment of External Training by the Academic Supervisor	20%
Assessment of the weekly reports of the External Training by the Academic Supervisor	15%
Assessment of trainee presentation by a departmental committee	20%

Responsibilities of the Student Trainee

The following are the responsibilities of the student trainee during the internship period:

- After a student gets a confirmed placement at a training site, he/she must inform his/her Academic Supervisor and provide all necessary details.
- The student must have the approval of the Internship Coordinator of the Computer Engineering Program before confirm his/her place for Internship. The Internship Coordinator checks whether the training offered to the student is in line with the program objectives and outcomes.
- Before the student trainee starts the practical training, he/she must attend the "Training Preparation Meeting (TPM)" with his/her Academic Supervisor. The purpose of this meeting is to ensure that the student fully understands the requirements of the training in general and the training objectives and learning outcomes in particular.
- The Academic Supervisor evaluates the student trainees' basic knowledge in the area of their training. In case they are lacking in basic knowledge, they will be asked to refresh their theoretical knowledge in that area before going to the training site.
- Once student trainee starts his/her training program, he/she should be regular and punctual and carry out all assigned tasks in the best possible manner. If it is not possible for him/her to attend the training for a day or part of it, he/she must get the approval of their Field Supervisor in advance.
- While at the training site, student trainee must follow all safety instructions and other guidelines from their Field Supervisor.
- Student trainee must pay special attention to improve their communication skills (oral and writing) during the training period.
- It is expected from a student trainee to work to his/her full potential to acquire as much technical knowledge as possible about the type of activity they are involved at the training site. For this, try all possible ways to get the needed technical information from the Internet, manuals, reports, catalogues, etc. Student trainee should also ask questions at the site to clarify their understanding of the subject matter.
- For each day of the week, student trainee must enter a summary of the tasks they have performed in the "Weekly Activity Log Form" provided to them. These tasks must have been performed either by the student trainee alone or as a member of a team. At the end of every week, the student trainee must sign their weekly activity log form for that week and get it signed by their Field Supervisor.
- Prepare a training Logbook for the daily notes about their work at the training site. The notes shall be brief but to the point. Any problems encountered and how they were solved must be entered in the Training log notebook, which will be helpful when they start writing their training report at the completion of the training period.

- Student trainee must keenly observe how the tasks at the training site are accomplished and try to understand the role of a practicing engineer and his contribution in successful completion of projects/assignments.
- Whenever there is some free time, students should utilize it by reading a technical manual and observing how other engineers at the site are performing different tasks. During such times, they may offer their services for an on-going technical task but never insist on doing it unless the Field Supervisor allows them to do so.
- At the end of the training period, student trainee must thank all those who helped him/her at the training site. They shall also confirm that their Field Supervisor has signed and sent the assessment form to the university.
- Student trainee must prepare a training report as well as an oral presentation (using Power Point) at the end of the training session according to the guidelines in Section 11.

Internship/Training Registration Procedure

Students can register for internship using the online application form available at https://ors.ajman.ac.ae/requests/newrequest.aspx. A student is eligible for the Training after he/she has completed at least 99 credit hours. The criteria for registering Computer Engineering Internship course are as follows:

- Only senior students who completed at least 99 credit hours are eligible to apply for Engineering Training course.
- Training request form is filled online using students' online registration system.
- Head of Department/Training Coordinator's approval is required in all cases.
- Once the training request is approved, Computer Engineering Internship course is added to the student's registered courses.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of trainee students in appropriate private or public organizations that operate in the field of Computer Engineering and its related fields. Training locations proposed by students are also accepted if they fulfil the required training site selection criteria and approved by the training coordinator or academic supervisor. Please refer to the Training Site Selection, Evaluation and Approval Form in Appendix I for details.

Orientation of Trainee Students

Trainee students are given an orientation about the training objectives and their roles and responsibilities, which is conducted before the External Training. The topics covered during the orientation include:

- Objectives and learning outcomes of the Engineering Training course
- Responsibilities of Trainee Students
- Roles of Academic and Field Supervisors
- Assessment of Practical Training Performance
- Generic or Soft Skills for Engineers
- Professional Ethics
- Technical Preparedness
- Report Writing
- Oral Presentation

Follow-Up and Performance Assessment of Student Trainees

At the end of Engineering Training period, student trainees will be awarded a grade based on the following:

- • Student performance at the site as reported by Field Supervisor.
- • The training report and oral presentation prepared at the end of student training.
- • Evaluation of the weekly activity log forms by the Academic Supervisor.

Training Site Visit by Academic Supervisor

The Academic Supervisor is required to conduct at least one visit to each of the training site (especially for new training sites) to discuss the training progress with the Field Supervisor and the Student Trainee. In case, when the in-person visit to the site is not possible, the Academic Supervisor checks the progress of the students by correspondence with the Field Supervisor.

Weekly Reports

Student trainees are required to prepare a weekly report that summarizes the training tasks and activities assigned by the Field Supervisor.

Internship Reports

Student Trainees are required to prepare and submit two separate reports. These reports should describe in detail the knowledge and skills acquired during their External Training. The following sections provide guidelines that help trainee students write their training report.

Preparing First Draft

The first important step in preparing the first draft of internship report is to gather all relevant information. For this purpose, student will primarily rely on their Training log notebook and technical manuals related to the training work and other information gathered from the Internet or textbooks.

The next step is to start preparing the first draft of the report. For this, student will define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline. Student primary concern in writing the first draft should be to concentrate on developing ideas. As student goes along, decide where an illustration, block diagrams, schematics, graphs, tables or images would help to clarify the point. Students' first draft should contain the following three major sections.

1. Introduction: This section, considered as Chapter 1 of internship report, defines the nature of student training, its duration, and some background information about the company/industry/organization where student was trained. Student Trainee should also highlight the main areas of the training in this section.

2. Main body: The main body of the report shall comprise of two to three chapters. Each chapter will discuss a different aspect of the training. For example, the first chapter of the main body (i.e., Chapter 2 of student report) may briefly present the theoretical background concerning area of training, while the other two chapters may describe the practical aspects of student training such as equipment testing, fault analysis, repair and maintenance procedures, and other types of student field experience in a logical sequence.

3. Conclusion: In this chapter, student trainee will summarize the conclusions of the training report. Accordingly, conclusion should be a logical outcome of the text presented in the main body of the report.

Polishing the First Draft

Having completed the first draft in a typed form, student is now ready for the next step of polishing it. Critically review the first draft to delete unnecessary details and add any missing information. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality.

Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

Preparing the Final Version

To finalize the training report, student trainees need to add the following additional pages:

1. **Title Page**: The title page shall include the name of the university and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

2. **Acknowledgment**: After the title page, student may add an acknowledgment page to thank the person(s), such as Field Supervisor, and Academic Supervisor.

3. **Table of Contents**: The table of contents shall indicate the titles of chapters and sections and their page numbers.

4. **Bibliography or References**: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

5. **Appendix**: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

   Before binding the training report, the student should proofread it carefully from the beginning to the end for any spelling or typographical errors before submitting it to the Academic Supervisor for evaluation.

Internship Presentation

At the end of the External Training, trainee students are required to prepare and deliver a fifteen-minute presentation that highlights their activities/ tasks during their External Training period. Trainee students must follow the following guidelines for preparing their oral presentation:

   a) Planning for oral presentation

   b) Preparing visual aids

   c) Preparing for Questions/Answers session

   d) Getting ready for actual presentation

Planning for Oral Presentation:

The main steps involved in the planning are as follows:

  a) Define the contents

  b) Define a suitable title of presentation

  c) Collect all necessary supporting material

  d) Identify the main points that student wants to convey to the audience

  e) Organize their thoughts in logical sequence

  f) Determine the number of slides needed for their presentation

  g) Identify main points for each slide and give each slide a title

Presentation format and layout:

  The following points should be observed while preparing presentation slides:

  a) Each slide shall contain only the key points.

  b) Use large fonts so that it is easy for the audience to read the contents of the slides.

  c) Use different colours to highlight the most important points.

  d) Use animation effects where appropriate but do not overdo it.

  e) Add graphics, charts, figures, and video clips, as appropriate.

Students may use the following sequence for slides:

The Title Slide: Contains the title of the presentation, name of presenter, name of Academic Supervisor.

Outline Slide: A listing of the major components of the presentation.

Body Slides: Cover all the major topics of the presentation with figures, charts, tables, pictures, etc. o

Conclusion Slide: Should include a summary of the main conclusions of the training experience.

Questions/Answers Session:

Although students have no idea about the type of questions asked at the end of their presentation, they must do their homework so that they are reasonably prepared for this session.

Presentation Day: On the day of the presentation:

  a) Dress appropriately for the occasion.

  b) Be calm and composed. Show self-confidence.

  c) Arrive in the presentation room/hall before the start of their presentation.

  d) Make sure their presentation is properly saved on the presentation room PC and it runs smoothly without any problem.

  e) Follow the instructions of the session chairperson regarding the presentation time.

f) Do not rush or talk too slowly.

g) Pause at key points to emphasize their significance.

h) Change your voice pitch and use appropriate gestures.

i) Maintain eye contact with the audience.

j) At the end of the presentation, thank the audience and ask if there are any questions.

k) Carefully listen to the questions and give concise, to the point answers.

Internship Assessment by Field Supervisor

At the end of the training period, the Field Supervisor is required to evaluate the overall performance of the student trainee using Internship Evaluation by Field Supervisor Form.

Internship Assessment by Academic Supervisor

At the end of the internship period, the Academic Supervisor evaluates the trainee's performance based on the following:

- Weekly Reports
- Internship/Training Report
- Internship Oral Presentation
- Field Supervisor Evaluation Report

Appendices

A. Course Description of the Internship/External Training

Course Title	Computer Engineering Internship		
Course Code	COE 401	Credit Hours:	3
Pre-Requisites	Completion of 99 Credit Hours		

Course Intended Learning Outcomes (CLO):

At the conclusion of this course, students will be able to:

CLO a	**Apply knowledge and skills to solve problem in computer engineering related area.**
CLO b	Prepare technical reports.
CLO c	Work collaboratively as a member of a team.
CLO d	Engage in effective communication.
CLO e	Take initiative and work independently.
CLO f	Handle appropriately ethical and professional responsibility.

Mapping of Course Learning Outcomes to Student Outcomes/Performance Indicators:

CLO	a	b	c	d	e	f
PLO	2	3	5	3	7	4

Monitoring of Students' Progress

A Field Supervisor will monitor the students on day-to-day basis during their External Training. A member of CE faculty assigned as Academic Supervisor will also visit the students at their training place at least once during the training period.

Training Assessment	
Field Supervisor Assessment	45%
Academic Supervisor Assessment	20%
Weekly Reports	15%
Presentation and Q/As:	20%

External Training

The Field Supervisor will guide and supervise students at the site of practical training. He will assign tasks to trainee students on a daily or weekly basis in accordance with a training plan and evaluate their performance in accomplishing given tasks. An academic supervisor from the Department of Electrical and Computer Engineering will also direct the students to achieve the learning outcomes of the External Training and will monitor students' progress too. The Academic Supervisor will provide guidance to the students during the course of their training and instruct them on how to make an effective presentation of their work, both orally and in writing.

Report Writing

A report will be written following the guidelines given in the Training Manual. The report will describe the knowledge and skills acquired by the students during their External Training.

Oral Presentation

A Power-Point presentation will be prepared for fifteen-minute presentation session. The presentation shall focus on the technical knowledge and skills acquired during the training.

Internship Registration Form

The following is the internship application form that is available online at
https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: Training Center and Request category:

Training request and complete your application online.

Internship Application and Registration Form

Student Name _____

Student Identification Number (ID): _____

Training Course Code_____

Cumulative GPA:_____Total Hours Registered in the Current Semester _____

Mobile no. _____

Email address: _____

Have you registered for External Training before? Yes_____No_____

Expected Graduation Semester _____

Do you have your own training place? Yes_____No_____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

Job Title: _____

Contact Number: _____

E-mail Emirate_____

Internship Request Letter Template

[Date]

To:

[Name of the Contact Person]

[Company Name]

[Company Address]

Dear **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for ***[Student Name], [Student ID]*** who is a registered student in the Computer Engineering program to be attached as trainee in [***Company's Department]*** at [***Company Name].*** The student, as per his/her degree requirements must complete a total of ***[Number of Hours]*** commencing on ***[Internship Start Date]*** and ending by ***[Internship End Date]*** with the total hours in each internship week not exceeding 20.

External Training/internship is a core component of the Computer Engineering program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the Computer engineering and its related domains.

I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Supervisor Name]

[Title]

[Tel]

[Email]

Internship Weekly Report Form

Student Weekly Activity Log	
Student ID	
Student Name	
Company/Organization Name	
Week Number	From: To:

Training Tasks/ Activities

Task	Department	Day	Date	Hours#
Total Hours				

Further Comments:

……………………………………………………………………………………….……

Days Absent …………·………………

Days Late………·.……………

Signatures

Field Supervisor …………·……………… Date: ……… /………/………

Student…………………………………… Date: ……… /………/………

Internship Evaluation by Academic Supervisor Form

Internship Evaluation by Academic Supervisor Form		
Student ID		
Student Name		
Academic Year	Semester	
Internship Site		

Training Assessment

Performance category/ criteria	Student Score	Total Score
Weekly Reports		15%
External Training Assessment by Academic Supervisor		20%
Internship Presentation & Evaluation		20%
Field Supervisor Evaluation		45%
Total		100%

Comments

………………………………………………………………………………………….……

………………………………………………………………………………………….

Academic Supervisor: ………………………….. ………./…./………

Signature *Date*

Internship Evaluation by Field Supervisor Form

The Field Supervisor is required to complete this form in the last week of internship. The completed form should be sent to the CE Training Coordinator or the Academic Supervisor.

Training Assessment by Field Supervisor Academic Year 2019-2020	تقييم الطالب من طرف المشرف الميداني العام الجامعي 20___-20___
Form 1	الاستمارة 1
Please fill in the information required below, including the student's grades and the send this form to Ajman University (Training Center) before the end of the training period.	يرجى تعبئة البيانات أدناه ووضع الدرجات الخاصة بالطالب وإرسالها إلى مركز التدريب بالجامعة قبل انتهاء فترة التدريب

Student's Information		معلومات المتدرب
Full Name		الاسم الكامل
ID number		الرقم الجامعي
Major		التخصص
Training Institution's Information		**معلومات عن المؤسسة التي يتدرب فيها الطالب**
Institution's Name		اسم المؤسسة
Department(s)		الأقسام التابعة
Field supervisor		المشرف الميداني
Position/Job title		المسمى الوظيفي
Tel. No.		هاتف المؤسسة
P.O. Box		الصندوق البريدي
Fax		الفاكس
Email		البريد الالكتروني
Training Period	**From:** **To:**	الفترة الزمنية للتدريب

S.	Training Objectives	Score (1-5)	أهداف التدريب
1	Application of basic work skills (communication and development skills, attitude towards co-workers & customers)		تطبيق المعارف الأساسية للعمل (مهارات الاتصال والتطوير، الموقف من زملاء العمل والعملاء)
2	Ability to produce technical reports and work as team member		القدرة على إعداد تقارير تقنية والعمل كعضو من فريق
3	Ability to take initiative		القدرة على أخذ المبادر
4	Behavior and ethics		السلوك والانضباط المهني
5	Attendance (If absent for more than 25% of the training period, the trainee is deemed to have failed)		المواظبة (غياب لأكثر من 25% يعتبر الطالب راسباً)
6	Ability to understand the training plan		القدرة على استيعاب خطة التدريب
	Total Mark (out of 30)		الدرجة النهائية (30)

Name & Signature …………….…………………..…… Date: …………………

ختم المؤسسة

Organization stamp

Field Supervisor Survey Form

SURVEY FORM FOR FIELD SUPERVISORS (External Training)

Please answer each of the following items corresponding to knowledge/skills/competencies of Computer Engineering trainee students from AU. Thanks!

1. Poor	2. Progressing	3. Satisfactory	4. Good	5. Excellent

No.	Knowledge/Skills/Competencies	1	2	3	4	5
1	Ability to identify, formulate, and solve engineering problems					
2	Apply engineering design to produce solutions with consideration of the impact of engineering solutions in public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.					
3	Communication skills (Oral)					
4	Communication skills (Written)					
5	Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments					
6	Ability to work as a team member					
7	Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.					
8	Ability to acquire and apply new knowledge as needed					
9	Specialized knowledge in the field of computer engineering and related areas.					
10	The trainee student has the skills required for this training					
11	The trainee student achieved the objectives of the training successfully					

Comments/Suggestions (if any):

_____

_____

B. Trainee Student Feedback Form

SURVEY FORM FOR TRAINEE STUDENTS (External Training)

Please answer each of the following questions by putting ✓ in the appropriate column for each question. Thanks!

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I was able to correlate my theoretical knowledge with professional practice during my training period.					
2	The training helped me to acquire additional technical knowledge related to my field of studies.					
3	The training helped me to improve my communication skills, both oral and writing.					
4	The training helped me to acquire and apply new knowledge as needed					
5	The training helped me to develop self-confidence in handling the assigned tasks in real life.					
6	The training helped me to understand the significance of teamwork and the importance of a responsible team member.					
7	The training helped me to learn the importance of professional responsibility and ethical responsibility.					

Please write your comments, suggestions, and feelings about the whole training program. You may continue writing on the other side of this sheet.

Bachelor of Science in Information Systems (Project Management, E-Business Management)

Preface

Internship is a form of experiential learning that integrates classroom knowledge with practical application and skills development in a professional setting. Internships allow students to gain valuable applied experience, make connections in professional fields they are considering for career paths, and enable employers to guide and evaluate talent. Internships will also help students get an inside overview of the functioning of companies in the real world, gain insight into the human side within the company, and better understand operations and hierarchy. Students would be placed in an internship that is aligned with their learning goals, provides adequate supervision, and allows them to apply their classroom learning to real-world experiences and enhance their knowledge and skills.

Mission statement

The mission of supervised internship experience is to provide students at The Information Technology department with an opportunity to practice what they have learned in the classroom and help bridge the gap between theory and real work environment practice.

Internship Learning Outcomes

Upon successful completion of the internship, the student will be able to:

a. Apply core knowledge and skills to solve computing problems in a real working environment.

b. Deliver an effective presentation in subject matter to a technical audience.

c. Produce technical reports.

d. Work collaboratively as a member of a team.

e. Resolve ethical, legal, and societal issues related to computing.

Program Learning Outcomes

Graduates of the program will be able to:

1. PLO#1: *Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.*

2. PLO#2: *Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.*

3. PLO#3: *Communicate effectively in a variety of professional contexts.*

4. PLO#4: *Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.*

5. PLO#5: *Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.*

6. PLO#6: *Support the delivery, use, and management of information systems within an information systems environment*.

7. *PLO#7: Discuss innovation, entrepreneurship, and sustainability practices in computing.*

Internship Credit and Contact Hours

The Internship course in each program accounts for 3 credit hours. Each student is required to spend 16 weeks at an organization providing appropriate internship experience. The number of contact hours is the sector normal expectation that is expected to be at least 30 working hours per week. The student can conduct the internship over two 8-week periods during the summer vacations at the same or different organizations.

Monitoring of Student Trainee Progress

The field supervisor will monitor a student trainee on a regular basis during their internship experience. A faculty member from the Information Technology department assigned, as an academic supervisor who will discuss with the field supervisor the training plan at the start of the internship and monitor the progress of the students by arranging at least one visit during the internship period.

Internship Grading and Assessment

A trainee student will be assessed at the end of a 16-week internship period. In case the student conducts the internship over a two 8-week periods, the student will be assessed at the end of each of the two 8-week internship periods and the final grade will be the average of the two grades awarded at the end of each 8-weel period. The Internship assessment procedure is fully described in the respective course syllabus of the Internship course for all the programs offered by the Information Technology department, see Information Technology, Information Systems, and Data Analytics Internship Course Syllabi, pages 11, 143, and 17 respectively.

Internship assessment incorporates the following elements:

i. Attendance: if a trainee absence exceeds 25 percentage of the internship period, the trainee is deemed to have failed the internship and must repeat the internship program.

ii. Plagiarism: students submitting or presenting plagiarized material will be referred to the appropriate University body for disciplinary action as per university policies and procedures.

iii. The field supervisor assesses the trainee performance as per Form 2, Field *Supervisor Student Assessment*

iv. The assessment of the Oral Examination Committee (40%) as per Form 3, *Oral Internship Examination Committee Assessment.*

The final grade is to be approved by the Head of the Department and College's Dean.

An original copy of the final grade is to be sent to the Admission and Registration Office to be included in the student's academic record at the end of the semester in which the student performed the internship.

Grades are to be submitted to the Admission and Registration Office within three weeks from the end of the internship, otherwise the grades are entered in the student transcript the following semester.

Internship Management & Responsibilities

1. Student Internship responsibilities

i. To be available, and on time, for scheduled activities.

ii. To notify both the field supervisor and academic supervisor, in advance, of necessary absences.

iii. To be formally dressed and appropriate for the respective work place.

iv. To plan and carry out all assignments in a prompt and professional manner.

v. To submit to the academic supervisor a weekly e-mail report summarizing daily activities during the previous week.

vi. To maintain a journal of daily activities throughout the internship.

vii. To submit a final report (which conforms to the guidelines provided) by the deadline specified by the academic supervisor.

viii. To attend internship presentation, as scheduled, and to maintain regular e-mail/telephone communication with the Academic Supervisor.

2. Internship Coordinator Responsibilities

The internship coordinator is a faculty member within the department who has the following responsivity:

i. Announcing the internship registration notice before or at the start of each semester.

ii. Giving final approval for site selection, ensuring the internship:

- is appropriate for the student's major in consultation with the institution offering the internship,

- provide pertinent work experience, and

- has adequate academic merit.

iii. Communicating with the internship providers and securing their approval (by telephone, fax, or email)

iv. Publishing the final internship timetables, with copies to the head of the department and the Admission and Registration Office before commencement of the internship.

v. Preparing the assessment questionnaires for trainees, the academic Supervisor and the internship provider, then collecting the completed questionnaires and sending them to the respective head of the department.

vi. Ensuring that prospective internship or experiential education sites:

- are safe and reputable environments for students;

- meet all national employment and other relevant laws and regulations.

vii. Providing an orientation for students as to the skills, behaviours and knowledge which they need to succeed in the work environment.

3. **College Dean Responsibilities:**

    i.   Oversee the internship program implementation.

    ii.   Approving the academic supervisors' list nominated by heads of departments.

    iii.   Approving the assessment results.

4. **Head of Department Responsibilities**

    i.   Ensuring the suitability of the internship site.

    ii.   Nominating the academic supervisors and getting the College Dean's approval.

5. **Academic Supervisor Responsibilities**

    i.   Following up students at their internship sites to ensure the implementation of the internship plan.

    ii.   Helping students understand and appreciate the aims of the internship and the skills and patterns of behavior necessary for ensuring its success.

    iii.   Guiding students to the technicalities of writing the final internship report and the content of the presentation to be made before the oral examination committee.

    iv.   Reviewing students' weekly reports signed by the field supervisors.

    v.   Conducting at least one visit to the internship site to assess the internship environment and establish contact between the student, and the field supervisor.

6. **Field Supervisor Responsibilities**

    i.   Familiarize the student with the working environment and establish a schedule of work activities.

    ii.   Notify the academic supervisor immediately of any problems arising out of association with, attendance, or supervision of, the student.

    iii.   Ensure the quality of the field supervision.

    iv.   Approving the weekly report drafted by the student in accordance with tasks specified in the plan.

    v.   Submit a final written evaluation of the trainee performance.

7. **Follow up of Students Internship Abroad**

    In the case of a student is taking his/her internship outside the UAE, follow-up should be ensured by means of email, telephone, fax, or any other audio-visual communication tool, in addition to the weekly report.

Student's performance

1. The Student's Report

The student report should contain the following information:

   i.   Information about the institution providing the internship.

   ii.   Work carried out during the internship period.

  iii.   The relation between the work done during the internship and the student's major (the relation between theory and practice).

  iv.   The strengths and weaknesses of the work carried out during the internship from the student's point of view.

   v.   The extent to which this work can be useful to the student after graduation.

2. Preparing the first draft of the report

The first important step in preparing the first draft of internship report is to gather all relevant information. For this purpose, student will primarily rely on their training log notebook and technical manuals related to the work and other information gathered from the Internet or textbooks.

The next step is to start preparing the first draft of the report. For this, student will define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline. Student primary concern in writing the first draft should be to concentrate on developing ideas. As student go along, decide where illustrations, block diagrams, schematics, graphs, tables or images would help to clarify the point. Students' first draft should contain the following three major sections.

   i.   **Introduction**: This section, considered as Chapter 1 of internship report, defines the nature of student training, its duration, and some background information about the company/industry/organization where student was trained. Student Trainee should also highlight the main areas of the training in this section.

   ii.   **Main body**: The main body of the report shall comprise of two to three chapters. Each chapter will discuss a different aspect of the internship experience. For example, the first chapter of the main body (i.e., Chapter 2 of the report) may briefly present the theoretical background concerning area of training, while the other two chapters may describe the practical aspects of student training such as software requirement analysis, design, and implementation; software and hardware testing; fault analysis; repair and maintenance procedures; and other types of student field experience in a logical sequence.

  iii.   **Conclusion**: In this chapter, student trainee will summarize the conclusions of the internship experience. Accordingly, conclusions should be a logical outcome of the text presented in the main body of the report.

3. Polishing the First Draft

Having completed the first draft in a typed form, the student is now ready for the next step of polishing it. The student should critically review the first draft to delete unnecessary details and add any missing information. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality. Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

4. Preparing the Final Version

To finalize the training report, the student trainee needs to add the following additional pages:

i.   Title Page: The title page shall include the name of the university and its logo as well as the name of   the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

ii.   Acknowledgment: After the title page, student may add an acknowledgment page to thank the person(s), such as Field Supervisor, and Academic Supervisor.

iii.   Table of Contents: The table of contents shall indicate the titles of chapters and sections and their page numbers.

iv.   Bibliography or References: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

v.   Appendix: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

Before binding the training report, the student should proofread it carefully from the beginning to the end for any spelling or typographical errors before submitting it to the academic supervisor for evaluation.

Internship Presentation

At the end of the External Training, trainee students are required to prepare and deliver a fifteen-minute presentation that highlights their activities/ tasks during their External Training period. Trainees must follow the following guidelines for preparing their oral presentation:

i.   Planning for oral presentation

ii.   Preparing visual aids

iii.   Preparing for Questions/Answers session

iv.   Getting ready for actual presentation

1.   **Planning for Oral Presentation**

   The student needs to follow the following steps:

   - Identify relevant content
   - Choose a suitable title for the presentation
   - Collect all necessary supporting material
   - Identify the main points to be conveyed to the audience
   - Present the material in logical sequence
   - Determine the number of slides needed for their presentation
   - Identify main points for each slide and give each slide a title

2.   **Presentation format and layout**

   The following points should be observed while preparing presentation slides:

   - Each slide shall contain only the key points.

- Use large fonts so that it is easy for the audience to read the contents of the slides.

- Use different colours to highlight the most important points.

- Use animation effects where appropriate but do not overdo it.

- Add graphics, charts, figures, and video clips, as appropriate. Students may use the following sequence for slides:

The Title Slide: Contains the title of the presentation, name of presenter, name of Academic Supervisor.

Outline Slide: A listing of the major components of the presentation.

Body Slides: Cover all the major topics of the presentation with figures, charts, tables, pictures, etc.
o

Conclusion Slide: Should include a summary of the main conclusions of the training experience.

3. **Questions/Answers Session**

Students should be prepared to answer questions related to their internship experience; they must do their homework so that they are reasonably prepared for this session.

Field Supervisor's Report

The field supervisor's report consists of:

    i.   Student's attendance.

    ii. The extent to which the student was academically prepared for the internship experience.

    iii. The student's compliance with the organization's guidelines and procedures.

    iv. Skills learned.

    v.   Knowledge and skills lacking in the trainee.

    vi. Trainee strengths and weaknesses

    vii. The extent to which the student was useful for the organization.

Academic Supervisor's Report

The academic supervisor's report includes:

    i.   The extent of the student's commitment to the internship and observation of the internship program.

    ii. The skills gained through the internship.

    iii. The correlation between the internship and the major.

    iv. Strengths and weaknesses of the internship program.

    v.   Suggestions for improving the internship program based on students and employers feedback.

    vi. The student's final report.

Internship/Training registration Procedure

Students can register for internship using the online application form available at https://ors.ajman.ac.ae/requests/newrequest.aspx.

The steps for registering in the internship program for students in the information Technology department and Information Systems training course are as follows:

i. Training request form is filled online using students' online registration system.

ii. Head of Department/ Training Coordinator's approval is required in all cases.

iii. Once the training request is approved, the internship course will be added to the student's registered courses.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of trainee students in appropriate private or public organizations that operate in the field of Information Technology. Career and Internship Office can also assist in the placement of students for internship through their contacts with external organizations. Training locations proposed by students are also accepted if they fulfil the required training site selection criteria and approved by the training coordinator or academic supervisor.

Internship Eligibility

The requirements for registering in the internship program is described in the course syllabus of the respective programs offered by the Information Systems department.

Internship Course Syllabi and Forms

College of Engineering and Information Technology
Information Systems Internship – INS408

Number of Contact Hours, Credits, & Prerequisites

Credit: 3   16-week (sector normal expectation, at least 30 contact hours per week)

Prerequisites: 90 Credit Hours

Course Catalog Description

The internship familiarizes students with actual working environments. It gives students the opportunity to integrate their knowledge and skills learned in the course by applying them to real-world problems encountered in business and industry. The internship also gives the student a feeling of what is involved in working on actual information technology problems and developing communication and teamwork skills as well as addressing ethical and professional issues applicable to computing practice.

Course Learning Outcomes

Upon completion of the internship period, students will be able to:

Course Learning Outcome	IT Program PLOs
Apply core knowledge and skills to solve computing problems in a real working environment.	PLO #1, PLO #2
Deliver an effective presentation on the subject matter to a technical audience.	PLO #3
Produce a consistent, accurate, and error-free professional document.	PLO #3
Work collaboratively as a member of a team.	PLO #5
Resolve ethical, legal, and societal issues related to computing.	PLO #4
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	PLO #7

Course Content:

The internship program can be conducted over one 16-week period or two 8-week periods. In the case of two 8-week periods, the student can conduct the internship at the same or a different workplace.

Period	Week	Content and contact hours
1	1-16	An internship program prepared by the student's supervisor and the employer for a 16-week period with sector normal expectation of at least 30 working hours per week.

OR

Period	Week	Content and contact hours
1	1 - 8	An internship program prepared by the student's supervisor and the employer for an 8-week period with sector normal expectation of at least 30 working hours per week.
2	1 - 8	An internship program prepared by the student's supervisor and the employer for an 8-week period with sector normal expectation of at least 30 working hours per week.

Assessment:

A trainee student will be assessed at the end of the 16-week or each of the two 8-week internship periods according to the assessment tools shown below. In case the internship is conducted over two 8-week periods, the student must pass both internship periods and the final grade for the Internship course will be the average of the grades of the two respective 8-week periods. An internship period, whether a 16-week or 8-week period must be repeated if awarded a failing grade.

Assessment tool	Grade
Employer evaluation	40%
Evaluation of presentation/practical component	40%
Written examination on the internship subject matter.	20%

Employer Evaluation (40%)

The employer will assess the following aspects of the student's internship program:

Performance Item	Outcome	Max Score	Score
1. Demonstrate knowledge, and skills appropriate for the assigned duties.	a	8	
2. Demonstrate effective verbal communication skills.	b	6	
3. Communicate ideas and concepts clearly in writing.	c	6	
4. Work collaboratively as a member of a team.	d	6	
5. Conduct himself in an ethical and professional manner.	e	6	
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	f	8	
Total		40	

Presentation/Practical Demonstration (40%)

The student should submit a technical report and give a presentation or practical demonstration of his internship experience before a panel of at least two faculty members. Students will be assessed on the following competencies:

Performance Item	Outcome	Max Grade	Score
Performs assigned duties using appropriate knowledge and skills.	a	10	
Demonstrates effective verbal communication skills.	b	10	
Produce a consistent, accurate, and error-free professional document.	c	10	
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	f	10	
Total		40	

Written Assessment (20%)

A student must sit for a written examination that covers the concepts, techniques, methods, and other knowledge and skills relevant to the internship experience of the student.

Performance Item	Outcome	Max Grade	Score
Demonstrate knowledge, skills appropriate for the assigned internship duties.	a	12	
Communicate knowledge of computing clearly in writing.	d	8	
Total		20	

<u>Notes:</u>

- *If a trainee's absence exceeds 25 percentage of the internship period, whether a 16-week or 8-week period, the trainee will be awarded a failing grade and must repeat the internship period failed.*

- *Plagiarism: students submitting or presenting plagiarized material will be subject to disciplinary actions as per AU's policies and procedures. Refer to the Policies and Procedures Manual, Student Policies, and Student Academic Integrity Policy.*

جامعة عجمان
AJMAN UNIVERSITY

College of Engineering & Information Technology Department of Information Technology

Student Internship Feedback

Academic Year 20- 20

Form 1 - (*To be filled by the student*)

Kindly fill in the information below and send to your internship academic supervisor at the end of the internship period.

Student Name:	
Student ID:	
Major:	
College:	
Internship Place:	
Internship Period: From:	TO:

Kindly rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. If the question does not pertain to your area of responsibility, please tick as "N/A".

#	Item	Rating 1-5
1	I am satisfied with the way in which my training place was selected	
2	The internship was relevant to my major	
3	I had the opportunity to apply my knowledge and skills	
4	I had sufficient field supervision	
5	The internship experience was beneficial to me	

General Remarks:

Signature: Date:

جامعـة عجمـان
AJMAN UNIVERSITY

Training Site Selection, Evaluation and Approval Form

Please fill in the information required below before you apply for registration of the training course on student registration system.

Student's Information				
Full Name				
Student ID				
Phone Number				
Academic Year				
Semester				
Completed Credits Hours				
Training Institution's Profile				
Institution Name				
Industry/Sector				
Private/Public				
Size	□ Small	□ Medium	□ Large	
No. of Employees				
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.			□ YES	□ NO
The work environment in the institution is safe			□ YES	□ NO
Training Period	From:	To:		
Academic Supervisor's Approval				
I hereby, approve the training site and give permission to the student to start his/her External Training/internship. Comments:				
			□ YES	□ NO

Academic Supervisor's Name   Academic Supervisor's Signature

Internship Application and Registration Form

The following is the internship application form that is available online at *https://ors.ajman.ac.ae/Requests/NewRequest.aspx*

Please go to the link, click on Request type: *Training Center* and Request category:

Training request and complete your application online.

Student Name _____

Student Identification Number (ID): _____

Training Course Code_____

Cumulative GPA:_____

Total Hours Registered in the Current Semester _____

Mobile no. _____ Email address: _____

Have you registered for External or Internal Training before? Yes_____No_____

Expected Graduation Semester _____

_____

Do you have your own training place? Yes_____No_____

_____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

Job Title: _____

Contact Number: _____

Email: _____

Emirate: _____

جامعة عجمان

AJMAN UNIVERSITY

Internship Request Letter Template

[Date] To:

[Name of the Contact Person] [Company Name]

[Company Address]

Dear **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for **[Student Name], [Student ID]** who is a registered student in the Electrical Engineering department to be attached as trainee in [**Company's Department]** at [**Company Name].** The student, as per his/her degree requirements must complete a total of **[Number of Hours]** commencing on **[Internship Start Date]** and ending by **[Internship End Date]** with the total hours in each internship week not exceeding 20.

External Training/internship is a core component in the electrical engineering program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the electrical engineering industry and healthcare services.

I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Supervisor Name] [Title]

[Tel] [Email]

College of Engineering & Information Technology Department of Information Technology

Field Supervisor Student Assessment

Academic Year 20- 20

Form 2 - (*to be filled by the field supervisor*)

Kindly fill in the information required below, including the student's grades and the send this form to Ajman University, College of Engineering and Information Technology at the end of the internship period.

Internship Details	
Student Full Name	
Student ID	
Major	
Internship Period	From: To:
Institution's Name	
Department(s)	
Field supervisor	
Position/Job title	
Tel. No.	
P.O. Box	
Fax	
Email	

Performance Item	Outcome	Max Score	Score
Demonstrate knowledge, and skills appropriate for the assigned duties.	a	8	
Demonstrate effective verbal communication skills.	b	6	
Communicate ideas and concepts clearly in writing.	c	6	
Work collaboratively as a member of a team.	d	6	
Conduct himself in an ethical and professional manner.	e	6	
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	f	8	
Total		**40**	

General Remarks:

Name: …………………………………………   Date: /   /

Signature and Institution's Stamp:

جامعـة عجمـان
AJMAN UNIVERSITY

College of Engineering and Information Technology

Internship Assessment Form 3: Written Examination

Student Name	
Student ID	
Student Major	
Internship Dates	
Organization	

Written Examination Assessment (20%)

Performance Item	Outcome	Max Score	Score
Demonstrate knowledge, and skills appropriate for the assigned internship duties.	a	12	
Communicate knowledge of computing clearly in writing.	c	8	
Total		**20**	

General Comments

Internship Examiner Name & Signature

College of Engineering and Information Technology

Internship Assessment: Oral Presentation/Practical Demonstration

Student Name	
Student ID	
Student Major	
Academic Supervisor	
Internship Period	From: To: Weeks:
Organization	

Presentation/Practical Demonstration (40%)

Performance Item	Outcome	Max Score	Score
Performs assigned duties using appropriate knowledge and skills.	a	10	
Demonstrates effective verbal communication skills.	b	10	
Produce a consistent, accurate and error-free professional document.	c	10	
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	f	10	
Total		**40**	

General Comments

Committee Members   Members' Signatures

جامعــة عجمــان
AJMAN UNIVERSITY

College of Engineering & Information Technology
Department of Information Technology Internship Student Weekly Report (Form 4)

Academic Year 20- 20

(*To be filled by and signed by the field supervisor and the student on weekly basis*)

Student's Details				
Student Full Name				
Student ID				
Major				
Week Date	From:		To:	
Institution's Name				
Field Supervisor				
Position/Job title				
Tel. No.				
Email				
Internship Period	From:	To:		Weeks:

Week Day	Summary of Activities	Department	Hours*
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
		Total Contact Hours	

- *At least 30 contact hours per week.*

General Remarks:

Student Signature   Field Supervisor Signature

Date: /   /   Date: /   /

Bachelor of Science in Information Technology (Networking and Security)

Preface

Internship is a form of experiential learning that integrates classroom knowledge with practical application and skills development in a professional setting. Internships allow students to gain valuable applied experience, make connections in professional fields they are considering for career paths, and enable employers to guide and evaluate talent. Internships will also help students get an inside overview of the functioning of companies in the real world, gain insight into the human side within the company, and better understand operations and hierarchy. Students would be placed in an internship that is aligned with their learning goals, provides adequate supervision, and allows them to apply their classroom learning to real-world experiences and enhance their knowledge and skills.

Mission statement

The mission of supervised internship experience is to provide students at The Information Technology department with an opportunity to practice what they have learned in the classroom and help bridge the gap between theory and real work environment practice.

Internship Learning Outcomes

Upon successful completion of the internship, the student will be able to:

a.   Apply core knowledge and skills to solve computing problems in a real working environment.

b.   Deliver an effective presentation in subject matter to a technical audience.

c.   Produce technical reports.

d.   Work collaboratively as a member of a team.

e.   Resolve ethical, legal, and societal issues related to computing.

Program Learning Outcomes

Graduates of the program will be able to:

PLO#1: *A*nalyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.

PLO#2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

PLO#3: Communicate effectively in a variety of professional contexts.

PLO#4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

PLO#5: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

PLO#6: Use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals.

PLO#7: Discuss innovation, entrepreneurship, and sustainability practices in computing.

PLO#8: Apply security principles and practices to maintain operations in the presence of risks and threats.

Internship Credit and Contact Hours

The Internship course in each program accounts for 3 credit hours. Each student is required to spend 16 weeks at an organization providing appropriate internship experience. The number of contact hours is the sector normal expectation that is expected to be at least 30 working hours per week. The student can conduct the internship over two 8-week periods during the summer vacations at the same or different organizations.

Monitoring of Student Trainee Progress

The field supervisor will monitor a student trainee on a regular basis during their internship experience. A faculty member from the Information Technology department assigned, as an academic supervisor who will discuss with the field supervisor the training plan at the start of the internship and monitor the progress of the students by arranging at least one visit during the internship period.

Internship Grading and Assessment

A trainee student will be assessed at the end of a 16-week internship period. In case the student conducts the internship over a two 8-week periods, the student will be assessed at the end of each of the two 8-week internship periods and the final grade will be the average of the two grades awarded at the end of each 8-weel period. The Internship assessment procedure is fully described in the respective course syllabus of the Internship course for all the programs offered by the Information Technology department, see Information Technology, Information Systems, and Data Analytics Internship Course Syllabi, pages 11, 143, and 17 respectively.

Internship assessment incorporates the following elements:

i. Attendance: if a trainee absence exceeds 25 percentage of the internship period, the trainee is deemed to have failed the internship and must repeat the internship program.

ii. Plagiarism: students submitting or presenting plagiarized material will be referred to the appropriate University body for disciplinary action as per university policies and procedures.

iii. The field supervisor assesses the trainee performance as per Form 2, Field *Supervisor Student Assessment*

iv. The assessment of the Oral Examination Committee (40%) as per Form 3, *Oral Internship Examination Committee Assessment.*

The final grade is to be approved by the Head of the Department and College's Dean.

An original copy of the final grade is to be sent to the Admission and Registration Office to be included in the student's academic record at the end of the semester in which the student performed the internship.

Grades are to be submitted to the Admission and Registration Office within three weeks from the end of the internship, otherwise the grades are entered in the student transcript the following semester.

Internship Management & Responsibilities

1. Student Internship responsibilities

    i. To be available, and on time, for scheduled activities.

    ii. To notify both the field supervisor and academic supervisor, in advance, of necessary absences.

    iii. To be formally dressed and appropriate for the respective work place.

    iv. To plan and carry out all assignments in a prompt and professional manner.

    v. To submit to the academic supervisor a weekly e-mail report summarizing daily activities during the previous week.

    vi. To maintain a journal of daily activities throughout the internship.

    vii. To submit a final report (which conforms to the guidelines provided) by the deadline specified by the academic supervisor.

    viii. To attend internship presentation, as scheduled, and to maintain regular e-mail/telephone communication with the Academic Supervisor.

2. Internship Coordinator Responsibilities

    The internship coordinator is a faculty member within the department who has the following responsivity:

    viii. Announcing the internship registration notice before or at the start of each semester.

    ix. Giving final approval for site selection, ensuring the internship:

- is appropriate for the student's major in consultation with the institution offering the internship,
- provide pertinent work experience, and
- has adequate academic merit.

    x. Communicating with the internship providers and securing their approval (by telephone, fax, or email)

    xi. Publishing the final internship timetables, with copies to the head of the department and the Admission and Registration Office before commencement of the internship.

    xii. Preparing the assessment questionnaires for trainees, the academic Supervisor and the internship provider, then collecting the completed questionnaires and sending them to the respective head of the department.

    xiii. Ensuring that prospective internship or experiential education sites:

- are safe and reputable environments for students;
- meet all national employment and other relevant laws and regulations.

    xiv. Providing an orientation for students as to the skills, behaviours and knowledge which they need to succeed in the work environment.

3. College Dean Responsibilities:

    iv. Oversee the internship program implementation.

v. Approving the academic supervisors' list nominated by heads of departments.

vi. Approving the assessment results.

4. **Head of Department Responsibilities**

iii. Ensuring the suitability of the internship site.

iv. Nominating the academic supervisors and getting the College Dean's approval.

5. **Academic Supervisor Responsibilities**

vi. Following up students at their internship sites to ensure the implementation of the internship plan.

vii. Helping students understand and appreciate the aims of the internship and the skills and patterns of behavior necessary for ensuring its success.

viii. Guiding students to the technicalities of writing the final internship report and the content of the presentation to be made before the oral examination committee.

ix. Reviewing students' weekly reports signed by the field supervisors.

x. Conducting at least one visit to the internship site to assess the internship environment and establish contact between the student, and the field supervisor.

6. **Field Supervisor Responsibilities**

vi. Familiarize the student with the working environment and establish a schedule of work activities.

vii. Notify the academic supervisor immediately of any problems arising out of association with, attendance, or supervision of, the student.

viii. Ensure the quality of the field supervision.

ix. Approving the weekly report drafted by the student in accordance with tasks specified in the plan.

x. Submit a final written evaluation of the trainee performance.

7. **Follow up of Students Internship Abroad**

In the case of a student is taking his/her internship outside the UAE, follow-up should be ensured by means of email, telephone, fax, or any other audio-visual communication tool, in addition to the weekly report.

Student's performance

• **The Student's Report**

The student report should contain the following information:

i. Information about the institution providing the internship.

ii. Work carried out during the internship period.

iii. The relation between the work done during the internship and the student's major (the relation between theory and practice).

iv. The strengths and weaknesses of the work carried out during the internship from the student's point of view.

v. The extent to which this work can be useful to the student after graduation.

Preparing the first draft of the report

The first important step in preparing the first draft of internship report is to gather all relevant information. For this purpose, student will primarily rely on their training log notebook and technical manuals related to the work and other information gathered from the Internet or textbooks.

The next step is to start preparing the first draft of the report. For this, student will define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline. Student primary concern in writing the first draft should be to concentrate on developing ideas. As student go along, decide where illustrations, block diagrams, schematics, graphs, tables or images would help to clarify the point. Students' first draft should contain the following three major sections.

i. **Introduction**: This section, considered as Chapter 1 of internship report, defines the nature of student training, its duration, and some background information about the company/industry/organization where student was trained. Student Trainee should also highlight the main areas of the training in this section.

ii. **Main body**: The main body of the report shall comprise of two to three chapters. Each chapter will discuss a different aspect of the internship experience. For example, the first chapter of the main body (i.e., Chapter 2 of the report) may briefly present the theoretical background concerning area of training, while the other two chapters may describe the practical aspects of student training such as software requirement analysis, design, and implementation; software and hardware testing; fault analysis; repair and maintenance procedures; and other types of student field experience in a logical sequence.

iii. **Conclusion**: In this chapter, student trainee will summarize the conclusions of the internship experience. Accordingly, conclusions should be a logical outcome of the text presented in the main body of the report.

Polishing the First Draft

Having completed the first draft in a typed form, the student is now ready for the next step of polishing it. The student should critically review the first draft to delete unnecessary details and add any missing information. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality. Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

Preparing the Final Version

To finalize the training report, the student trainee needs to add the following additional pages:

i. Title Page: The title page shall include the name of the university and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

ii. Acknowledgment: After the title page, student may add an acknowledgment page to thank the person(s), such as Field Supervisor, and Academic Supervisor.

iii. Table of Contents: The table of contents shall indicate the titles of chapters and sections and their page numbers.

iv. Bibliography or References: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

v. Appendix: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

Before binding the training report, the student should proofread it carefully from the beginning to the end for any spelling or typographical errors before submitting it to the academic supervisor for evaluation.

Internship Presentation

At the end of the External Training, trainee students are required to prepare and deliver a fifteen-minute presentation that highlights their activities/ tasks during their External Training period. Trainees must follow the following guidelines for preparing their oral presentation:

i. Planning for oral presentation

ii. Preparing visual aids

iii. Preparing for Questions/Answers session

iv. Getting ready for actual presentation

Planning for Oral Presentation

The student needs to follow the following steps:

i. Identify relevant content

ii. Choose a suitable title for the presentation

iii. Collect all necessary supporting material

iv. Identify the main points to be conveyed to the audience

v. Present the material in logical sequence

vi. Determine the number of slides needed for their presentation

vii. Identify main points for each slide and give each slide a title

Presentation format and layout

The following points should be observed while preparing presentation slides:

i. Each slide shall contain only the key points.

ii. Use large fonts so that it is easy for the audience to read the contents of the slides.

iii. Use different colours to highlight the most important points.

iv. Use animation effects where appropriate but do not overdo it.

v. Add graphics, charts, figures, and video clips, as appropriate. Students may use the following sequence for slides:

The Title Slide: Contains the title of the presentation, name of presenter, name of Academic Supervisor.

Outline Slide: A listing of the major components of the presentation.

Body Slides: Cover all the major topics of the presentation with figures, charts, tables, pictures, etc. o

Conclusion Slide: Should include a summary of the main conclusions of the training experience.

Questions/Answers Session

Students should be prepared to answer questions related to their internship experience; they must do their homework so that they are reasonably prepared for this session.

Field Supervisor's Report

The field supervisor's report consists of:

i. Student's attendance.

ii. The extent to which the student was academically prepared for the internship experience.

iii. The student's compliance with the organization's guidelines and procedures.

iv. Skills learned.

v. Knowledge and skills lacking in the trainee.

vi. Trainee strengths and weaknesses

vii. The extent to which the student was useful for the organization.

Academic Supervisor's Report

The academic supervisor's report includes:

i. The extent of the student's commitment to the internship and observation of the internship program.

ii. The skills gained through the internship.

iii. The correlation between the internship and the major.

iv. Strengths and weaknesses of the internship program.

v. Suggestions for improving the internship program based on students and employers feedback.

vi. The student's final report.

Internship/Training registration Procedure

Students can register for internship using the online application form available at https://ors.ajman.ac.ae/requests/newrequest.aspx.

The steps for registering in the internship program for students in the information Technology department and Information Systems training course are as follows:

i. Training request form is filled online using students' online registration system.

ii. Head of Department/ Training Coordinator's approval is required in all cases.

iii. Once the training request is approved, the internship course will be added to the student's registered courses.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of trainee students in appropriate private or public organizations that operate in the field of Information Technology. Career and Internship Office can also assist in the placement of students for internship through their contacts with external organizations. Training locations proposed by students are also accepted if they fulfil the required training site selection criteria and approved by the training coordinator or academic supervisor.

Internship Eligibility

The requirements for registering in the internship program is described in the course syllabus of the respective programs offered by the Information Systems department.

Internship Course Syllabi and Forms

College of Engineering and Information Technology

Information Technology Internship – INT402

Number of Contact Hours, Credits, & Prerequisites

Credit: 3   16-week (sector normal expectation, at least 30 contact hours per week)

Prerequisites: 90 Credit Hours

Course Catalog Description

The internship familiarizes students with actual working environments. It gives students the opportunity to integrate their knowledge and skills learned in the course by applying them to real-world problems encountered in business and industry. The internship also gives the student a feeling of what is involved in working on actual information technology problems and developing communication and teamwork skills as well as addressing ethical and professional issues applicable to computing practice.

Course Learning Outcomes

Upon completion of the internship period, students will be able to:

Course Learning Outcome	IT Program PLOs
Apply core knowledge and skills to solve computing problems in a real working environment.	PLO #1, PLO #2
Deliver an effective presentation on the subject matter to a technical audience.	PLO #3
Produce a consistent, accurate and error-free professional document.	PLO #3
Work collaboratively as a member of a team.	PLO #5
Resolve ethical, legal, and societal issues related to computing.	PLO #4
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	PLO #7

Course Content:

The internship program can be conducted over one 16-week period or two 8-week periods. In the case of two 8-week periods, the student can conduct the internship at the same or a different workplace.

Period	Week	Content and contact hours
1	1-16	An internship program prepared by the student's supervisor and the employer for a 16-week period with sector normal expectation of at least 30 working hours per week.

OR

Period	Week	Content and contact hours
1	1 - 8	An internship program prepared by the student's supervisor and the employer for an 8-week period with sector normal expectation of at least 30 working hours per week.
2	1 - 8	An internship program prepared by the student's supervisor and the employer for an 8-week period with sector normal expectation of at least 30 working hours per week.

Assessment:

A trainee student will be assessed at the end of the 16-week or each of the two 8-week internship periods according to the assessment tools shown below. In case the internship is conducted over a two 8-week periods, the student must pass both internship periods and the final grade for the Internship course will be the average of the grades of the two respective 8-week periods. An internship period, whether 16-week or 8-week period must be repeated if awarded a failing grade.

Assessment tool	Grade
Employer evaluation	40%
Evaluation of presentation/practical component	40%
Written examination on the internship subject matter.	20%

Employer Evaluation (40%)

The employer will assess the following aspects of the student's internship program:

Performance Item	Outcome	Max Score	Score
Demonstrate knowledge, skills appropriate for the assigned duties.	a	8	
Demonstrate an effective verbal communication skills.	b	6	
Communicate ideas and concepts clearly in writing.	c	6	
Work collaboratively as a member of a team.	d	6	
Conduct himself in an ethical and professional manner.	e	6	
Demonstrate an entrepreneurial and innovative initiatives in the development and use of computing technology.	f	8	
Total		40	

Presentation/Practical Demonstration (40%)

The student should submit a technical report and give a presentation or practical demonstration of his internship experience before a panel of at least two faculty members. Students will be assessed on the following competencies:

Performance Item	Outcome	Max Grade	Score
Performs assigned duties using appropriate knowledge and skills.	a	10	
Demonstrates effective verbal communication skills.	b	10	
Produce a consistent, accurate and error-free professional document.	c	10	

	Outcome	Max Grade	Score
Demonstrate an entrepreneurial and innovative initiatives in the development and use of computing technology.	f	10	
Total		40	

Written Assessment (20%)

A student must sit for a written examination that covers the concepts, techniques, methods, and other knowledge and skills relevant to the internship experience of the student.

Performance Item	Outcome	Max Grade	Score
Demonstrate knowledge, skills appropriate for the assigned internship duties.	a	12	
Communicate knowledge of computing clearly in writing.	c	8	
Total		20	

Notes:

- *If a trainee's absence exceeds 25 percentage of the internship period, whether a 16-week or 8-week period, the trainee will be awarded a failing grade and must repeat the internship period failed.*

- *Plagiarism: students submitting or presenting plagiarized material will be subject to disciplinary actions as per AU's policies and procedures. Refer to the Policies and Procedures Manual, Student Policies, Student Academic Integrity Policy.*

جامعة عجمان
AJMAN UNIVERSITY

College of Engineering & Information Technology

Department of Information Technology

Student Internship Feedback

Academic Year 20- 20

Form 1 - (*To be filled by the student*)

Kindly fill in the information below and send to your internship academic supervisor at the end of the internship period.

Student Name:	
Student ID:	
Major:	
College:	
Internship Place:	
Internship Period: From:	TO:

Kindly rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. If the question does not pertain to your area of responsibility, please tick as "N/A".

#	Item	Rating 1-5
1	I am satisfied with the way in which my training place was selected	
2	The internship was relevant to my major	
3	I had the opportunity to apply my knowledge and skills	
4	I had sufficient field supervision	
5	The internship experience was beneficial to me	

General Remarks:

Signature: Date:

AJMAN UNIVERSITY — جــامـعــة عـجـمــان

Training Site Selection, Evaluation and Approval Form

Please fill in the information required below before you apply for registration of the training course on student registration system.

Student's Information				
Full Name				
Student ID				
Phone Number				
Academic Year				
Semester				
Completed Credits Hours				
Training Institution's Profile				
Institution Name				
Industry/Sector				
Private/Public				
Size	□ Small	□ Medium	□ Large	
No. of Employees				
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.			□ YES	□ NO
The work environment in the institution is safe			□ YES	□ NO
Training Period	From:	To:		
Academic Supervisor's Approval				
I hereby, approve the training site and give permission to the student to start his/her External Training/internship. Comments:				
			□ YES	□ NO

Academic Supervisor's Name   Academic Supervisor's Signature

جـامعـة عجمـان
AJMAN UNIVERSITY

Internship Application and Registration Form

The following is the internship application form that is available online at

https://ors.ajman.ac.ae/Requests/NewRequest.aspx

Please go to the link, click on Request type: *Training Center* and Request category:

Training request and complete your application online.

Student Name _____

Student Identification Number (ID): _____ Training Course Code_____

Cumulative GPA:_____Total Hours Registered in the Current Semester _____

Mobile no. _____ Email address: _____

Have you registered for External or Internal Training before?

Yes____No_____

Expected Graduation Semester _____

Do you have your own training place? Yes_____No_____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____ Job Title: _____

Contact Number: _____ Email: _____ Emirate: _____

Internship Request Letter Template

[Date] To:

[Name of the Contact Person] [Company Name]

[Company Address]

Dear **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for ***[Student Name], [Student ID]*** who is a registered student in the Electrical Engineering department to be attached as trainee in [***Company's Department]*** at [***Company Name].*** The student, as per his/her degree requirements must complete a total of ***[Number of Hours]*** commencing on ***[Internship Start Date]*** and ending by ***[Internship End Date]*** with the total hours in each internship week not exceeding 20.

External Training/internship is a core component in the electrical engineering program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the electrical engineering industry and healthcare services.

I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Supervisor Name] [Title]

[Tel] [Email]

جامعــة عجمــان
AJMAN UNIVERSITY

College of Engineering & Information Technology

Department of Information Technology

Field Supervisor Student Assessment

Academic Year 20- 20

Form 2 - (*to be filled by the field supervisor*)

Kindly fill in the information required below, including the student's grades and the send this form to Ajman University, College of Engineering and Information Technology at the end of the internship period.

Internship Details	
Student Full Name	
Student ID	
Major	
Internship Period	From: To:
Institution's Name	
Department(s)	
Field supervisor	
Position/Job title	
Tel. No.	
P.O. Box	
Fax	
Email	

Performance Item	Outcome	Max Score	Score
Demonstrate knowledge, and skills appropriate for the assigned duties.	a	8	
Demonstrate effective verbal communication skills.	b	6	
Communicate ideas and concepts clearly in writing.	c	6	
Work collaboratively as a member of a team.	d	6	
Conduct himself in an ethical and professional manner.	e	6	
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	f	8	
Total		**40**	

General Remarks:

Name: ……………………………………………

Date: /   /

Signature and Institution's Stamp:

جامعة عجمان
AJMAN UNIVERSITY

College of Engineering and Information Technology

Internship Assessment Form 3: Written Examination

Student Name	
Student ID	
Student Major	
Internship Dates	
Organization	

Written Examination Assessment (20%)

Performance Item	Outcome	Max Score	Score
Demonstrate knowledge, and skills appropriate for the assigned internship duties.	a	12	
Communicate knowledge of computing clearly in writing.	c	8	
Total		**20**	

General Comments

Internship Examiner Name & Signature

College of Engineering and Information Technology

Internship Assessment: Oral Presentation/Practical Demonstration

Student Name	
Student ID	
Student Major	
Academic Supervisor	
Internship Period	From:　　　　　To:　　　　　Weeks:
Organization	

Presentation/Practical Demonstration (40%)

Performance Item	Outcome	Max Score	Score
Performs assigned duties using appropriate knowledge and skills.	a	10	
Demonstrates effective verbal communication skills.	b	10	
Produce a consistent, accurate and error-free professional document.	c	10	
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	f	10	
Total		**40**	

General Comments

Committee Members

Members' Signatures

جامعـة عجمـان
AJMAN UNIVERSITY

College of Engineering & Information Technology

Department of Information Technology

Internship Student Weekly Report (Form 4)

Academic Year 20- 20

(*To be filled by and signed by the field supervisor and the student on weekly basis*)

Student's Details				
Student Full Name				
Student ID				
Major				
Week Date	From:		To:	
Institution's Name				
Field Supervisor				
Position/Job title				
Tel. No.				
Email				
Internship Period	From:	To:		Weeks:

Week Day	Summary of Activities	Department	Hours*
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
		Total Contact Hours	

At least 30 contact hours per week.

General Remarks:

Student Signature   Field Supervisor Signature

Date: /   /   Date: /   /

Bachelor of Science in Data Analytics

Preface

Internship is a form of experiential learning that integrates classroom knowledge with practical application and skills development in a professional setting. Internships allow students to gain valuable applied experience, make connections in professional fields they are considering for career paths, and enable employers to guide and evaluate talent. Internships will also help students get an inside overview of the functioning of companies in the real world, gain insight into the human side within the company, and better understand operations and hierarchy. Students would be placed in an internship that is aligned with their learning goals, provides adequate supervision, and allows them to apply their classroom learning to real-world experiences and enhance their knowledge and skills.

Mission statement

The mission of supervised internship experience is to provide students at The Information Technology department with an opportunity to practice what they have learned in the classroom and help bridge the gap between theory and real work environment practice.

Internship Learning Outcomes

Upon successful completion of the internship, the student will be able to:

a) Apply core knowledge and skills to solve computing problems in a real working environment.

b) Deliver an effective presentation in subject matter to a technical audience.

c) Produce technical reports.

d) Work collaboratively as a member of a team.

e) Resolve ethical, legal, and societal issues related to computing.

Program Learning Outcomes

Graduates of the program will be able to:

PLO#1: Analyze complex data analytics problems and apply principles of data analytics and other relevant disciplines to identify solutions.

PLO#2: Design, implement and evaluate a solution to meet a given set of requirements for a data analytics problem.

PLO#3: Communicate effectively in a variety of professional contexts.

PLO#4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

PLO#5: Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

PLO#6: Identify and analyze user needs and to take them into account in the selection, creation, integration, and evaluation of data analytics solutions.

Internship Credit and Contact Hours

The Internship course in each program accounts for 3 credit hours. Each student is required to spend 16 weeks at an organization providing appropriate internship experience. The number of contact hours is the sector normal expectation that is expected to be at least 30 working hours per week. The student can conduct the internship over two 8-week periods during the summer vacations at the same or different organizations.

Monitoring of Student Trainee Progress

The field supervisor will monitor a student trainee on a regular basis during their internship experience. A faculty member from the Information Technology department assigned, as an academic supervisor who will discuss with the field supervisor the training plan at the start of the internship and monitor the progress of the students by arranging at least one visit during the internship period.

Internship Grading and Assessment

A trainee student will be assessed at the end of a 16-week internship period. In case the student conducts the internship over a two 8-week periods, the student will be assessed at the end of each of the two 8-week internship periods and the final grade will be the average of the two grades awarded at the end of each 8-weel period. The Internship assessment procedure is fully described in the respective course syllabus of the Internship course for all the programs offered by the Information Technology department, see Information Technology, Information Systems, and Data Analytics Internship Course Syllabi, pages 11, 143, and 17 respectively.

Internship assessment incorporates the following elements:

a. Attendance: if a trainee absence exceeds 25 percentage of the internship period, the trainee is deemed to have failed the internship and must repeat the internship program.

b. Plagiarism: students submitting or presenting plagiarized material will be referred to the appropriate University body for disciplinary action as per university policies and procedures.

c. The field supervisor assesses the trainee performance as per Form 2, Field *Supervisor Student Assessment*

d. The assessment of the Oral Examination Committee (40%) as per Form 3, *Oral Internship Examination Committee Assessment.*

The final grade is to be approved by the Head of the Department and College's Dean.

An original copy of the final grade is to be sent to the Admission and Registration Office to be included in the student's academic record at the end of the semester in which the student performed the internship.

Grades are to be submitted to the Admission and Registration Office within three weeks from the end of the internship, otherwise the grades are entered in the student transcript the following semester.

Internship Management & Responsibilities

Student Internship responsibilities

- To be available, and on time, for scheduled activities.

- To notify both the field supervisor and academic supervisor, in advance, of necessary absences.

- To be formally dressed and appropriate for the respective work place.

- To plan and carry out all assignments in a prompt and professional manner.

- To submit to the academic supervisor a weekly e-mail report summarizing daily activities during the previous week.

- To maintain a journal of daily activities throughout the internship.

- To submit a final report (which conforms to the guidelines provided) by the deadline specified by the academic supervisor.

- To attend internship presentation, as scheduled, and to maintain regular e-mail/telephone communication with the Academic Supervisor.

Internship Coordinator Responsibilities

The internship coordinator is a faculty member within the department who has the following responsivity:

a. Announcing the internship registration notice before or at the start of each semester.

b. Giving final approval for site selection, ensuring the internship:

- is appropriate for the student's major in consultation with the institution offering the internship,

- provide pertinent work experience, and

- has adequate academic merit.

c. Communicating with the internship providers and securing their approval (by telephone, fax, or email)

d. Publishing the final internship timetables, with copies to the head of the department and the Admission and Registration Office before commencement of the internship.

e. Preparing the assessment questionnaires for trainees, the academic Supervisor and the internship provider, then collecting the completed questionnaires and sending them to the respective head of the department.

f. Ensuring that prospective internship or experiential education sites:

- are safe and reputable environments for students;

- meet all national employment and other relevant laws and regulations.

g. Providing an orientation for students as to the skills, behaviours and knowledge which they need to succeed in the work environment.

College Dean Responsibilities:

- Oversee the internship program implementation.
- Approving the academic supervisors' list nominated by heads of departments.
- Approving the assessment results.

Head of Department Responsibilities

- Ensuring the suitability of the internship site.
- Nominating the academic supervisors and getting the College Dean's approval.

Academic Supervisor Responsibilities

- Following up students at their internship sites to ensure the implementation of the internship plan.
- Helping students understand and appreciate the aims of the internship and the skills and patterns of behavior necessary for ensuring its success.
- Guiding students to the technicalities of writing the final internship report and the content of the presentation to be made before the oral examination committee.
- Reviewing students' weekly reports signed by the field supervisors.
- Conducting at least one visit to the internship site to assess the internship environment and establish contact between the student, and the field supervisor.

Field Supervisor Responsibilities

- Familiarize the student with the working environment and establish a schedule of work activities.
- Notify the academic supervisor immediately of any problems arising out of association with, attendance, or supervision of, the student.
- Ensure the quality of the field supervision.
- Approving the weekly report drafted by the student in accordance with tasks specified in the plan.
- Submit a final written evaluation of the trainee performance.

Follow up of Students Internship Abroad

In the case of a student is taking his/her internship outside the UAE, follow-up should be ensured by means of email, telephone, fax, or any other audio-visual communication tool, in addition to the weekly report.

Student's performance

The Student's Report

The student report should contain the following information:

- Information about the institution providing the internship.
- Work carried out during the internship period.
- The relation between the work done during the internship and the student's major (the relation between theory and practice).

- The strengths and weaknesses of the work carried out during the internship from the student's point of view.

- The extent to which this work can be useful to the student after graduation.

Preparing the first draft of the report

The first important step in preparing the first draft of internship report is to gather all relevant information. For this purpose, student will primarily rely on their training log notebook and technical manuals related to the work and other information gathered from the Internet or textbooks.

The next step is to start preparing the first draft of the report. For this, student will define a logical order for presentation. This can be achieved by developing a brief outline in such a way that the ideas are classified in groups and subgroups, all arranged in a logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline. Student primary concern in writing the first draft should be to concentrate on developing ideas. As student go along, decide where illustrations, block diagrams, schematics, graphs, tables or images would help to clarify the point. Students' first draft should contain the following three major sections.

1. **Introduction**: This section, considered as Chapter 1 of internship report, defines the nature of student training, its duration, and some background information about the company/industry/organization where student was trained. Student Trainee should also highlight the main areas of the training in this section.

2. **Main body**: The main body of the report shall comprise of two to three chapters. Each chapter will discuss a different aspect of the internship experience. For example, the first chapter of the main body (i.e., Chapter 2 of the report) may briefly present the theoretical background concerning area of training, while the other two chapters may describe the practical aspects of student training such as software requirement analysis, design, and implementation; software and hardware testing; fault analysis; repair and maintenance procedures; and other types of student field experience in a logical sequence.

3. **Conclusion**: In this chapter, student trainee will summarize the conclusions of the internship experience. Accordingly, conclusions should be a logical outcome of the text presented in the main body of the report.

Polishing the First Draft

Having completed the first draft in a typed form, the student is now ready for the next step of polishing it. The student should critically review the first draft to delete unnecessary details and add any missing information. Student should also be prepared to rewrite any major portions of the report if that is required to improve its quality. Having done that, it is now time for carefully reviewing the modified report, checking the grammar, sentence structure, spellings, continuity of sentences, and smooth transition from paragraph to paragraph.

Preparing the Final Version

To finalize the training report, the student trainee needs to add the following additional pages:

- Title Page: The title page shall include the name of the university and its logo as well as the name of the college and department. Student shall also include the title of the report, their name, ID number, and the training period (for example: 15-6-2002 to 30-7-2002).

- Acknowledgment: After the title page, student may add an acknowledgment page to thank the person(s), such as Field Supervisor, and Academic Supervisor.

- Table of Contents: The table of contents shall indicate the titles of chapters and sections and their page numbers.

- Bibliography or References: At the end of the training report but before the appendix, student shall provide a list of books, technical reports, and websites consulted for writing training report.

- Appendix: Any information or data that is necessary for the sake of completeness, but not directly related to the main body of the report may be presented in the Appendix.

Before binding the training report, the student should proofread it carefully from the beginning to the end for any spelling or typographical errors before submitting it to the academic supervisor for evaluation.

Internship Presentation

At the end of the External Training, trainee students are required to prepare and deliver a fifteen-minute presentation that highlights their activities/ tasks during their External Training period. Trainees must follow the following guidelines for preparing their oral presentation:

- Planning for oral presentation

- Preparing visual aids

- Preparing for Questions/Answers session

- Getting ready for actual presentation

Planning for Oral Presentation

The student needs to follow the following steps:

- Identify relevant content

- Choose a suitable title for the presentation

- Collect all necessary supporting material

- Identify the main points to be conveyed to the audience

- Present the material in logical sequence

- Determine the number of slides needed for their presentation

- Identify main points for each slide and give each slide a title

Presentation format and layout

The following points should be observed while preparing presentation slides:

- Each slide shall contain only the key points.
- Use large fonts so that it is easy for the audience to read the contents of the slides.
- Use different colours to highlight the most important points.
- Use animation effects where appropriate but do not overdo it.
- Add graphics, charts, figures, and video clips, as appropriate. Students may use the following sequence for slides:

  1. **The Title Slide:** Contains the title of the presentation, name of presenter, name of Academic Supervisor.

2. **Outline Slide:** A listing of the major components of the presentation.

3. **Body Slides:** Cover all the major topics of the presentation with figures, charts, tables, pictures, etc. o

4. **Conclusion Slide:** Should include a summary of the main conclusions of the training experience.

Questions/Answers Session

Students should be prepared to answer questions related to their internship experience; they must do their homework so that they are reasonably prepared for this session.

Field Supervisor's Report

The field supervisor's report consists of:

- Student's attendance.
- The extent to which the student was academically prepared for the internship experience.
- The student's compliance with the organization's guidelines and procedures.
- Skills learned.
- Knowledge and skills lacking in the trainee.
- Trainee strengths and weaknesses
- The extent to which the student was useful for the organization.

Academic Supervisor's Report

The academic supervisor's report includes:

- The extent of the student's commitment to the internship and observation of the internship program.
- The skills gained through the internship.
- The correlation between the internship and the major.
- Strengths and weaknesses of the internship program.
- Suggestions for improving the internship program based on students and employers feedback.
- The student's final report.

Internship/Training registration Procedure

Students can register for internship using the online application form available at https://ors.ajman.ac.ae/requests/newrequest.aspx.

The steps for registering in the internship program for students in the information Technology department and Information Systems training course are as follows:

- Training request form is filled online using students' online registration system.
- Head of Department/ Training Coordinator's approval is required in all cases.

- Once the training request is approved, the internship course will be added to the student's registered courses.

Training Site Selection and Evaluation

The training coordinator and the academic supervisor coordinate the placement of trainee students in appropriate private or public organizations that operate in the field of Information Technology. Career and Internship Office can also assist in the placement of students for internship through their contacts with external organizations. Training locations proposed by students are also accepted if they fulfil the required training site selection criteria and approved by the training coordinator or academic supervisor.

Internship Eligibility

The requirements for registering in the internship program is described in the course syllabus of the respective programs offered by the Information Systems department.

Internship Course Syllabi and Forms

College of Engineering and Information Technology

Data Analytics Technology Internship – DAT407

Number of Contact Hours, Credits, & Prerequisites

Credit: 3   16-week (sector normal expectation, at least 30 contact hours per week)

Prerequisites: 90 Credit Hours

Course Catalog Description

Internship familiarizes students with actual working environments. It gives students the opportunity to integrate their knowledge and skills learned in the course by applying it to real world problems encountered in business and industry. Internship also gives the student a feeling of what is involved in working on actual data analytics problems and develop communication and team-work skills as well as address ethical and professional issues applicable to computing practice.

Course Learning Outcomes

Upon completion of the internship period, students will be able to:

Course Learning Outcome	Data Analytics Program PLOs
a. Apply core knowledge and skills to solve computing problems in a real working environment.	PLO#1, PLO#2, PLO#6
b. Deliver an effective presentation in subject matter to a technical audience.	PLO#3
c. Produce technical reports.	PLO#3
d. Work collaboratively as a member of a team.	PLO#5
e. Resolve ethical, legal, and societal issues related to computing.	PLO#4

Course Content:

The internship program can be conducted over a one 16-week period or two 8-week periods. In the case of two 8-week periods, the student can conduct the internship at the same or a different workplace.

Period	Week	Content and contact hours
1	1-16	An internship program prepared by student's supervisor and the employer for a 16-week period with sector normal expectation of at least 30 working hours per week.

OR

Period	Week	Content and contact hours
1	1 - 8	An internship program prepared by student's supervisor and the employer for an 8-week period with sector normal expectation of at least 30 working hours per week.
2	1 - 8	An internship program prepared by student's supervisor and the employer for an 8-week period with sector normal expectation of at least 30 working hours per week.

Assessment:

A trainee student will be assessed at the end of the 16-week or each of the two 8-week internship periods according to the assessment tools shown below. In case the internship is conducted over a two 8-week periods, the student must pass both internship periods and the final grade for the Internship course will be the average of the grades of the two respective 8-week periods. An internship period, whether 16-week or 8-week period must be repeated if awarded a failing grade.

Assessment tool	Grade
Employer evaluation	40%
Evaluation of presentation/practical component	40%
Written examination on the internship subject matter.	20%

Employer Evaluation (40%)

The employer will assess the following aspects of the student's internship program:

Performance Item	Outcome	Max Score	Score
1. Demonstrate knowledge, skills appropriate for the assigned duties.	a	10	
2. Demonstrate an effective verbal communication skills.	b	8	
3. Communicate ideas and concepts clearly in writing.	c	8	
4. Work collaboratively as a member of a team.	d	6	
5. Conduct himself in an ethical and professional manner.	e	8	
Total		40	

Presentation/Practical Demonstration (30%)

The student should submit a technical report and give a presentation or practical demonstration of his internship experience before a panel of at least two faculty members. Students will be assessed on the following competencies:

Performance Item	Outcome	Max Grade	Score
1. Perform assigned duties using appropriate knowledge and skills.	a	15	
2. Demonstrate effective verbal communication skills.	b	10	
3. Produce technical reports.	c	15	
Total		40	

Written Assessment (20%)

A student must sit for a written examination that covers the concepts, techniques, methods, and other knowledge and skills relevant to the internship experience of the student.

Performance Item	Outcome	Max Grade	Score
1. Demonstrate knowledge, skills appropriate for the assigned duties.	a	10	
2. Communicate ideas and concepts clearly in writing.	d	10	
Total		20	

Notes:

- *If a trainee's absence exceeds 25 percentage of the internship period, whether a 16-week or 8-week period, the trainee will be awarded a failing grade and must repeat the internship period failed.*
- *Plagiarism: students submitting or presenting plagiarized material will be subject to disciplinary actions as per AU's policies and procedures. Refer to the Policies and Procedures Manual, Student Policies, Student Academic Integrity Policy.*

جامعة عجمان
AJMAN UNIVERSITY

College of Engineering & Information Technology

Department of Information Technology

Student Internship Feedback

Academic Year 20 - 20

Form 1 - (*To be filled by the student*)

Kindly fill in the information below and send to your internship academic supervisor at the end of the internship period.

Student Name:	
Student ID:	
Major:	
College:	
Internship Place:	
Internship Period: From:	TO:

Kindly rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. If the question does not pertain to your area of responsibility, please tick as "N/A".

#	Item	Rating 1-5
1	I am satisfied with the way in which my training place was selected	
2	The internship was relevant to my major	
3	I had the opportunity to apply my knowledge and skills	
4	I had sufficient field supervision	
5	The internship experience was beneficial to me	

General Remarks:

Signature: Date:

جامعة عجمان
AJMAN UNIVERSITY

Training Site Selection, Evaluation and Approval Form

Please fill in the information required below before you apply for registration of the training course on student registration system.

Student's Information	
Full Name	
Student ID	
Phone Number	
Academic Year	
Semester	
Completed Credits Hours	

Training Institution's Profile				
Institution Name				
Industry/Sector				
Private/Public				
Size	□ Small	□ Medium	□ Large	
No. of Employees				
The department(s) in which the intern will be trained has/have sufficient and qualified staff to implement an adequate training plan.			□ YES	□ NO
The work environment in the institution is safe			□ YES	□ NO
Training Period	From:	To:		
Academic Supervisor's Approval				
I hereby, approve the training site and give permission to the student to start his/her External Training/internship. Comments:			□ YES	□ NO

Academic Supervisor's Name   Academic Supervisor's Signature

AJMAN UNIVERSITY

Internship Application and Registration Form

The following is the internship application form that is available online at *https://ors.ajman.ac.ae/Requests/NewRequest.aspx*
Please go to the link, click on Request type: *Training Center* and Request category:
Training request and complete your application online.

Student Name _____

Student Identification Number (ID): _____   Training Course Code_____

Cumulative GPA:_____Total Hours Registered in the Current Semester _____

Mobile no. _____   Email address: _____

Have you registered for External or Internal Training before?

Yes_____No_____

Expected Graduation Semester _____

Do you have your own training place?

Yes____No_____

If yes, fill out the following information:

Name of organization: _____

Contact Person Name: _____

 Job Title: _____

Contact Number: _____

Email: _____Emirate: _____

جامعة عجمان
AJMAN UNIVERSITY

Internship Request Letter Template

[Date] To:

[Name of the Contact Person] [Company Name]

[Company Address]

Dear **[Name],**

Kindly accept my sincere appreciation and thanks for your cooperation with Ajman University. With this letter, I would like to request your approval for *[Student Name], [Student ID]* who is a registered student in the Electrical Engineering department to be attached as trainee in [*Company's Department*] at [*Company Name*]. The student, as per his/her degree requirements must complete a total of *[Number of Hours]* commencing on *[Internship Start Date]* and ending by *[Internship End Date]* with the total hours in each internship week not exceeding 20.

External Training/internship is a core component in the electrical engineering program, intended to enhance students' practical skills, enable them to be acquainted with the professional practice environment, and equip them with soft skills needed to pursue future careers in the electrical engineering industry and healthcare services.

I highly appreciate your cooperation and support.

Best Regards

[HOD/Academic Supervisor Name] [Title]

[Tel] [Email]

جامعة عجمان

AJMAN UNIVERSITY

College of Engineering & Information Technology

Department of Information Technology

Field Supervisor Student Assessment

Academic Year 20- 20

Form 2 - (*to be filled by the field supervisor*)

Kindly fill in the information required below, including the student's grades and the send this form to Ajman University, College of Engineering and Information Technology at the end of the internship period.

Internship Details	
Student Full Name	
Student ID	
Major	
Internship Period	From: To:
Institution's Name	
Department(s)	
Field supervisor	
Position/Job title	
Tel. No.	
P.O. Box	
Fax	
Email	

Performance Item	Outcome	Max Score	Score
Demonstrate knowledge, and skills appropriate for the assigned duties.	a	8	
Demonstrate effective verbal communication skills.	b	6	
Communicate ideas and concepts clearly in writing.	c	6	
Work collaboratively as a member of a team.	d	6	
Conduct himself in an ethical and professional manner.	e	6	
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	f	8	
Total		**40**	

General Remarks:

```


```

Name: ……………………………………………

Date: /   /

Signature and Institution's Stamp:

College of Engineering and Information Technology

Internship Assessment Form 3: Written Examination

Student Name	
Student ID	
Student Major	
Internship Dates	
Organization	

Written Examination Assessment (20%)

Performance Item	Outcome	Max Score	Score
Demonstrate knowledge, and skills appropriate for the assigned internship duties.	a	12	
Communicate knowledge of computing clearly in writing.	c	8	
Total		**20**	

General Comments

Internship Examiner Name & Signature

جامعة عجمان
AJMAN UNIVERSITY

College of Engineering and Information Technology

Internship Assessment: Oral Presentation/Practical Demonstration

Student Name	
Student ID	
Student Major	
Academic Supervisor	
Internship Period	From: To: Weeks:
Organization	

Presentation/Practical Demonstration (40%)

Performance Item	Outcome	Max Score	Score
Performs assigned duties using appropriate knowledge and skills.	a	10	
Demonstrates effective verbal communication skills.	b	10	
Produce a consistent, accurate and error-free professional document.	c	10	
Demonstrate entrepreneurial and innovative initiatives in the development and use of computing technology.	f	10	
Total		**40**	

General Comments

Committee Members   Members' Signatures

جامعة عجمان
AJMAN UNIVERSITY

College of Engineering & Information Technology

Department of Information Technology Internship

Student Weekly Report (Form 4)

Academic Year 20   - 20

(***To be filled by and signed by the field supervisor and the student on weekly basis***)

Student's Details				
Student Full Name				
Student ID				
Major				
Week Date	From:		To:	
Institution's Name				
Field Supervisor				
Position/Job title				
Tel. No.				
Email				
Internship Period	From:	To:		Weeks:

Week Day	Summary of Activities	Department	Hours*
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
		Total Contact Hours	

- *At least 30 contact hours per week.*

General Remarks:

Student Signature   Field Supervisor Signature

Date: /   /   Date: /   /

College of Humanities & Sciences

Bachelor of Arts in Sociology and Social Work

المقدمة Introduction:

يُمثل التدريب العملي (الميداني) جانباً مهماً فى الإعداد المهني للأخصائي الاجتماعي، كما أنه يمثل جزءً لا يتجزأ من منهاج تعليم الخدمة الاجتماعية، حيث ينخرط الطالب فى أنشطة لتقديم الخدمات بشكل مباشر تحت اشراف مهني. ولهذا تتاح له الفرصة للحصول على خبرات عملية فى تطبيق النظريات والمهارات التي تعلمها من خلال جميع المقررات التأسيسية الأخرى، وبذلك يهدف التدريب الميداني إلى تخريج أخصائي اجتماعي ذي بصيرة مهنية وتدبر ومعرفة وفهم، بحيث يصبح قادراً على النمو، وعلى تقويم الذات. كما أن التدريب يساهم كذلك في تشكيل سلوك الأفراد المهني، ويقدم لهم الفرصة لاختبار ما تعلموه فى قاعات المحاضرات، أى أنه يساهم في وضع المحصلة التعليمية موضع الاختبار والتطبيق العلمي فى إحدى مجالات الممارسة المهنية.

ويعتبر التدريب الميداني (العملي) في المؤسسات المجتمعية من أهم مراحل الإعداد المهني للأخصائي الاجتماعي، حيث يتحدد الهدف الأساسي لهذا التدريب فى اكتساب وتنمية المهارات المهنية الأساسية للممارسة المهنية. ومن ثم تعتبر الخدمة الاجتماعية مهنة التأثير فى الآخرين، كما أنها كذلك مهنة تطبيقية تتعامل مع الإنسان من خلال أوجهه الثلاثة (فرد – جماعة – مجتمع).

ومن هناكان موضوع اكتساب المهارات يمثل جزءً أساسياً فى إعداد الأخصائي الاجتماعي.

ويساعد التدريب العملي خريجي الخدمة الاجتماعية وعلم الاجتماع على تطبيق المعرفة النظريّة التي اكتسبوها خلال فترة الدراسة تطبيقاً عملياً، ممّا يجعلهم يحصلون على فهم أكبر وأوسع لتخصصاتهم، بحيث يكونون أكثر إبداعاً وإتقاناً لها.   كما أن التدريب العملي يساعد الطلبة أيضاً في التعرّف على طبيعة سوق العمل واحتياجاته؛ فالتدريب العملي ما هو إلّا مقدمة للعمل بعد التخرج، إذ يحتاج الطالب حتى ينال قبول مؤسسة في التدريب لديها إلى أن يبحث بين العديد من المؤسسات المختلفة التي لها علاقة مباشرة في تخصصه، ممّا يجعله قادراً ومؤهلاً على أن يميّز ما بين الحقول الغثة، والحقول السمينة في مجال تخصصه الأكاديمي

ومن ثم، فالتدريب العملي يعطي انطباعاً أولياً للطالب عن طبيعة الأشخاص الذين سيتعامل معهم بعد تخرجه، فمن يعملون في سوق العمل يختلفون اختلافاً جذرياً وكلياً عمن كان يحتك بهم أثناء فترة دراسته الجامعية، مما سيجعله قادراً على النجاح في عمله مستقبلاً. كما أنه يعطي فرصه للطالب للتدريب على العمل في المستقبل؛ فالعمل ليس معرفة نظريّة تستحيل إلى عمليّة عند التطبيق فحسب، بل هو ارتباطات ومسؤوليات، لذا فإنّ التدريب الميداني يهيئ الطالب ويجعله قادراً على التأقلم مع كافة الظروف التي قد تواجهه في المستقبل، حيث يمكن أن يكون مكان التدريب العملي هو نفس مكان العمل في المستقبل؛ فالعديد من الأشخاص عملوا في نفس المكان الّذي تدرّبوا فيه عندما أثبتوا كفاءتهم، ولياقتهم، ونجاحهم الساحق أثناء تدريبهم. لذلك فالتدريب العملي يرفع من الروح المعنويّة لدى الطلاب، ويكسر لديهم حاجز الرهبة والخوف من مواجهة المستقبل بعد التخرّج؛ فهو تمهيد حقيقي لحياة مستقبليّة كاملة. يعطي انطباعاً أوليّاً عن مخرجات التعليم لدى الطلاب؛ إذ يستطيع الفرد به أن يقيّم تجربته الدراسيّة، وأن يعرف مواطن الضعف ويعالجها.

الأهداف التعليمية للتدريب : Internship Learning Objectives

تتلاءم أهداف التدريب الميداني بقسم علم الاجتماع من المبادئ العامة لاستراتيجية جامعة عجمان 2022/2017 واستراتيجية كلية الإنسانيات والعلوم، والتي تتمثل في خلق الشراكة المجتمعية مع مؤسسات القطاع الحكومي والخاص بالدولة، و بناء على ذلك :

يهدف التدريب العملي 1، و2، في برنامج علم الاجتماع والخدمة الاجتماعية إلى ما يلي:

1- إكساب الطالب السمات المهنية الإيجابية كالقدرة على العطاء.

2- تمكين الطالب من الربط بين النظريات والمعارف العلمية والتطبيقات الميدانية.

3- إكساب الطالب الصفة المهنية للأخصائي والباحث الملتزم عملياً وأخلاقياً بقيم المهنة.

4- التدريب المهني هو مجال للنقد الذاتي وتنمية لشخصية الطالب العلمية والتدريبية، بل ولتوظيف المعارف التي اكتسبها من العلوم الأخرى وتطويعها بما يتلاءم مع الواقع التطبيقي.

5- اكتساب الطالب القدرة على التسجيل وفقاً للأصول الفنية (تسجيل المقابلات الفردية التي يقوم بها الطالب- تسجيل الاجتماعات مع الأخصائي سواء الفردية أو الجماعية- تسجيل الاجتماعات مع المشرف الميداني على التدريب- استيفاء الاستمارات والنماذج المطلوبة- إعداد التسجيلات اليومية والتقرير النهائي).

6- إكساب الطلاب الاتجاهات السلوكية التي يجب أن يتصف بها الأخصائي و الباحث الاجتماعي، وذلك لضمان نجاحه في عمله، مثل: (ضبط المواعيد مع العملاء-الجدية في العمل- الاستخدام الأمثل للوقت- تقبل النقد والاستفادة منه-الاستفادة من خبرات الأخصائي الاجتماعي بالمؤسسة).

7- إكساب الطلاب المهارات المهنية المتعددة مثل: (مهارة المقابلة- مهارة المناقشة الموضوعية مع العملاء في المواقف الانفعالية— مهارة الملاحظة-مهارة تكوين علاقات مهنية واجتماعية - مهارة الاتصال - مهارة الملاحظة-مهارة التسجيل المهني- المهارة في تقدير و تفسير الحا جات الاجتماعية وتوصيلها إلى الجهات المختصة - المهارة في تقدير الموقف - المهارة في جمع وانتقاء المعلومات وتحليلها - المهارة في تدعيم علاقة المؤسسة بالمؤسسات الأخرى- المهارة في النقد والتقويم الذاتي-المهارة في توظيف خدمات المؤسسة والمجتمع لخدمة العملاء- مهارة الحوار الهادف- مهارة التأثير والتغيير- مهاره التحليل وتفسير الموقف).

8- مساعدة الطالب على استيعاب معارف ومعلومات مرتبطة بالممارسة المهنية، سواء ارتبطت بمؤسسات الرعاية الاجتماعية أو بالعملاء، وغيرها من المهارات المهنية المتعارف عليها والمحددة مسبقا في توصيف المساق)

9- تزويد الطلاب بالخبرات الميدانية المرتبطة بالممارسة المهنية لعمليات الخدمة الاجتماعية والباحث الاجتماعي، بالإضافة لاكتسابهم خبرات عامة.

10- إكساب الطلاب المهارات الفنية اللازمة لإعدادهم للعمل في مجالات الممارسة المهنية، والبحثية   سواء كانت مهارات ذهنية او مهنية أو عامة، وذلك في إطار متطلبات التدخل المهني لإحداث التغيير المطلوب مع العملاء في شتى صورهم.

11- اكتساب الطالب القيم المهنية اللازمة لتحديد مستويات سلوكه المهني في تعامله مع كل من: العملاء والزملاء.

12- تنمية سمات شخصية الطالب المهنية، وإكسابه السمات اللازمة لممارسة المهنة، بما يُمكنه فيما بعد من القيام بدوره كأخصائي وباحث اجتماعي محترف.

13- تقييم تجربته العملية من خلال مدى قدرته على تطبيق قيم ومبادي وأساليب معالجة المشكلات الاجتماعية.

المخرجات التعليمية للتدريب وربطها مع المخرجات التعليمية للبرنامج :

Internship Learning Outcomes and Mapping with Program Learning outcomes

مخرجات برنامج علم الاجتماع وفقًا لإطار المؤهلات في دولة الإمارات العربية المتحدة (Emirates QF)

المعرفة:

مخرج البرنامج 1:	يميز بين فروع ومجالات علم الاجتماع والخدمة الاجتماعية.
مخرج البرنامج 2:	يفسر العلاقة التفاعلية بين العلوم الاجتماعية والسلوكية وعلم الاجتماع والخدمة الاجتماعية.
مخرج البرنامج 3:	يُعدد الأسس النظرية والمنهجية لعلم الاجتماع والخدمة الاجتماعية.

المهارة:

مخرج البرنامج 4:	يُحلل ويفسر الظواهر الاجتماعية ويقترح حلولاً خاصة بها.
مخرج البرنامج 5:	يُصمم وينفذ سياسات الرعاية الاجتماعية.
مخرج البرنامج 6	يُستخدم التفكير النقدي والابداعي في طرح حلول للمشكلات

أوجه الكفاءة:

مخرج البرنامج 7:	يستخدم العمل الفريقي في أداء العمل الاجتماعي.
مخرج البرنامج 8:	يُعد ويصمم البحوث الاجتماعية والميدانية.
مخرج البرنامج 9:	يتحمل مسئولية العمل والقيادة في المؤسسات الاجتماعية.

➢ **الاستقلالية والمسئولية:**

➢ **الدور في السياق:**

مخرج البرنامج	10 : يساهم في علاج المشكلات الاجتماعية.	
مخرج البرنامج	11: يُطبق النقد الذاتي في عمل الباحث الاجتماعي والأخصائي الاجتماعي.	

➢ **التطور الذاتي:**

مخرج البرنامج 12:	يُطبق الأخلاقيات المهنية. في مجالي علم الاجتماع والخدمة الاجتماعية.	

أولا: التدريب العملي في المؤسسات الاجتماعية 1

1. **مخرجات تعلم المساق (CLOs):**

عند الانتهاء بنجاح من المساق، سيتمكن الطلاب من تحقيق المخرجات التالية والمرتبطة بتحقيق مخرجات البرنامج المقابلة لها:

مخرجات تعلم المساق (CLOs)		مخرجات تعلم البرنامج المقابلة (PLOs)
يتعرف على الصفات المهنية و القيمية لعلم الاجتماع والخدمة الاجتماعية.		3م
يطبق المبادئ الأخلاقية لمهنة الخدمة الاجتماعية .	2	12م
يلتزم بأسس الممارسة المهنية لعلم الاجتماع والخدمة الاجتماعية .	3	11م
يوظف قدراته الفردية المعرفية والمهارية في العمل والقيادة .	4	9م

مخرجات البرنامج مع مخرجات المساق:

4	3	2	1	CLO
9	**11**	**12**	**3**	**PLO**

ثانيا: التدريب العملي في المؤسسات الاجتماعية 2

عند الانتهاء بنجاح من المساق، سيتمكن الطلاب من: تحقيق المخرجات التالية والمرتبطة بتحقيق مخرجات البرنامج المقابلة لها:

مخرجات تعلم المساق (CLOs)	مخرجات تعلم البرنامج المقابلة (PLOs)
1. يتعرف على الممارسة الفعلية لعلم الاجتماع والخدمة الاجتماعية.	6م
2. يمارس الدور المهني المرتبط بالباحث و بالأخصائي الاجتماعي في المؤسسات الاجتماعية.	11م
3. يستخدم مهارات القيادة والعلاقات المهنية.	9م
4. يطبق مهارة تنظيم الاجتماعات والمقابلات والزيارات.	12م

مخرجات البرنامج مع مخرجات المساق:

4	3	2	1	CLO
12	**9**	**11**	**6**	**PLO**

عدد الساعات المباشرة والمعتمدة للتدريب: contact hours Internship Credit and

عدد الساعات المعتمدة للتدريب العملي (1): 3 ساعات معتمدة يتدرب خلالها الطالب 120 ساعة تدريب فعلية لمدة 16 أسابيع يومين في الأسبوع بواقع 4 ساعات باليوم

عدد الساعات المعتمدة للتدريب العملي (2): 3 ساعات معتمدة يتدرب خلالها الطالب 120 ساعة تدريب فعلية لمدة 16 أسابيع يومين في الأسبوع بواقع 4 ساعات باليوم

المهام و المسؤوليات Roles and Responsibilities :

مهام منسق التدريب : Training coordinator

منسق التدريب عضو هيئة أكاديمية من قسم علم الاجتماع ويمكن إيجاز مهامه بما يلي:

- الموافقة على طلب التدريب الإلكتروني المقدم من قبل الطالب عبر نظام SIS ، و المستوفي لشروط التدريب.

- فتح شعبة التدريب للطالب المؤهل للتدريب عبر نظام Admin SIS للسماح للطالب بالتسجيل

- اعلان أسماء وأماكن المؤسسات في مختلف المجالات للطلبة، وذلك لإتاحة الفرصة لكل منهم لاختيار المؤسسة التي تناسبه وفقاً لميوله ولمكان إقامته.

- تقييم صلاحية مؤسسات التدريب والموافقة عليها وفق الشروط المعتمدة

- مراسلة مؤسسات التدريب وإخطارهم بأسماء الطلبة الذين سوف يتم تدريبهم داخل هذه المؤسسة.

- تعيين المشرفين الأكاديميين الذين يقومون بالإشراف على الطلبة المتدربين بالتنسيق مع رئيس قسم علم الاجتماع..

- إعداد الخطابات الرسمية لكل طالب موجهة إلى المؤسسة، وإرسالها عبر الفاكس أو البريد الالكتروني الخاص بالمؤسسة، وذلك للحصول على الموافقات على التدريب، واستقبال الطلبة المتدربين.

- يتم توزيع الطلاب على المؤسسات المجتمعية (الحكومية والخاصة أو الخيرية) في مختلف الإمارات.

- توزيع دليل التدريب العملي للطلبة المسجلين في مساق التدريب.

- إعداد المطبوعات الخاصة بعملية التدريب (الخطاب الموجه إلى المرشد الأكاديمي للطالب، وكذلك التأكد من أن الطالب قد أنهى 60 ساعة معتمدة (السنة الثانية) قبل تسجيل مساق تدريب (1) و أنهى 90 ساعة معتمدة (السنة الثالثة) قبل تسجيل مساق تدريب (2)

- تسليم المشرف الأكاديمي بالقسم العلمي كشوف بأسماء الطلبة المسجلين في مساق التدريب الميداني.

- تبليغ المشرف الأكاديمي بأسماء الطلبة الذين تم إضافتهم أو سحبهم خلال فترة التدريب.

- التنسيق مع رئيس القسم والمشرفين الأكاديميين لتشكيل لجان لتقييم ومناقشة الطلبة المتدربين في نهاية الفصل الدراسي.

- الاشراف الأكاديمي على اعتماد درجات التقييم الصادرة من المشرف الميداني، والمشرف الأكاديمي

مهام المشرف الأكاديمي: Academic Supervisor

المشرف الأكاديمي هو عضو هيئة تدريس في قسم علم الاجتماع ويتولى القيام بالمهام التالية:

- الاجتماع مع الطلبة المسجلين للتدريب قبل بدء عملية التدريب لتعريفهم بالتدريب الميداني وأهدافه وأهميته وتوضيح أدوار ومسؤوليات جميع المشاركين في هذه العملية.

- زيارة المؤسسة والتعرف على مديرها والأخصائيين الاجتماعيين فيها. والاتفاق معهم على خطة أو برنامج التدريب الميداني

- زيارة موقع التدريب بصفة دورية طوال المدة المقررة لكل مجموعة من مجموعات التدريب أسبوعيا وذلك لممارسة النشاط الإشرافي على الطلاب وملاحظتهم أثناء ادائهم لمسؤولياتهم التدريبية في المؤسسة، وملاحظة علاقاتهم بالعملاء والزملاء ومشرف المؤسسة.

- عقد الاجتماعات الإشرافية الفردية مع كل طالب لمساعدته على الاستفادة لأقصى حد من التدريب وتزويده بالتعليمات والمعلومات والتوجيهات التي تسهم في ادائه لدوره المهني في المؤسسة ومراجعة سجلاته.

- عقد الاجتماعات الإشرافية الجماعية مع طلاب التدريب في المؤسسة، بهدف استعراض ما قام به الطلبة خلال الأسبوع، ومناقشة الصعوبات والمعوقات التي يواجهونها، وطرح سبل وأساليب حلها.

- عقد الاجتماعات التتبعية مع مشرف المؤسسة كلما لزم الأمر بهدف متابعة تنفيذ الخطة، حسب ما هو متفق عليه، ومناقشة التعديلات الضرورية، وتبادل الرأي والمشورة في جميع الجوانب ذات الصلة بالعملية التدريبية.

- المشاركة في تقويم الأداء المهني للطلاب (30) درجة وبعد استكمال عملية التقييم من قبل المشرف الميداني ومن لجنة ثلاثية في نهاية الفصل الدراسي، يقوم بتقديم نتائج التقويم للقسم والكلية التي تقوم بدورها بإرسال النتائج لمكتب القبول والتسجيل.

مهام المشرف الميداني في المؤسسة : Field Supervisor

المشرف الميداني هو أحد العاملين المتخصصين في المؤسسة يتولى الإشراف الميداني على الطالب طيلة فترة التدريب، ويقوم بتقويم الطالب المتدرب بالتنسيق مع المشرف الأكاديمي، ويتم اختياره بالتنسيق مع إدارة المؤسسة، وتشمل مهامه :

1- الاشتراك مع مشرف الجامعة في صياغة خطة التدريب الميداني.

2- تعريف الطلاب بالمؤسسة وأهدافها وسياستها وإجراءاتها، وتوفير الجو النفسي الملائم لهم الذي يساعدهم على أداء عملهم المهني بصورة صحيحة.

3- شرح المهام التي يقوم بها الأخصائي الاجتماعي بالمؤسسة بشكل تفصيلي.

4- إتاحة الفرصة للطلاب لممارسة العمل المهني في ضوء الأهداف التعليمية للتدريب الميداني.

5- الإشراف اليومي والمتابعة المباشرة لما يقوم به الطلاب من أعمال وأنشطة، وتزويدهم بالتعليمات والتوجيهات اللازمة.

6- عقد اجتماعات إشرافيه فردية وجماعية مع كل طالب وتوجيهه حسب الحاجة ومساعدته في التغلب على الصعوبات التي تعيق استفادته من الخبرات التعليمية، ومراجعة سجلاته، ومتابعة أدائه ونموه المهني.

7- إتاحة الفرصة للطلاب للاشتراك في عمليات التخطيط وتنفيذ البرامج والمناسبات العامة وتقويمها، والاشتراك في البحوث الميدانية التي تقوم بها المؤسسة.

8- المشاركة في تقويم أداء الطلاب وفق استمارة يتم تزويده بها من قبل الجامعة.

مهام الطالب المتدرب Intern Student

الطالب المتدرب هو الطالب المنتظم في قسم علم الاجتماع وأنهى متطلبات التسجيل في مساق التدريب الميداني، ويقوم بالتدريب في إحدى المؤسسات العاملة في مجالات علم الاجتماع لمدة فصل دراسي كامل. وتتضمن مهامه ما يلي:

1- حضور الاجتماع أو اللقاء التمهيدي الذي يعقده القسم لتعريف الطلاب بأهداف التدريب الميداني وأهميته.

2- اختيار مجال التدريب والمؤسسة بما يتلاءم مع أهدافه وطموحاته وميوله وقدراته، وبما يتماشى مع الأسس العلمية والمهنية للتخصص.

3- حضور اللقاء التمهيدي الذي تعقده المؤسسة للتعريف بالمؤسسة وأهدافها وخدماتها ودور الأخصائي والباحث الاجتماعي فيها.

4- الانتظام في الحضور إلى المؤسسة في جميع الأيام المخصصة للتدريب وفي المواعيد المحددة.

5- العمل على إنجاز جميع الأعمال والأنشطة والمهام المهنية بالشكل الصحيح.

6- حضور الاجتماعات الإشرافية الفردية منها والجماعية والاستفادة منها قدر الإمكان.

7- العمل على الاستفادة إلى أقصى حد ممكن من الفرص التدريبية المتاحة، والاستعانة بخبرات المشرفين.

8- الالتزام بدليل التدريب المعتمد من القسم والقيام بالتسجيل ما يتلاءم مع طرق التسجيل المهنية

9- الالتزام بأنظمة وقواعد وإجراءات المؤسسة وسياساتها وعدم مخالفتها.

إجراءات التسجيل: Training Registration Procedure

- يقوم الطالب المؤهل لتسجيل التدريب و الذي انهي السنة الدراسية الثانية (مساق تدريب عملي 1) ما يعادل 60 ساعة وأنهى السنة الدراسية الثالثة ما يعادل 90 ساعة (مساق تدريب عملي 2) ، بالتقدم بطلب تدريب الكتروني e-request عبر نظام SIS عند بدء فترة التسجيل العادي او التسجيل المبكر. عبر الرابط
http://ors.ajman.ac.ae/Requests/NewRequest.aspx

- يقوم منسق التدريب بالموافقة الكترونيا على الطلب في حال استيفاء الطالب للشروط، ثم يقوم بفتح شعبة التدريب للطالب عبر نظام التسجيل البانر، ويقوم الطالب بدوره بتسجيل مساق التدريب.

- يقوم الطالب بمراجعة منسق التدريب لتحديد مكان التدريب في حال لم يتم تحديده في طلب التدريب، او في حال الرغبة في تغيير مكان التدريب.

- يتواصل الطالب مع منسق التدريب لمعرفة موعد البدء بالتدريب والورشة التعريفية

تمهيدا لبدء التدريب في الموعد المقرر.

إجراءات اختيار وتقييم و الموافقة على موقع التدريب: Training Site Selection , Evaluation and approval:

يتم اختيار موقع التدريب بعد اجراء تقييم يحتوي مجموعة من المعايير التي تشمل مؤشرات صلاحية المكان للتدريب، وتتكون من 7 معايير، 5 إجبارية و2 اختيارية، يعطي كل منها درجة في التقييم ويشترط حصول المؤسسة على 5 درجات (4 منها من المعايير الإجبارية) ليتم اعتمادها لتدريب الطلبة. **(ملحق ب)**

تعريف الطالب المتدرب بواجباته وحقوقه أثناء التدريب:Orientation of Intern Students

ويتم من خلال:

- عقد ورشة تدريبية عامة من قبل مكتب الخدمات المهنية في الجامعة.

- عقد ورشة تعريفية إرشادية مختصة من قبل القسم (اجتماع تعريفي) مدتها ساعتان لطلبة التدريب الميداني قبل بدء عملية التدريب بأسبوع ، لتعريفهم بالتدريب الميداني و أهدافه وأهميته وتوضيح أدوار ومسؤوليات جميع المشاركين في هذه العملية، و تذكيرهم بأخلاقيات المهنة و ضرورة الالتزام بها ، واحترام أنظمة وتعليمات المؤسسات ، كما يتم تزويدهم بتوصيف المساق و شرح المخرجات و دليل التدريب الميداني وكيفية استخدامه ، والنماذج المطلوب تعبئتها واستمارات التقييم و كيفية تعبئتها، بحضور منسق التدريب الميداني و المشرف الأكاديمي و أعضاء لجنة التدريب في القسم.

- يعقد القسم اجتماع آخر في نهاية فترة التدريب لتقييم عملية التدريب بشكل عام وتزويد الطلبة بمواعيد تسليم التقارير النهائية والنماذج والتقييمات، ومواعيد العروض الشفوية وآلية العروض

متابعة وتقييم أداء الطالب أثناء وبعد استكمال التدريب:
Follow up and Performance Assessments of Interns

زيارة المشرف الأكاديمي:

- تتم متابعة الطالب اثناء فترة التدريب من قبل المشرف الأكاديمي الذي يقوم بزيارة الطالب في المؤسسة أسبوعيا، بالإضافة إلى المتابعة مع المشرف الميداني بكافة وسائل التواصل الأخرى، والاجتماع مع الطلبة فرادى او بشكل جماعي كلما اقتضى الأمر داخل الحرم الجامعي او في مكان التدريب.

التقارير الأسبوعية للطالب:

- تتم متابعة الطالب اثناء التدريب من خلال التقارير الأسبوعية للطالب والتي يزود بها المشرف الأكاديمي حول الأنشطة التي تم القيام بها خلال الأسبوع. (ملحق ح)

9:3 التقرير النهائي للتدريب:

- يتم تقييم الطالب بعد انتهاء التدريب باستخدام التقرير النهائي للتدريب والذي يتضمن عن بيانات عن ملف الإنجاز: التقارير اليومية والأسبوعية والواجبات والأنشطة ونماذج دراسة الحالة ومحاضر الاجتماعات الإشرافية).

العرض الشفوي:

- يقوم الطالب بعمل عرض بوربوينت يبين فيه اهم إنجازاته خلال فترة التدريب ويعرض وتتم مناقشته من قبل لجنة تحكيم ثلاثية مختصة من أعضاء هيئة التدريس في القسم تحدد من قبل رئيس القسم ومنسق التدريب باستخدام استمارة تحتوي مؤشرات و معايير محددة (ملحق ز).

تقييم التدريب بواسطة المشرف الميداني:

يقوم المشرف الميداني في المؤسسة بتقييم أداء الطالب المتدرب بواقع 30 درجة من خلال استمارة خاصة بذلك يزود بها مسبقا (ملحق خ)

توزيع درجات تقييم التدريب:

المشرف الميداني في المؤسسة	30%	
المشرف الأكاديمي	30%	
لجنة المناقشة	40%	(20%،لتقريرالملف،20% للعرض)
المجموع	100%	

يقوم الطالب بتقييم التدريب بعد الانتهاء من التدريب (ملحق ذ)

تقييم التدريب بواسطة المشرف الأكاديمي:
Internship Assessment by Academic Supervisor

يقوم المشرف الأكاديمي بتقييم الطالب المتدرب بعد نهاية فترة التدريب بناء على التقرير النهائي و التقارير الأسبوعية و استيفاء النماذج المطلوبة في الدليل الذي سلم سابقا للطالب والزيارات و تكون درجة المشرف الأكاديمي من (30) درجة من خلال استمارة التقييم الخاصة بذلك وكذلك يقوم المشرف الأكاديمي بتقييم عملية التدريب. **(ملحق ر)**

الاتفاقيات مع مؤسسات التدريب:
Agreements with Internship Providers

هناك مجموعة من الاتفاقيات الموقعة بين الجامعة و بعض مواقع التدريب ذات العلاقة بتخصص علم الاجتماع والخدمة الاجتماعية (مثل : القيادة العامة لشرطة عجمان، منطقة عجمان الحرة ، مستشفى خليفة ، منطقة عجمان التعليمية ،مدرسة الشعلة ، جمعية دار البر ، جمعية بيت الخير، غرفة صناعة و تجارة عجمان ، مواصلات عجمان، دائرة الميناء و الجمارك، حكومة عجمان الإلكترونية ، المجلس التنفيذي ،منطقة عجمان الطبية، الإدارة العامة للإقامة و شؤون الأجانب عجمان) بعضها مفعل و البعض الاخر بحاجة لإعادة تفعيل ،و يجري العمل على توسعة شبكة الاتفاقيات الموقعة بهدف زيادة عدد فرص التدريب المتاحة للطلبة في مجالات التخصص المختلفة.

أ: توصيف مساق التدريب العملي في المؤسسات الاجتماعية (1)

توصيف المساق

اسم الكلية: الإنسانيات والعلوم

اسم القسم: الاجتماع

اسم البرنامج: علم الاجتماع والخدمة الاجتماعية

السنة الدراسية:

الفصل الدراسي الحالي: ☐ الخريفي ☐ الربيعي ☐ الصيفي

اسم المساق	التدريب العملي في المؤسسات الاجتماعية1	رقم المساق	SSW367

عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

الساعات المعتمدة: 3	Theory:3 Lab: Tutorial: ....
ساعات الاتصال: 3	Theory: 3 Lab: Tutorial: ....
المتطلب السابق (إن وجد):	الإنتهاء من السنة الدراسية الثانية
المتطلب الموازي (إن وجد):	لا يوجد

اسم مدرس المساق ومعلومات الاتصال به:

الاسم		رقم المكتب	
البريد الالكتروني		رقم تحويلة المكتب	

التوصيف كما هو موضح في الكتالوج:

يتناول هذا المساق التدريب الميداني للطلبة في عدد من المؤسسات في مجال علم الاجتماع والخدمة الاجتماعية بغرض التطبيق العملي للأساليب والمعارف العلمية التي تم اكتسابها، حيث يجب على الطالب أن يقضي 120 ساعة تدريب ميداني بمؤسسات الرعاية الاجتماعية والخدمة الاجتماعية ومؤسسات البحث الاجتماعي في الدولة بحيث تكون مختلفة عن مجالات التدريب العملي في المؤسسات الاجتماعية 2 ويتم التدريب الميداني تحت إشراف كلاً من المشرف الأكاديمي و المشرف الميداني بالمؤسسة، و يتم تقييم الطالب/ة وفقاً لمدى استيعاب التدريب والقدرة على حل المشكلات وعلى كافة التقارير الدقيقة المقدمة، و من خلال عدد من أدوات التقييم (المشرف الأكاديمي،المشرف الميداني،لجنة المناقشة) ، بحيث يكون التدريب الميداني 2 مكملاً للتدريب الميداني1،. يتم تقويم الطالب من قبل لجنة ثلاثية على أساس مدى استيعابه للتدريب وقدرته على حل المشكلات وعلى كافة التقارير الدقيقة،

مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيتمكن الطلاب من:

مخرجات تعلم المساق (CLOs)	مخرجات تعلم البرنامج المقابلة (PLOs)
1. يتعرف على الصفات المهنية و القيمية لعلم الاجتماع والخدمة الاجتماعية.	3
2. يطبق المبادئ الأخلاقية لمهنة الخدمة الاجتماعية .	12
3. يلتزم بأسس الممارسة المهنية لعلم الاجتماع والخدمة الاجتماعية .	11
4.يوظف قدراته الفردية المعرفية والمهارية في العمل والقيادة .	9

موضوعات ومحتويات المساق أسبوعياً (الفئة النظرية):

الفصل من الكتاب الدراسي / مرجع	مخرج المساق المقابل CLOs (#)	الموضوعات والمحتويات	الأسبوع
	1	تقديم المساق وشرح أهدافه ومتطلباته	1
	1	التعريف بدليل التدريب الميداني ومتضمناته	2
	1	أهداف ومهارات التدريب الميداني في المؤسسات الاجتماعية	3
	1-3	التعريف بأسس التسجيل المهني لتقارير التدريب الميداني .	4
	2-3-4	التدرب الميداني في المؤسسات العاملة بمجال رعاية الطفولة	5-6
	2-3-4	التدرب الميداني في المؤسسات العاملة بمجال رعاية المسنين	7-8
	2-3-4	التدرب الميداني في المؤسسات العاملة بالمجال الخدمي والتنموي (دائرة الخدمات الاجتماعية، وزارة الموارد البشرية والتوطين، مؤسسات تمكين المراة)	9-10
	2-3-4	التدرب الميداني في المؤسسات العاملة بالمجال الاجتماعي الأسري (مراكز الاستشارات الاجتماعية والأسرية)	11-12
	2-3-4	التدرب في مؤسسات ومراكز البحث والاحصاء والتعداد السكاني	13-14
	2-3-4	لقاء تحضيري للمناقشة والتقييم	15
	2-3-4	تقييم وتقويم لتقارير وتكليفات الطلبة	16

موضوعات ومحتويات التجارب أسبوعياً[1] (للفئة الغير نظرية، إذا كان مناسباً):

عنوان التجربة	التجربة (#)	الأسبوع
		1.
		2.
		3.
		4.
		5.
		6.
		7.
		8.
		9.
		10.
		11.
		12.
		13.
		14.
		15.

[1] يمكن تغيير التجارب لمحاكاة، ستوديو أو معمل ...إلخ، كما هو مناسب للفئة الغير نظرية للمساق.

ربط مخرجات المساق بأدوات التقييم لإظهار مستوى تحصيل الـ المخرج (CLO):

يحددها المشرف الأكاديمى للتدريب الميدانى	CLO #
	1
	2
	3
	4

مهام لا صفية:

تقييم المساق:

أدوات تقييم المساق:

الوزن لكل آداه (%)	أدوات التقييم[2]
30	المشرف الميداني
30	المشرف الأكاديمي
20	لجنة المحكمين
20	العرض الشفهي
100	المجموع

1. متطلبات المساق والسياسة المتبعة:

يُطلب من الطلاب فهم ومراقبة السياسات الجامعية التالية بشكل كامل:

سياسة الحضور:

يُطلب من الطلاب الحضور والمشاركة الكاملة في الفصول والدورات الأخرى المجدولة للمساقات الخاصة بكل منهم. يؤدي غياب 25٪ من فصول الدورة التدريبية إلى انسحاب / فشل في الدورة (WF). يجب على الطلاب أيضًا قراءة "سياسة الحضور" وفهمها والتي يتم نشرها في دليل الطلاب.

الرابط: https://www.ajman.ac.ae/upload/docs/Student_Handbook24.pdf

سياسة النزاهة الأكاديمية للطالب:

تلتزم جامعة عجمان بتطبيق قواعد صارمة للنزاهة الأكاديمية في مساعيه الأكاديمية. يحظر قانون النزاهة الأكاديمية في الجامعة جميع أشكال خيانة الأمانة الأكاديمية. وهذا يشمل الغش والانتحال وينطبق على جميع الدورات ، والواجبات ، وتقارير / أطروحات المشاريع أو الامتحانات التي يكملها الطلاب. لا تتسامح الجامعة مع أي انتهاك لسوء السلوك الأكاديمي وتفرض نظامًا صارمًا للعقوبات. لمزيد من التفاصيل ، ارجع إلى دليل الطالب.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/student-handbook.html

نظام الدرجات

تستخدم الجامعة نظام الدرجات النسبية ، والذي يعتمد على مقياس من أربع نقاط. سيتم تعيين التقدير الكلي على مقياس الدرجات التالي. المرحلة الجامعية:

Grades	A	B+	B	C+	C	D+	D	F
النقاط	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0

---

[2] يمكنك إضافة أدوات تقييم أخرى، وفق ما يناسب المساق.

الدرجة %	90-100	85-89	80-84	75-79	70-74	65-69	60-64	<60

لمزيد من التفاصيل ، ارجع إلى كتالوج الطلاب الجامعيين.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/undergraduate-student-catalog

تخرج:

Grades	A	B+	B	C+	C	F
Points	4.0	3.5	3.0	2.5	2.0	0
Marks %	90-100	85-89	80-84	75-79	70-74	<70

لمزيد من التفاصيل ، راجع دليل طلاب الدراسات العليا.

الرابط: https://www.ajman.ac.ae/ar/admissions/graduate/graduate-student-catalog

منهجيات التعليم والتعلم، بما في ذلك أي استخدام للتدريس عبر الإنترنت:

- الزيارات الميدانية
- لعب الدور
- الحلقات النقاشية
- الفيديوهات التعليمية
- الأمثلة والتجارب
- التعليم القائم على الاستفسار

نصوص المقرر والقراءات الموصي بها والمواد التعليمية وموارد التعلم:

a. **كتاب المساق**

دليل التدريب الميداني	العنوان:
جماعي	المؤلف (المؤلفون):
	الإصدار:
	الناشر:
	سنة النشر:
	ISBN:

b. **المراجع أو القراءات الموصي بها:**

c. **المواد التعليمية ومصادر التعلم:**

- المودل
- الترنت ان
- المكتبة الإلكترونية
- انشطة المؤسسات الاجتماعية

توقيع استاذ المساق	**التاريخ**
توقيع رئيس القسم	**التاريخ**

أ: توصيف مساق التدريب العملي في المؤسسات الاجتماعية 2

توصيف المساق

اسم الكلية: الإنسانيات والعلوم

اسم القسم: الاجتماع

اسم البرنامج: علم الاجتماع والخدمة الاجتماعية

السنة الدراسية:

الفصل الدراسي الحالي: ☐ الخريفي   ☐ الربيعي   ☐الصيفي

اسم المساق	التدريب العملي في المؤسسات الاجتماعية2	رقم المساق	SSW473

عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

الساعات المعتمدة: 3	Theory:3 Lab:	Tutorial: ....
ساعات الاتصال: 3	Theory:3 Lab:	Tutorial: ....
المتطلب السابق (إن وجد):	SSW367 التدريب العملي في المؤسسات الاجتماعية+الإنتهاء من السنة الدراسية الثالثة	
المتطلب الموازي (إن وجد):	لا يوجد	

اسم مدرس المساق ومعلومات الاتصال به:

الاسم		رقم المكتب	
البريد الالكتروني		رقم تحويلة المكتب	

التوصيف كما هو موضح في الكتالوج:

يتناول هذا المساق التدريب الميداني للطلبة في عدد من المؤسسات في مجال علم الاجتماع والخدمة الاجتماعية بغرض التطبيق العملي للأساليب والمعارف العلمية التي تم اكتسابها، حيث يجب على الطالب أن يقضي 120 ساعة تدريب ميداني بمؤسسات الرعاية الاجتماعية والخدمة الاجتماعية ومؤسسات البحث الاجتماعي في الدولة بحيث تكون مختلفة عن مجالات التدريب العملي في المؤسسات الاجتماعية 1 ويتم التدريب الميداني تحت إشراف كلاً من المشرف الأكاديمي و المشرف الميداني بالمؤسسة، ويتم تقييم الطالب/ة وفقاً لمدى استيعاب التدريب والقدرة على حل المشكلات وعلى كافة التقارير الدقيقة المقدمة، و من خلال عدد من أدوات التقييم (المشرف الأكاديمي المشرف الميداني،لجنة المناقشة) ، بحيث يكون التدريب الميداني 2 مكملاً للتدريب الميداني1، يتم تقويم الطالب من قبل لجنة ثلاثية على أساس مدى استيعابه للتدريب وقدرته على حل المشكلات وعلى كافة التقارير الدقيقة،

مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيتمكن الطلاب من:

مخرجات تعلم البرنامج المقابلة (PLOs)	مخرجات تعلم المساق (CLOs)
6	1.يتعرف على الممارسة الفعلية لعلم الاجتماع والخدمة الاجتماعية.
11	2.يمارس الدور المهني المرتبط بالباحث و بالأخصائي الاجتماعي في المؤسسات الاجتماعية.
9	3.يستخدم مهارات القيادة والعلاقات المهنية.
12	4.يطبق مهارة تنظيم الاجتماعات والمقابلات والزيارات.

موضوعات ومحتويات المساق أسبوعياً (الفئة النظرية):

الفصل من الكتاب الدراسي / مرجع	مخرج المساق المقابل CLOs (#)	الموضوعات والمحتويات	الأسبوع
	1	تقديم المساق وشرح أهدافه ومتطلباته	1

		1	التعريف بدليل التدريب الميداني ومتضمناته	2
		1	أهداف ومهارات التدريب الميداني في المؤسسات الاجتماعية	3
		1-3	التعريف بأسس التسجيل المهني لتقارير التدريب الميداني الأسبوعية والشهرية.	4
		2-3-4	التدرب الميداني في المؤسسات العاملة بمجال رعاية الأحداث	5-6
		2-3-4	التدرب الميداني في المؤسسات العاملة بالمجال التعليمي (المدارس)	7-8
		2-3-4	التدرب الميداني في المؤسسات العاملة بالمجال الصحي (المستشفيات ، المراكز الصحية والعلاجية ..)	9-10
		2-3-4	التدرب الميداني في المؤسسات الحكومية والأهلية (المؤسسات الشرطية ، مراكز الدعم الاجتماعي، مراكز البحث الاجتماعي والاحصاء والمسؤولية المجتمعية	11-12
		2-3-4	التدرب في المؤسسات العقابية والاصلاحية .	13-14
			لقاء تحضيري للمناقشة والتقييم	15
			تقييم وتقويم لتقارير وتكليفات الطلبة	16

موضوعات ومحتويات التجارب أسبوعياً3 (للفئة الغير نظرية، إذا كان مناسباً):

الأسبوع	التجربة (#)	عنوان التجربة
1	لا ينطبق	لا ينطبق
2	لا ينطبق	لا ينطبق
3	لا ينطبق	لا ينطبق
4	لا ينطبق	لا ينطبق
5	لا ينطبق	لا ينطبق
6	لا ينطبق	لا ينطبق
7	لا ينطبق	لا ينطبق
8	لا ينطبق	لا ينطبق
9	لا ينطبق	لا ينطبق
10	لا ينطبق	لا ينطبق
11	لا ينطبق	لا ينطبق
12	لا ينطبق	لا ينطبق
13	لا ينطبق	لا ينطبق
14	لا ينطبق	لا ينطبق
15	لا ينطبق	لا ينطبق

ربط مخرجات المساق بأدوات التقييم لإظهار مستوى تحصيل الـ المخرج (CLO):

CLO #	تحدد بواسطة المشرف الاكاديمي للتدريب الميداني
1	
2	

3. يمكن تغيير التجارب لمحاكاة، ستوديو أو معمل ...إلخ، كما هو مناسب للفئة الغير نظرية للمساق.

	3
	4

مهام لا صفية:

#	عنوان المهمة	تاريخ التسليم
1	تحدد بواسطة المشرف الاكاديمي للتدريب الميداني	
2		

تقييم المساق:

أدوات تقييم المساق:

أدوات التقييم4	الوزن لكل آداه (%)
تقييم المشرف الميداني	30
تقييم المشرف الأكاديمي	30
تقييم لجنة المحكمين	40
المجموع	100

متطلبات المساق والسياسة المتبعة:

يُطلب من الطلاب فهم ومراقبة السياسات الجامعية التالية بشكل كامل:

سياسة الحضور:

يُطلب من الطلاب الحضور والمشاركة الكاملة في الفصول والدورات الأخرى المجدولة للمساقات الخاصة بكل منهم. يؤدي غياب 25٪ من فصول الدورة التدريبية إلى انسحاب / فشل في الدورة (WF). يجب على الطلاب أيضًا قراءة "سياسة الحضور" وفهمها والتي يتم نشرها في دليل الطلاب.

الرابط: https://www.ajman.ac.ae/upload/docs/Student_Handbook24.pdf

سياسة النزاهة الأكاديمية للطالب:

تلتزم جامعة عجمان بتطبيق قواعد صارمة للنزاهة الأكاديمية في مساعيه الأكاديمية. يحظر قانون النزاهة الأكاديمية في الجامعة جميع أشكال خيانة الأمانة الأكاديمية. وهذا يشمل الغش والانتحال وينطبق على جميع الدورات، والواجبات، وتقارير / أطروحات المشاريع أو الامتحانات التي يكملها الطلاب. لا تتسامح الجامعة مع أي انتهاك لسوء السلوك الأكاديمي وتفرض نظامًا صارمًا للعقوبات. لمزيد من التفاصيل، ارجع إلى دليل الطالب.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/student-handbook.html

نظام الدرجات

تستخدم الجامعة نظام الدرجات النسبية، والذي يعتمد على مقياس من أربع نقاط. سيتم تعيين التقدير الكلي على مقياس الدرجات التالي.

المرحلة الجامعية:

---

4. يمكنك إضافة أدوات تقييم أخرى، وفق ما يناسب المساق.

Grades	A	B+	B	C+	C	D+	D	F
النقاط	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0
الدرجة %	90-100	85-89	80-84	75-79	70-74	65-69	60-64	<60

لمزيد من التفاصيل ، ارجع إلى كتالوج الطلاب الجامعيين.

الرابط: -https://www.ajman.ac.ae/ar/admissions/undergraduate/undergraduate-student

catalog

تخرج:

Grades	A	B+	B	C+	C	F
Points	4.0	3.5	3.0	2.5	2.0	0
Marks %	90-100	85-89	80-84	75-79	70-74	<70

لمزيد من التفاصيل ، راجع دليل طلاب الدراسات العليا.

الرابط: https://www.ajman.ac.ae/ar/admissions/graduate/graduate-student-catalog

منهجيات التعليم والتعلم، بما في ذلك أي استخدام للتدريس عبر الإنترنت:

الزيارات الميدانية

لعب الدور

الحلقات النقاشية

الفيديوهات التعليمية

الأمثلة والتجارب

التعليم القائم على الاستفسار

نصوص المقرر والقراءات الموصي بها والمواد التعليمية وموارد التعلم:

كتاب المساق

العنوان:	دليل التدريب الميداني
المؤلف (المؤلفون):	جماعي
الإصدار:	
الناشر:	
سنة النشر:	
ISBN:	

المراجع أو القراءات الموصي بها:

المواد التعليمية ومصادر التعلم:

- المودل
- الترنت ان
- المكتبة الإلكترونية
- انشطة المؤسسات الاجتماعية

توقيع استاذ المساق   التاريخ

توقيع رئيس القسم   التاريخ

ب: استمارة تقييم واختيار والموافقة على موقع التدريب

College of Humanities & Science

Dept. of Sociology

Internship Institution Appropriateness& approval Checklist

قائمة معايير ملائمة، الموافقة على مؤسسة التدريب

بيانات المؤسسة Institution Details	
Name of Institution	
Sector	
Type of Institution	
Location	
Telephone:	
Email:	
Date:	

Appropriateness Criteria Checklist معايير الملائمة			Grade
Criteria 1: (mandatory) Institution is officially recognized (governmental-private, non-profit sector) قطاع خيري)– المؤسسة معترف بها رسميا (قطاع حكومي –قطاع خاص	YES ☐ NO ☐		
Criteria 2: (mandatory) The institution is related to the academic program (sociology and social work) الأكاديمي (علم الاجتماع و الخدمة الاجتماعية) المؤسسة ذات علاقة بمجال التخصص	YES ☐ NO ☐		
Criteria 3: (mandatory) A social worker, social care, or community service unit is available in the institution يتوفر في المؤسسة اخصائي اجتماعي أو وحدة خدمات اجتماعية أو خدمة مجتمعية	YES ☐ NO ☐		
Criteria 4. (mandatory) There is a qualified staff for training and supervision in the institution or a unit for training يتواجد في المؤسسة كادر مؤهل للتدريب و الإشراف أو وحدة خاصة بالتدريب	YES ☐ NO ☐		
Criteria 5.: (optional) The institution is in a geographical area close to university campus or available to students المؤسسة في نطاق جغرافي قريب من الجامعة أو متاح للطلبة	YES ☐ NO ☐		
Criteria 6.:(mandatory) The institution is equipped with public safety and security facilities such as :alarm devices ,firefighting devices, indicative and protective boards ,first aid kit المؤسسة مجهزة بوسائل الأمن و السلامة العامة مثل: أجهزة الإنذار –الإطفاء-لوحات إرشادية ووقائية—اسعافات أولية)	YES ☐ NO ☐		
Criteria 7. (optional) The environment of the institution is sensitive to students with handicaps (disability) بيئة المؤسسة مراعية للطلبة أصحاب الهمم	YES ☐ NO ☐		

Total grade (out of 7)

Training Coordinator Name:

Signature: Date:

ث: استمارة تسجيل التدريب الميداني

استمارة الكترونية متوفرة على نظام SIS عبر الرابط:

http://ors.ajman.ac.ae/Requests/NewRequest.aspx

ج: خطاب طلب التدريب الميداني

التاريخ: /   /

سعادة /   المحترم

مدير عام

الموضوع: التدريب الميداني للفصل الدراسي   من العام الجامعي ....

يطيب لنا أن نتقدم لكم بأطيب التحيات، وخالص الشكر والتقدير على تعاونكم المستمر مع الجامعة في مجال التدريب الميداني مما كان له أكبر الأثر في اكتساب الطلبة للخبرات العملية التي هم في حاجة إليها بعد تخرجهم. إن التدريب الميداني هو أحد الركائز الأساسية في تطبيق الجانب العملي من المنظومة الأكاديمية التي يتحصل عليها الطالب أثناء دراسته. ومن هنا نرجو شاكرين الموافقة على تدريب الطلبة المذكورين أدناه لدى مؤسستكم الموقرة:

مكان التدريب	فترة التدريب	الرقم الجامعي	التخصص	الاسم
في أقسام المؤسسة ذات العلاقة	من: إلى:		علم الاجتماع والخدمة الاجتماعية	
في أقسام المؤسسة ذات العلاقة	من: إلى:		علم الاجتماع والخدمة الاجتماعية	

يرجى موافاتنا بما يفيد موافقتكم على تدريب الطلبة، علماً بأن فترة التدريب تمتد لـ 16 أسابيع، بمعدل 8 ساعات أسبوعياً (لمدة يومين في الأسبوع) وبإجمالي 120 ساعة تدريبية.

كما يرجى التكرم بملء الاستمارة التي سترسل مع الطالب أو عن طريق البريد الإلكتروني، ثم إعادتها (يدويا او عبر البريد الالكتروني) إلى منسق التدريب قبل نهاية فترة التدريب بأسبوع تقريباً، وهي على النحو الآتي:

الاستمارة 1: تقييم درجات الطالب من 30 (هذا التقييم سري. يرجى إرساله مباشرة إلى منسق التدريب الميداني في قسم علم الاجتماع عن طريق الفاكس أو البريد الإلكتروني).

الاستمارة 2: تقييم التدريب من قبل إدارتكم الموقرة (بواسطة المشرف الميداني).

الاستمارة 4: التقرير الأسبوعي (يملأ بواسطة الطالب) ويعتمد من قبل المشرف الميداني في المؤسسة.

وتفضلوا بقبول وافر الاحترام والتقدير.

منسق التدريب الميداني

–قسم علم الاجتماع

ملاحظات:

1- في حالة وجود خطة تدريب لدى مؤسستكم الموقرة، يرجى موافاتنا بها قبل بداية البرامج التدريبية.

2- سيقدم الطالب تقريرا نهائيا مع عرض PowerPoint بعد الانتهاء من فترة التدريب أمام لجنة التقييم في القسم

ح: التقرير الأسبوعي للطالب

College of Humanities and science Department of Sociology Student Weekly Report Academic Year	كلية الإنسانيات والعلوم قسم علم الاجتماع التقرير الأسبوعي للطالب العام الجامعي

College		Major :	
Student's Name:		Student's ID:	
Organization Name:			
Week Number:		From:	To:

Activities performed by the student during the week   الأنشطة التي أداها الطالب خلال الأسبوع.

Day	Activities	Department	Hours
Friday			
Monday			
Tuesday			
Wednesday			
Thursday			
Days of absence			

Comments: ملاحظات

……

……

Name & Signature ……………………………………………   Date: ………………

ختم المؤسسة Organization stamp

يرجى ملء هذه الاستمارة وإرسالها إلى منسق التدريب إما يدويا أو عن طريق الفاكس : 0097167056754 أو عن طريق البريد الإلكتروني:
training.sociology@ajman.ac.ae

or by Email * Please fill this form &send it to the training center, either manually or by fax: 067056754
training.sociology@ajman.ac.ae

خ: استمارة تقييم اداء الطالب بواسطة المشرف الأكاديمي

College of Humanities and Science Department of Sociology Training Assessment by Academic Supervisor Academic Year	كلية الإنسانيات والعلوم قسم علم الاجتماع تقييم أداء الطالب من طرف المشرف الأكاديمي العام الجامعي

Student's Information		معلومات المتدرب
Full Name		الاسم الكامل
ID number		الرقم الجامعي
Major		التخصص

Training Institution's Information		معلومات عن المؤسسة التي يتدرب فيها الطالب
Institution's Name		اسم المؤسسة
Department(s)		الأقسام التابعة
Field supervisor		المشرف الميداني
Position/Job title		المسمى الوظيفي
Tel. No.		هاتف المؤسسة
P.O. Box		الصندوق البريدي
Fax		الفاكس
Email		البريد الالكتروني
Training Period	From: To:	الفترة الزمنية للتدريب

S.	Training Objectives	Score (1-5)	أهداف التدريب
1	The degree of ideas and initiatives presented to the academic supervisor.		درجة الأفكار والمبادرات التي تقدم بها إلى المشرف
2	The degree of response and communication with the academic supervisor.		درجة الاستجابة والتواصل مع المشرف الأكاديمي
3	The degree of adherence to the directives of the academic supervisor and carrying out the duties assigned to him		درجة الالتزام بتوجيهات المشرف الأكاديمي والقيام بالواجبات المكلف بها
4	Professional conduct and discipline and application of professional ethics		السلوك والانضباط المهني وتطبيق اخلاقيات المهنة.
5	Attendance (Absence of more than 25%the student is considered a failure		المواظبة (غياب لأكثر من 25% يعتبر الطالب راسباً)
6	The commitment of the student to attend the meetings		التزام الطالب بحضور الاجتماعات الفردية والجماعية .
	Total Mark (out of 30)		الدرجة النهائية (30)

Date: ………………   Name & Signature …………………………………………

د: استمارة تقييم اداء الطالب بواسطة المشرف الميداني

College of Humanities and Science Department of Sociology Training Assessment by Field Supervisor Academic Year	كلية الإنسانيات والعلوم قسم علم الاجتماع تقييم الطالب من طرف المشرف الميداني العام الجامعي
Please fill in the information required below, including the student's grades and the send this form to Ajman University (Training Coordinator before the end of the training period.	يرجى تعبئة البيانات أدناه ووضع الدرجات الخاصة بالطالب وإرسالها إلى منسق التدريب قبل انتهاء فترة التدريب

معلومات المتدرب		Student's Information
Full Name		الاسم الكامل
ID number		الرقم الجامعي
Major		التخصص
Training Institution's Information		معلومات عن المؤسسة التي يتدرب فيها الطالب
Institution's Name		اسم المؤسسة
Department(s)		الأقسام التابعة
Field supervisor		المشرف الميداني
Position/Job title		المسمى الوظيفي
Tel. No.		هاتف المؤسسة
P.O. Box		الصندوق البريدي
Fax		الفاكس
Email		البريد الالكتروني
Training Period	From: To:	الفترة الزمنية للتدريب

S.	Training Objectives	Score (1-5)	أهداف التدريب
1	Application of basic work skills (communication and development skills, attitude towards co-workers & clients)		تطبيق المعارف الأساسية للعمل (مهارات الاتصال والتطوير، الموقف من زملاء العمل والعملاء)
2	Ability to produce technical reports and work as team member		القدرة على إعداد تقارير تقنية والعمل كعضو من فريق
3	Ability to take initiative		القدرة على أخذ المبادرة
4	Behavior and ethics		السلوك والانضباط المهني
5	Attendance (If absent for more than 25% of the training period, the trainee is deemed to have failed)		المواظبة (غياب لأكثر من 25% يعتبر الطالب راسباً)
6	Ability to understand the training plan		القدرة على استيعاب خطة التدريب
	Total Mark (out of 30)		الدرجة النهائية (30)

Name & Signature …………….………………………   Date: …………………

| ختم المؤسسة |
| Organization stamp |

Fax: 00971 6 7056754   E Mail training.sociology@ajman.ac.ae

ذ: استمارة تقييم التدريب الطالب بواسطة الطالب

College of Humanities and Science Department of Sociology Training Assessment by students Academic Year	كلية الإنسانيات و العلوم قسم علم الاجتماع تقييم التدريب بواسطة الطالب العام الجامعي

Please fill in the information below and send this form to the academic supervisor at the dep. before the end of the training period.	يرجى تعبئة البيانات أدناه وإرسالها إلى المشرف الأكاديمي في القسم قبل انتهاء فترة التدريب

College		الكلية
طالب☐Male student	☐ طالبةFemale student	
الخريفي☐Fall	الربيعي☐Spring	الصيفي Summer1☐1	Summer2 الصيفي 2☐

Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. If the question does not pertain to your area of responsibility, please tick "N/A". Please answer by putting ✓.	يرجى استعمال سلم تقييم من 1 إلى 5، علماً بأن 5 تشير إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى. إذا كان السؤال خارج مسؤوليتك، وضع علامة في خانة "N/A" يرجى الإجابة بوضع علامة ✓ في المكان المناسب.

S.	Item	Rating					
		1	2	3	4	5	N/A
1	I am satisfied with the way in which my training institution was selected كانت طريقة اختيار مؤسسة التدريب مناسبة						
2	This training is relevant to my major التدريب مناسب لمجال تخصصي						
3	I applied basic work knowledge and communication skills during the training period استخدمت المعارف الأساسية ومهارات الاتصال خلال فترة التدريب						
4	I had sufficient field supervisors استفدت من متابعة المشرفين الميدانيين لدى جهة التدريب						
5	My academic supervision during the training was excellent استفدت من متابعة أكاديمية ممتازة خلال فترة التدريب						
6	I achieved my training objectives حققت الأهداف المرجوة من التدريب						

Further Remarks:ملاحظات إضافية

Date: ……………………………………………………………………………

ر: استمارة تقييم التدريب بواسطة المشرف الأكاديمي

College of Humanities and science Department of Sociology Training Assessment by Academic Supervisor Academic Year	كلية الإنسانيات والعلوم قسم علم الاجتماع تقييم التدريب بواسطة المشرف الأكاديمي العام الجامعي

Academic supervisor		**المشرف الأكاديمي**
College		الكلية
Major		التخصص
Email		البريد الإلكتروني
Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. If the question does not pertain to your area of responsibility, please tick "N/A". Please answer by putting ✓.		يرجى استعمال سلم تقييم من 1 إلى 5، علماً بأن 5 تشير إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى. إذا كان السؤال خارج مسؤوليتك، وضع علامة في خانة "N/A" يرجى الإجابة بوضع علامة ✓ في المكان المناسب.

S.	Item		Rating					
		1	2	3	4	5	N/A	
1	Trainee moved and interacted freely within the institution's departments المتدرب كان يتحرك ويتفاعل بحرية مع مختلف أقسام المؤسسة						
2	This training is relevant to the trainee's specialization التدريب مناسب لمجال تخصص المتدرب						
3	Trainee applied basic work knowledge and communication skills during the training period استخدم المتدرب المعارف الأساسية ومهارات الاتصال خلال فترة التدريب						
4	Field supervision for the trainees was excellent الإشراف الميداني على الطلبة المتدربين كان ممتازا						
5	Assessment mechanism for trainees آلية تقييم الطلبة المتدربين						
6	The trainee achieved his/her training objectives حقق المتدرب أهداف التدريب						

Further Remarks: ملاحظات إضافية

....

Date: .... التاريخ

ز: استمارة تقييم لجنة التحكيم

كلية الإنسانيات والعلوم

قسم علم الاجتماع

استمارة تقييم لجنة التحكيم

اسم الطالب: ....

الرقم الجامعي: ....

أسم المؤسسة التي تدرب بها: ....

تقييم لجنة المحكمين : 40 درجة

درجة تقييم تقرير الطالب المتدرب 20%	درجة العرض الشفهي 20 %	المجموع 40%

مؤشرات التقييم

الدرجة	البند	#
....	درجة ثقة الطالب/ الطالبة في النفس(5)	1
....	الالتزام بالوقت المحدد للعرض(5)	2
....	ترتيب العرض و اكتمال محتوياته(5)	3
....	قدرة الطالب/ الطالبة على الإجابة على التساؤل/ التساؤلات الشفهية المطروحة(5)	4
....	شكل و مضمون التقرير /الملف و اكتمال محتوياته (20)	5
....	اجمالي الدرجة (40) درجة	

لجنة المحكمين:

الدكتور: ....التوقيع ....   رئيس اللجنة

الدكتور: ....التوقيع ....   عضو

الدكتور: ....التوقيع......................   عضو

التاريخ:..

ملاحظات لجنة التحكيم: ....

Bachelor of Arts in Psychology

1. **المقدمة: (الجامعة)**

2. **التعريفات: (الجامعة)**

3. الأهداف التعليمية للتدريب

تنطلق أهداف التدريب الميداني بقسم علم النفس من المبادئ العامة لاستراتيجية جامعة عجمان 2017/ 2022 واستراتيجية كلية الإنسانيات والعلوم، والتي تتمثل في خلق الشراكة المجتمعية مع مؤسسات القطاع الحكومي والخاص بالدولة، وواضعين في الاعتبار الأهداف التي يعمل من خلالها مكتب التوظيف والتدريب بالجامعة، ومن ثم يمكن إجمال أهداف التدريب الميداني فيما يلي:

- تطبيق المعارف النظرية في بيئة عمل حقيقية تحكمها ضوابط مهنية.

- اكتساب مهارات عملية مهمة في مجال الخدمة النفسية ومهارات العمل التخصصي.

- فهم المهارات المهنية المطلوبة للعمل في مجال الخدمة النفسية.

- اكتساب اتجاهات إيجابية نحو العمل في المجال النفسي بالمؤسسات التي تقدم الخدمات النفسية الإرشادية أو العلاجية أو التنموية.

- تنمية الالتزام بالمبادئ الأخلاقية المنظمة للعمل بالمهنة النفسية، خاصة التي تنظم قواعد التعامل مع الحالات، وتأمين السرية والخصوصية.

- تنمية مهارات التعاون والعمل كفريق مع الزملاء والآخرين في مجال العمل في المؤسسات.

- كما تتضمن أهداف التدريب بقسم علم النفس التأكيد على تنمية مجموعة من المهارات العملية التي تعزز قدرتهم على إتقان العمل في مجال الخدمات النفسية، ويمكن إجمال هذه المهارات فيما يلي:

  - المساعدة في عمليات الاختيار والتصنيف المهني.

  - التشخيص المبكر لاضطرابات السلوك.

  - المساعدة في علاج اضطرابات السلوك.

  - تعديل الاتجاهات السلبية نحو العمل.

  - تطبيق الاختبارات النفسية بشكل صحيح

  - إعداد التقارير النفسية على أسس سليمة علميا

  - اتخاذ التدابير اللازمة لمواجهة مشكلات انخفاض الدافعية للعمل أو عدم الرضا عن العمل والاستهداف للحوادث.

  - رفع كفاءة بعض الإجراءات المهنية كالاختيار والتوجيه والتدريب وتقييم الآراء.

4. **المخرجات التعليمية وعلاقتها مع المخرجات التعليمية للبرنامج**

م1. يتعرف على الممارسة الفعلية لعلم النفس في مجال الحالات غير العادية.

م2. يطور المعارف العلمية المرتبطة بمهارات ممارسة الخدمة النفسية ذات الطابع الفردي.

م3. يستخدم مهارات التفاعل والقيادة كعلاقة مهنية مع الحالة.

م4. يمارس مهارة إجراء المقابلات

م5. يستخدم التحليلات الإحصائية في وصف الحالة وتشخيصها والتعرف على وضعها الراهن ومآلها في المستقبل.

مخرجات برنامج علم النفس وفقًا لإطار المؤهلات في دولة الإمارات العربية المتحدة (Emirates QF)

(م1) يوضح المفاهيم والمبادئ المختلفة في مجال علم النفس والمجالات ذات الصلة.

(م2) يربط بين المعلومات التي اكتسبها عند تفسيره للظواهر النفسية والسلوكية .

(م3) يحدد عناصر واستراتيجيات التفكير المختلفة.

(م4) يميز بين حالات الاضطراب والحالات المرضية المختلفة

(م5) يشرح النظريات المختلفة في مجال علم النفس والمجالات ذات الصلة

(م6) يوظف المهارات التحليلية والعملية في إعداد وتصميم الاختبارات النفسية وبرامج التدخل الإرشادي والعلاجي.

(م7) يطبق الاختبارات والبرامج النفسية المختلفة في مجالات القياس والإرشاد والعلاج.

(م8) يستخدم المعرفة النظرية والعملية في فهم وتحليل وتشخيص وعلاج بعض المشكلات النفسية لدى كل من الأسوياء

(م9) يطبق المعايير والضوابط الأخلاقية والمهنية في مجال العمل.

(م10) يحدد الجوانب القانونية التي تتفق ومبادئ حقوق الإنسان في مجال علم النفس

(م13) يبتكر أدوات قياس وبرامج تدخل مختلفة تتناسب مع المواقف المختلفة التي يوجهها في عمله المهني

(م14) يفسر مشكلات الحالات التي يدرسها ومآل الاضطراب لديها.

(م15) يتحمل مسؤولية العمل في المؤسسات الاجتماعية والإرشادية والعلاجية

مخرجات تعلم البرنامج المقابلة	مخرجات التعليمية المساق (CLOs)
4,10	يتعرف على الممارسة الفعلية لعلم النفس في مجال الحالات غير العادية
4,6,7.8	يطور المعارف العلمية المرتبطة بمهارات ممارسة الخدمة النفسية ذات الطابع الفردي
9,10,15	يستخدم مهارات التفاعل والقيادة كعلاقة مهنية مع الحالة
6,7,8,9,13	يمارس مهارة إجراء المقابلات
6,7,8,14	يستخدم التحليلات الإحصائية في وصف الحالة وتشخيصها والتعرف على وضعها الراهن ومآلها في المستقبل.

5. **عدد الساعات المباشرة والمعتمدة للتدريب**

- يتم طرح التدريب الميداني في الفصلين الدراسيين الأول والثاني

- يسمح بالتدريب لمدة (5) أيام بالأسبوع بواقع (6) ساعات يومياً، بحيث يكون إجمالي عدد الساعات أسبوعيا هو 30ساعة، ولمدة (10) أسابيع.

- يبدأ التدريب بعد فترة السحب والإضافة ويستمر لمدة ثمانية أسابيع بإجمالي عدد ساعات (300) ساعة.

6. **تقييم التدريب**

تقييم المشرف الميداني للطالب		30
تقييم المشرف الأكاديمي		30
تقييم ملف التدريب الطالب		20
تقييم العرض الشفهي		20

	الإجمالي	100

7. المهام والمسؤوليات

1.1 منسق التدريب الميداني:

هو عضو هيئة تدريسية في قسم علم النفس، يقوم بتعريف جميع العاملين في برنامج التدريب الميداني بأهداف البرنامج وأدوار كل منهم ، ومتابعة سير عملية التدريب، فضلا عن الإشراف على عمليات تقييم أداء الطلبة المتدربين، ويمكن إجمال مهامه فيما يلي:

- الموافقة على طلب التّدريب الإلكترونيّ المقدم من قبل الطالب عبر نظام SIS، والمستوفي شروط التّدريب.
- فتح شعبة التّدريب للطالب المؤهل للتّدريب عبر نظام Admin SIS للسّماح للطّالب بالتسجيل.
- إعلان أسماء المؤسسات وأماكنها في مختلف المجالات للطلبة، وذلك لإتاحة الفرصة لكل منهم لاختيار المؤسسة التي تناسبه وفقا لميوله ومكان إقامته.
- تقييم صلاحية مؤسسات التّدريب والموافقة عليها وفق الشروط المعتمدة.
- مراسلة مؤسسات التّدريب وإخطارهم بأسماء الطّلبة الموافق على تدريبهم داخل هذه المؤسّسة.
- تعيين المشرفين الأكاديميين الذين يقومون بالإشراف على الطّلبة المتدربين بالتّنسيق مع رئيس قسم علم النفس.
- إعداد خطاب رسميّ موجّه إلى المؤسسة لكلّ طالب، وإرسالها عبر الفاكس أو البريد الالكترونيّ الخاص بالمؤسسة، وذلك للحصول على موافقات التّدريب، واستقبال الطّلبة المتدربين.
- يُوَزّع الطلاب على المؤسسات المجتمعية (الحكومية والخاصة أو الخيرية) في مختلف الإمارات.
- توزيع دليل التّدريب العملي للطلبة المسجلين في مساق التّدريب.
- إعداد المطبوعات الخاصة بعملية التّدريب (الخطاب الموجّه إلى المرشد الأكاديمي للطّالب، وكذلك التّأكد من أنّ الطالب أنهى 99 ساعة معتمدة (السّنة الثّالثة) قبل تسجيل مساق التّدريب العمليّ
- تسليم المشرف الأكاديميّ بالقسم العلميّ كشوف أسماء الطّلبة المسجلين في مساق التّدريب الميداني.
- عقد لقاءات مع المشرفين الأكاديميين لمتابعة سير تنفيذ برنامج التّدريب الميداني ومعالجة المشكلات التي قد تنشأ أثناء التّدريب.
- عقد لقاءات مع طلبة التّدريب الميداني لمعالجة المشكلات المختلفة التي قد تنشأ أثناء التّدريب.
- التنسيق مع المشرفين الأكاديميين لتشكيل لجان لتقييم الطّلبة المتدربين ومناقشتهم في نهاية الفصل الدراسي.
- تبليغ المشرف الأكاديميّ بأسماء الطّلبة الّذين تمّت إضافتهم أو سحبهم خلال مدّة التّدريب.
- التّنسيق مع رئيس القسم والمشرفين الأكاديميين لتشكيل لجان لتقييم الطّلبة المتدرّبين ومناقشتهم في نهاية الفصل الدراسي.
- الإشراف الأكاديميّ على اعتماد درجات التّقييم الصّادرة من المشرف الميدانيّ، والمشرف الأكاديميّ.

1.2 المشرف الأكاديمي

المشرف الأكاديمي هو عضو هيئة تدريس في قسم علم النفس، يقوم بتعريف الطلبة المتدربين في برنامج التدريب الميداني بدور كل منهم ، ومتابعة سير عملية التدريب، فضلاً عن الإشراف على عمليات تقييم أداء الطلبة المتدربين، وتتمثل مهامه فيما يلي:

- الاجتماع مع الطّلبة المسجلين للتدريب بالقسم قبل بدء عملية التّدريب لتعريفهم بالتدرب الميداني وأهدافه وأهميته وتوضيح أدوار المشاركين بالتّدريب ومسؤولياتهم.
- التخطيط لتنفيذ برنامج التّدريب الميداني بالمشاركة مع المشرف الميداني.

- عقد الاجتماعات الإشرافية مع كلّ طالب لمساعدته لتحقيق الاستفادة القصوى من التّدريب وتزويده بالتعليمات والمعلومات والتوجيهات التي تسهم في تطور أدائه المهنيّ في المؤسسة.

- توجيه الطّلبة المتدربين إلى أهمّ أسس عمليّة التّدريب والإجراءات المرتبطة بها.

- تعريف الطالب بكيفية تنفيذ خطّة التّدريب.

- المتابعة الميدانيّة للطّلبة المتدربين والتّنسيق أسبوعيا مع مكتب التّدريب ومؤسسات التّدريب لممارسة النشاط الإشرافي على الطّلبة وملاحظتهم أثناء أدائهم لمسؤولياتهم التّدريبية في المؤسسة.

- التردد باستمرار على المؤسّسة التي يتدرب فيها الطالب.

- الإشراف على عملية التّقييم النهائي للطلبة المتدربين.

1.3 المشرف الميداني

المشرف الميداني هو أحد العاملين المتخصصين في المؤسسة والذي يتولى الإشراف الميداني على الطالب، ويقوم بتقويم الطالب المتدرب بالتنسيق مع المشرف التربوي، ويتم اختياره بالتنسيق مع إدارة المؤسسة، وتتضمن مهامه ما يلي:

- التنسيق مع المشرف الأكاديمي لتنفيذ وتطبيق البرنامج التدريبي الميداني.

- الإشراف اليومي المباشر على تنفيذ برنامج التدريب.

- توفير مهام التدريب وحالات التدريب.

- شرح المهام التي يقوم بها الاخصائي النفسي بالمؤسسة بالتفصيل

- عقد اجتماعات اشرافية مع كل طالب وتوجيهه حسب الحاجة ومساعدته على التغلب على الصعوبات التي تعيق استفادته من التدريب

- يعطي نماذج حية من المقابلات السيكولوجية.

- يشرف على المقابلات السيكولوجية التي يقوم بها الطلبة.

- يشرف على التزام الطلبة بنظم العمل بالمؤسسة وأخلاقيات المهنة.

- المسؤولية عن جودة التدريب وتنفيذ خطتهم.

- المشاركة في تقييم أداء الطلبة المتدربين وفق المعايير والضوابط المهنية المتفق عليها مع المشرف الأكاديمي.

1.4 الطالب المتدرب

الطالب المتدرب هو الطالب المنتظم في الكلية والذي أنهى متطلبات التسجيل في مساق التدريب الميداني، ويقوم بالتدريب في إحدى مؤسسات العاملة في المجال النفسي والاجتماعي لمدة فصل دراسي كامل. ويمكن إجمال مهامه فيما يلي:

- المحافظة على حسن المظهر ولطف السلوك.

- الالتزام بنظام العمل في المؤسسة وأخلاقياتها

- التعاون مع المشرف الميداني والعاملين بالمؤسسة

- تقبل التوجيه وتعديل الممارسات الخاطئة.

- عدم التردد في طلب الدعم والمشورة من المشرف الميداني

- الالتزام بنظام الجامعة حول الغيابات والنسب المقررة.

- المشاركة في بعض أنشطة المؤسسة

- تقديم تقرير كتابي في نهاية كل مرحلة يتضمن الأنشطة التي قام بها المتدرب أثناء التدريب، وإيجابيات وسلبيات التدريب، والمقترحات اللازمة لتحسين البرنامج التدريبي، ومدى رغبته في العمل بالجهة التي تدرب فيها بعد تخرجه من الجامعة.

8. إجراءات التسجيل

- يقوم مكتب التوظيف والتدريب بالجامعة بفتح باب التسجيل الطلبة للتدريب عبر نظام الجامعة الإلكتروني خلال فترة التسجيل بالفصل الدراسي، مع إمكانية فتح باب التسجيل خلال فترة التسجيل المبكر للطلبة.

- يقدم الطالب طلب التدريب عبر التسجيل على نظام (SIS).

- يقوم المرشد الأكاديمي للطالب في القسم بالتأكد من استيفاء الشروط، والموافقة على التدريب.

- يعد منسق التدريب قائمة بأسماء الطلبة المتدربين والتنسيق معهم للتدريب من خلال عرض بعض المؤسسات المتعاونة مع الجامعة.

- كما يمكن للطاب اقتراح مؤسسة محددة أن يتم الموافقة من جهة المؤسسة للسماح للطالب بالتدريب فيها.

- يقوم منسق التدريب بإرسال خطابات طلب التدريب للمؤسسات المعنية للموافقة على تدريب الطلبة بها. **(ملحق رقم 3).**

9. إجراءات اختيار وتقييم موقع التدريب

يقوم القسم بالتعاون مع مكتب التوظيف التدريب بوضع قاعدة بيانات للمؤسسات التي يمكن الاستفادة بها في التدريب العملي في المجال النفسي وفق:

- إدراك المؤسسة لأهمية تطبيقات الخدمة النفسية في مجال نشاطها.

- تعاون المؤسسة في تيسير فرص التدريب الملائمة.

- استيعاب المؤسسة لطلبة التدريب.

- التزام المؤسسة بقواعد التدريب الميداني وتيسير الخبرات المهنية الميدانية وتيسير عملية الإشراف والمتابعة.

- وجود خبير أو اخصائي نفسي بالمؤسسة، وذلك من خلال استمارة اختيار وتقييم والموافقة على موقع التدريب **(ملحق رقم 2).**

10.تعريف الطالب المتدرب بواجباته وحقوقه اثناء التدريب

- يقوم منسق التدريب بعمل لقاءات مع الطلبة المتدربين وبحضور كل من المشرفين الأكاديميين ورئيس القسم، ويتم في هذا اللقاء شرح دليل التدريب الميداني بالتفصيل، وشرح اللائحة الخاصة بحقوق وواجبات الطالب أثناء فترة التدريب **(ملحق رقم 11).**

11.متابعة وتقييم أداء الطالب اثناء استكمال التدريب وبعده

1.11 زيارة المشرف الأكاديمي للطالب المتدرب

- يقوم المشرف الأكاديمي بزيارة الطالب المتدرب ثلاث مرات على الأقل خلال الفصل الدراسي، يتابع من خلالها سير عملية التّدريب، وتحديد احتياجات الطالب المتدرب ومدى تطوره، وتقديم التغذية الراجعة المستمرة لتحسين الاستفادة من التدريب

2.11 التقرير الأسبوعي

- يقوم الطالب المتدرب بكتابة تقرير اسبوعي عن وضعه في المؤسسة والأعمال والأنشطة التي قام بها خلال الأسبوع من خلال نموذج التقرير الأسبوعي الخاص بالجامعة **(ملحق رقم 4).**

3.11 التقرير النهائي للتدريب

- يقوم الطالب بكتابة تقرير نهائي مفصّل عن التّدريب في المؤسسة المعنية، عن الأنشطة والفعاليات والمهام كافة، التي قام بها خلال مدّة التّدريب، إضافة إلى ذكر نقاط القوة والضعف من وجهة نظره، وأيّة اقتراحات أخرى لديه.

4.11 العرض الشفهي للتدريب

- يقوم الطالب المتدرب بإعداد ملف كامل في نهاية التّدريب يوضح فيه إنجازاته والأهداف التي تحققت من إشراكه في التّدريب الميداني، موثّقة بالتقارير والصور، فضلا عن توضيح العلاقة بين الأعمال والأنشطة التي قام بها أثناء مدّة التّدريب مع ما تعلمه من معلومات أثناء فترة الدراسة، كذلك يوضح الطالب النواحي الإيجابية والسلبية في التّدريب ويقدّم مقترحاته عن برنامج التّدريب في المستقبل.

- يقوم منسق التّدريب بقسم علم النفس بالتنسيق مع المشرف الأكاديمي لتحديد لجنة من أعضاء القسم لحضور العروض الشفهية لطلبة التّدريب وتقييمها في ضوء العرض من خلال استمارة تقييم ملف الإنجاز والعرض الشفهي للطالب (ملحق رقم 10).

5.11 تقييم المشرف الميداني للتدريب

- يقوم المشرف الميداني بتقييم الطالب المتدرب والمشرف الأكاديمي وسير عملية التّدريب بشكل عام داخل المؤسسة ومدى تنظيمها والتزام كلّ من قبل الطالب والمشرف الأكاديمي، وذلك من خلال تعبئة المشرف الميداني استمارة خاصة بتقييم مركز التّدريب (ملحق رقم 6).

6.11 تقييم التدريب بواسطة المشرف الأكاديمي

- يقوم المشرف الأكاديمي بتقييم المتدرب وعملية التدريب بشكل عام داخل المؤسسة ومدى تنظيمها والالتزام من قبل الطالب، وذلك من تعبئة استمارة الخاصة بتقييم مركز التدريب من قبل المشرف الأكاديمي (ملحق رقم 5)

12.الاتفاقيات مع مؤسسات التدريب

هناك العديد من الاتفاقيات بين جامعة عجمان والعديد من المؤسسات العاملة في المجال النفسي والاجتماعي والتي يمكن لطلبة برنامج علم النفس أن يتدربوا فيها، وفيما يلي قائمة بهذه المؤسسات: القيادة العامة لشرطة عجمان

- جمعية بيت الخير

- جمعية دار البر

- مدرسة الشعلة

- مستشفى خليفة الطبية عجمان

- منطقة عجمان الطبية

إضافة إلى أن قسم علم النفس بصدد عمل اتفاقيات مع مؤسسات أخرى تعمل في المجال النفسي في المستقبل القريب؛ لتحقيق مزيد من الاستفادة العلمية للطلبة.

الملحقات

الملحق رقم (1): توصيف مساق التدريب الميداني

توصيف مساق التدريب الميداني

اسم الكلية: الإنسانيات والعلوم

اسم القسم: علم النفس

اسم البرنامج: بكالوريوس علم النفس

السنة الدراسية:

الفصل الدراسي الحالي: ☐ الخريفي ☐ الربيعي ☐ الصيفي

اسم المساق	التدريب الميداني (Practicum)	رقم المساق	PSY422

1. عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

الساعات المعتمدة: 6	Theory: 0 Lab: 12 Tutorial:
ساعات الاتصال:	
المتطلب السابق (إن وجد):	After completing 99 credit hours

2. اسم مدرس المساق ومعلومات الاتصال به:

اسم المشرف على التدريب		رقم المكتب:	
البريد الالكتروني		رقم تحويلة المكتب:	
اسم منسق التدريب في القسم		رقم المكتب	
البريد الالكتروني		رقم تحويلة المكتب:	

3. التوصيف كما هو موضح في الكتالوج:

يستهدف هذا المساق إتاحة الفرصة للطالب أن يطبق كل ما درسه من معارف ومهارات وخبرات تتعلق بتخصصه في الميدان، حتى يكون مؤهلاً للعمل الفعلي بعد التخرج. وفي هذا الإطار، يقوم الطالب باختيار حالة يقوم بدراستها. وتتنوع هذه الحالات من طالب في مدرسة لديه مشكلة سلوكية أو دراسية، إلى الحالات التي تعاني من اضطرابات نفسية وعقلية في المراكز الصحية مرورا بدور المسنين أو المعاقين أو الموهوبين.. الخ. يقوم الطالب بإجراء المقابلات وتطبيق الأدوات على الحالة بمتابعة المرشد الأكاديمي، ثم يقدم في نهاية المطاف تقريرا تفصيلياً عما قام به. ويتضمن هذا التقرير المعلومات الأساسية عن الحالة وكيف ظهرت المشكلة أو الظاهرة (في حالة الموهبة)، وكيف تطورت، وصولا إلى وضعها الراهن والمآل في المستقبل.

4. مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيتمكن الطلاب من:

مخرجات تعلم المساق (CLOs)	مخرجات تعلم البرنامج المقابلة(PLOs)
يتعرف على الممارسة الفعلية لعلم النفس في مجال الحالات غير العادية	4,10
يطور المعارف العلمية المرتبطة بمهارات ممارسة الخدمة النفسية ذات الطابع الفردي	4,6,7.8
يستخدم مهارات التفاعل والقيادة كعلاقة مهنية مع الحالة	9,10,15
يمارس مهارة إجراء المقابلات	6,7,8,9,13
يستخدم التحليلات الإحصائية في وصف الحالة وتشخيصها والتعرف على وضعها الراهن ومآلها في المستقبل.	6,7,8,14

5. موضوعات ومحتويات المساق أسبوعياً (الفئة النظرية):

المساق تدريب عملي ويتم خارج الجامعة في المؤسسات

6. موضوعات ومحتويات التدريب الميداني أسبوعياً5 (للفئة غير النظرية، إذا كان مناسباً):

الفصل من الكتاب الدراسي / مرجع	مخرج المساق المقابل CLOs	الموضوعات والمحتويات	الأسبوع
ملاحظة: طبيعة المساق تدريب في الميدان ويعتمد على المشاركة والملاحظة والالتزام واكتساب المهارات وتوظيفها في الجانب الميداني	1,3	تمهيد يتم داخل المختبر للخطوط العامة في التدريب الميداني	1
	2,3	توزيع الطلبة على الحالات المختلفة	2
	1,3,4	المقابلة المبدئية مع الحالة وتجميع البيانات والمعلومات عنها	3
	1,3,4	إجراء المقابلات مع الحالة وتطبيق أدوات القياس ومتابعة الحالة	4 - 13
	4, 5	كتابة تقرير تفصيلي عن الحالة	14
	3, 5	تقديم التقارير ومناقشتها ومن ثم تقييمها	15

7. ربط مخرجات المساق بأدوات التقييم لإظهار مستوى تحصيل الـ المخرج (CLO):

أدوات التقييم	CLO #
تقييم المشرف الميداني (نموذج 1)	1
تقييم المشرف الميداني للمؤسسة (نموذج 2) تقييم زيارة المشرف الأكاديمي (نموذج 6)	2
تقييم المشرف الميداني للمؤسسة (نموذج 2) تقييم زيارة المشرف الأكاديمي (نموذج 6)	3
تقييم ملف التدريب الميداني (نموذج 5)	4
تقييم ملف التدريب الميداني (نموذج 5)	5

يمكن تغيير التجارب لمحاكاة، ستوديو أو معمل ...إلخ، كما هو مناسب للفئة الغير نظرية للمساق.

8. مهام لا صفية:

تاريخ التسليم	عنوان المهمة	#
نهاية كل أسبوع للمشرف الأكاديمي	الالتزام بالدوام (حضور ومغادرة) في المؤسسة طيلة فترة التدريب، وتسجيل الحضور الأسبوعي مع التوقيع	1-
أثناء فترة التدريب	حضور ورش تدريب والاطلاع على الحالات والملفات المتعلقة بها وطرق التعامل معها تحت إشراف المدرب الميداني.	2-
أثناء فترة التدريب	عمل دراسات حالة في المؤسسة التي يتدرب بها	3-
أثناء فترة التدريب	القيام بأنشطة جماعية وفردية داخل المؤسسة	4-
أثناء فترة التدريب	تطبيق الاختبارات النفسية وتحليلها وتشخيص الحالات	5-
أثناء فترة التدريب	حضور وإجراء مقابلات إكلينيكية تحت إشراف المدرب	6-
في الأسبوع الذي يلي نهاية فترة التدريب مباشرة	إعداد ملف نهاية التدريب حول فعاليات التدريب والأنشطة التشخيصية والعلاجية للحالات التي حضر التعامل معها و التي تعامل معها بشكل مباشر	7-

-8	تسليم جميع الأعمال والملفات والنماذج للمشرف الأكاديمي		في الأسبوع الذي يلي نهاية فترة التدريب مباشرة

9. تقييم المساق: أدوات تقييم المساق:

الوزن لكل أداة (%)	تاريخ التقييم	أدوات التقييم6
30	نهاية التدريب مباشرة	تقييم المشرف الميداني للطالب
30	نهاية التدريب مباشرة	تقييم المشرف الأكاديمي
20	نهاية التدريب مباشرة	تقييم ملف التدريب الطالب
20	نهاية التدريب مباشرة	تقييم العرض الشفهي
100		الإجمالي

10. منهجيات التعليم والتعلم، بما في ذلك أي استخدام للتدريس عبر الإنترنت:

الاستخدام	طريقة التدريس
✓	1. التدريب المباشر
✓	2. المناقشات
✓	3. حل المشكلات
✓	4. التعليم الالكتروني
✓	5-التعلم من بالملاحظة والقدوة
✓	6 . التعلم بالعمل

11. نصوص المقرر والقراءات الموصي بها والمواد التعليمية وموارد التعلم:

كتاب المساق: لا يوجد كتاب مقرر لأن المساق عملي، وإنما بإمكان الطالب الاطلاع على دليل التدريب الميداني المعد من قبل قسم علم النفس لهذه الغاية.

المراجع أو القراءات الموصي بها: لا توجد مراجع محددة للمساق لكن يمكن للطالب استخدام مجموعة متنوعة من الكتب والمراجع، سواء العربية أو الأجنبية في المجال الذي اختار الدراسة فيه (إكلينيكي – علاجي – إرشادي – حالات من دور رعاية المسنين - حالات إعاقة بصورها المختلفة – حالات الموهبة والنبوغ – الحالات الخاصة بالمشكلات السلوكية والدراسية للطلبة).

www.psychologcial-uae.org.ae

توقيع أستاذ المساق .... التاريخ ....

توقيع رئيس القسم .... التاريخ ....

ملحق رقم (2) : استمارة التقييم والموافقة على موقع التدريب

كلية الإنسانيات والعلوم

قسم علم النفس

استمارة تقييم واختيار للموافقة على موقع التدريب

بيانات المؤسسة	
اسم المؤسسة	
القطاع	
نوع المؤسسة	
الموقع	
الهاتف :	
العنوان البريدي	
التاريخ :	

	لا	نعم
المؤسسة معترف بها رسميا (قطاع حكومي –قطاع خاص)	لا	نعم
المؤسسة ذات علاقة بمجال التخصص الأكاديمي (علم النفس)	لا	نعم
يتوفر في المؤسسة اخصائي نفسي أو وحدة خدمات نفسية	لا	نعم
يتواجد في المؤسسة كادر مؤهل للتدريب والإشراف أو وحدة خاصة بالتدريب	لا	نعم
المؤسسة في نطاق جغرافي قريب من الجامعة أو متاح للطلبة	لا	نعم
المؤسسة مجهزة بوسائل الأمن و السلامة العامة مثل: أجهزة الإنذار –الإطفاء-لوحات إرشادية ووقائية— اسعافات أولية)	لا	نعم
بيئة المؤسسة مراعية للطلبة أصحاب الهمم	لا	نعم

المجموع:

اسم منسق التدريب:...

التوقيع: ....

ملحق رقم (3) : خطاب طلب التدريب

كلية الإنسانيات والعلوم
قسم علم النفس

التاريخ:

سعادة الاستاذ /　　　　　　المحترم،

اسم المؤسسة:

الموضوع: خطاب طلب التّدريب الميداني للفصل الدراسي

يطيب لي أن أتقدم لكم بأطيب التحيات، وخالص الشكر والتقدير على تعاونكم المستمر مع الجامعة في مجال التدريب الميداني مما كان له أكبر الأثر في اكتساب الطلبة للخبرات العملية التي هم في حاجة إليها بعد تخرجهم. إن التدريب الميداني هو أحد الركائز الأساسية في تطبيق الجانب العملي من المنظومة الأكاديمية التي يتحصل عليها الطالب أثناء دراسته. ومن هنا نرجو شاكرين الموافقة على تدريب الطالب المذكور أدناه لدى مؤسستكم الموقرة:

الأسماء	التخصص	الرقم الجامعي	فترة التدريب	مكان التدريب

يرجى موافاتنا بما يفيد موافقتكم على تدريب الطالب، علماً بأن فترة التدريب تمتد لـ 10 أسابيع، بمعدل 5 ساعات يوميا وإجمالي 30 ساعة بالأسبوع (إجمالي عدد الساعات 300 ساعة)

كما يرجى التكرم بملء الاستمارة التي سترسل مع الطالب أو عن طريق البريد الإلكتروني، ثم إعادتها إلى مكتب التوظيف التدريب قبل نهاية فترة التدريب بأسبوع تقريباً، وهي على النحو الآتي:

- الاستمارة 1: تقييم درجات الطالب من 30 (هذا التقييم سري. يرجى إرساله مباشرة إلى منسق التدريب الميداني في قسم علم النفس عن طريق الفاكس أو البريد الإلكتروني).

- الاستمارة 2: تقييم إدارتكم لمكتب التدريب (بواسطة المشرف الميداني).

- الاستمارة 4: التقرير الأسبوعي (يملأ بواسطة الطالب) وتعتمده جهة التدريب.

وتفضلوا بقبول وافر الاحترام والتقدير

منسق التدريب الميداني بقسم علم النفس

ملحق رقم (4) : التقرير الأسبوعي لل

كلية الإنسانيات والعلوم

قسم علم النفس

التقرير الأسبوعي للطالب

العام الجامعي / الفصل الدراسي ....

	التخصص:	الكلية:
	الرقم الجامعي للطالب:	اسم الطالب:
		اسم المؤسسة:
إلى تاريخ	من تاريخ :	رقم الأسبوع:

الأنشطة التي أداها الطالب خلال الأسبوع

عدد الساعات	القسم	النشاط	اليوم
			الاثنين
			الثلاثاء
			الأربعاء
			الخميس
			الجمعة
	عدد أيام الغياب (إذا وجد):		

ملاحظات :

....

....

الاسم : .... التوقيع :...........................التاريخ :...........................

ملحق رقم (5) : تقييم المشرف الأكاديمي لأداء الطالب

كلية الإنسانيات والعلوم

قسم علم النفس

استمارة تقييم المشرف الأكاديمي لأداء الطالب

العام الجامعي / الفصل الدراسي.........................

معلومات المتدرب	
الاسم الكامل	
الرقم الجامعي	
التخصص	

معلومات عن المؤسسة التي يتدرب فيها الطالب	
اسم المؤسسة	
الأقسام التابعة	
المشرف الميداني	
المسمى الوظيفي	
هاتف المؤسسة	
الصندوق البريدي	
الفاكس	
البريد الالكتروني	
الفترة الزمنية للتدريب	من : إلى :

Score (1-5)	أهداف التدريب
	درجة الأفكار والمبادرات التي تقدم بها إلى المشرف
	درجة الاستجابة والتواصل مع المشرف الأكاديمي
	درجة الالتزام بتوجيهات المشرف الأكاديمي والقيام بالواجبات المكلف بها
	السلوك والانضباط المهني وتطبيق اخلاقيات المهنة.
	المواظبة (غياب لأكثر من 25% يعتبر الطالب راسباً)
	التزام الطالب بحضور الاجتماعات الفردية والجماعية.
	الدرجة النهائية (30)

الاسم والتوقيع : ....   التاريخ :...

ملحق رقم (6) : تقييم المشرف الميداني لأداء الطالب

كلية الإنسانيات والعلوم

قسم علم النفس

استمارة تقييم المشرف الميداني لأداء الطالب

العام الجامعي / الفصل الدراسي.........................

معلومات الطالب المتدرب	
الاسم الكامل	
الرقم الجامعي	
التخصص	

معلومات عن المؤسسة التي يتدرب فيها الطالب	
اسم المؤسسة	
الأقسام التابعة	
المشرف الميداني	
المسمى الوظيفي	
هاتف المؤسسة	
الصندوق البريدي	
الفاكس	
البريد الالكتروني	
الفترة الزمنية للتدريب	من : إلى :

Score (1-5)	أهداف التدريب
	تطبيق المعارف الأساسية للعمل (مهارات الاتصال والتطوير، الموقف من زملاء العمل والعملاء)
	القدرة على (عمل المقابلات، دراسات الحالة، تطبيق اختبارات نفسية وشخصية، إعداد الخطط العلاجية، كتابة التقارير)
	المبادرة والتعاون العمل ضمن فريق
	الالتزامات بأخلاقيات المهنة
	المواظبة (غياب لأكثر من 25% يعتبر الطالب راسباً)
	القدرة على استيعاب خطة التدريب
	الدرجة النهائية (30)

الاسم والتوقيع : ....   التاريخ :...

ملحق رقم (7) : تقييم المشرف الميداني للتدريب

كلية الإنسانيات والعلوم

قسم علم النفس

استمارة تقييم المشرف الميداني للتدريب

العام الجامعي / الفصل الدراسي........................

اسم المؤسسة:	
مجال العمل:	
البريد الالكتروني:	
يرجى استعمال سلم تقييم من 1 إلى 5، علماً بأن 5 تشير إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى. إذاكان السؤال خارج مسؤوليتك، وضع علامة في خانة "N/A" يرجى الإجابة بوضع علامة ✓ في المكان المناسب.	

N/Aآن	5	4	3	2	1	أهداف التدريب
						المتدرب كان يتحرك ويتفاعل بحرية مع أقسام المؤسسة المختلفة
						التدريب مناسب لمجال تخصص المتدرب
						استخدم المتدرب المعارف الأساسية ومهارات الاتصال خلال فترة التدريب
						أشرف على المتدرب عدد كاف من المشرفين الميدانيين
						حصل المتدرب على متابعة أكاديمية ممتازة
						حقق المتدرب أهداف التدريب
						الدرجة النهائية (30)

الاسم والتوقيع: ....   التاريخ : ....

ملحق رقم (8) : تقييم الطالب المتدرب للتدريب

كلية الإنسانيات والعلوم

قسم علم النفس

استمارة تقييم الطالب المتدرب للتدريب

العام الجامعي / الفصل الدراسي.........................

	الطالب
	الكلية
*طالب O * طالبة O	النوع الاجتماعي
*الخريف O * الربيع O * الصيفي الأول O *الصيفي الثاني O	الفصل الدراسي
يرجى استعمال سلم تقييم من 1 إلى 5، علماً بأن 5 تشير إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى. إذا كان السؤال خارج مسؤوليتك، وضع علامة في خانة "N/A" في المكان المناسب. ✓يرجى الإجابة بوضع علامة	

N/A	5	4	3	2	1	المعايير
						كانت طريقة اختيار مؤسسة التدريب مناسبة
						التدريب مناسب لمجال تخصصي
						استخدمت المعارف الأساسية ومهارات الاتصال خلال فترة التدريب
						استفدت من متابعة المشرفين الميدانيين لدى جهة التدريب
						استفدت من متابعة أكاديمية ممتازة خلال فترة التدريب
						حققت الأهداف المرجوة من التدريب

الاسم والتوقيع: ....   التاريخ :.......................................

ملحق رقم (9) : استبانة تقييم الطالب المتدرب للتدريب الميداني

كلية الإنسانيات والعلوم

قسم علم النفس

عزيزي الطالب / الطالبة

في إطار رغبة القسم في تقديم الأفضل دائما، وبهدف تحديد النقاط الإيجابية والسلبية في برنامج التدريب الميداني، والعمل الدائم على تطوير الطلبة، فإننا نرجو منكم شاكرين تعبئة الاستبيان التالي والذي يتناول جوانب التدريب الميداني وفي ضوء ممارستك في تقديم الخدمات النفسية في المؤسسات المختلفة.

يتكون الاستبيان من جزأين:

- الجزء الأول: رأيك في الجوانب التعليمية في التدريب، ودرجة مساهمة الأفراد المشاركين في تدريبك (منسق التدريب-المشرف الأكاديمي-المشرف الميداني).

- الجزء الثاني: تقييم أدائك على مهارات مهمة في المجال النفسي

ولكم جزيل الشكر

أولا: رأي الطالب المتدرب في التدريب الميداني			
السؤال	أؤيد بشدة	أؤيد	لا أؤيد
يساعدني دليل التّدريب الميداني في أداء المهام المطلوبة حسب المراحل المحددة في البرنامج.			
يساعدني دليل التدرب الميداني في فهمي لأساليب تقييم أدائي في البرنامج.			
يوضح الدليل أهداف التّدريب الميداني.			
يكسبني الدليل معرفة مهمة بأدوار المساهمين في التّدريب (منسق التّدريب المشرف الميداني - المشرف الأكاديمي- الطالب المتدرب).			
يبدي المشرف الميداني اهتماما من خلال متابعة عملي في المؤسسة.			
توفر لي المؤسسة أنشطة وأعمال كافية لتطوير مهاراتي التدريسيّة.			
تسهم المؤسسة التطبيق في توفير مصادر مختلفة للتعلم والتّدريب بما يتضمن ذلك من (مقاييس – اختبارات نفسية وشخصية .....) .			
أشعر أن مؤسسة التّدريب بيئة تدريبية فاعلة لتطوير معرفتي في التخصص ومهاراتي العلمية في المجال النفسي.			
يقدم المشرف الميداني الخبرة التخصصية عند الحاجة.			
يزودني المشرف الميداني بالتغذية الراجعة المناسبة.			
يسهل الاتصال بالمشرف الميداني عند الحاجة.			
يقدم لي المشرف الميداني أفكارا لتطوير مهاراتي في العمل في المجال النّفسي.			
يساعدني المشرف الأكاديمي في تطوير مهاراتي في الخدمة النفسية.			
يتعامل المشرف الأكاديمي معي بود واحترام.			
يَسهُل تواصلي مع المشرف الأكاديمي عند الحاجة.			
يقدم المشرف الأكاديمي تغذية راجعة تشجعني على التقدم في تدريبي.			
سهم المشرف الأكاديمي في حل مشكلاتي المهنية خلال التدريب.			
يشاركني المشرف الأكاديمي في قضايا تتعلق بالمهام والعمل في المجال النفسي			
يبدي المشرف الأكاديمي اهتماما واضحا في متابعة ملف الانجاز الخاص بي.			

الكفايات المهنية	بداية	منتصف التقييم	نهاية التقييم
المعرفة الكافية في مجال التخصص	....	....	....
القدرة تطبيق مهارات أدوات العمل في المجال النفسي (المقابلات – دراسة الحالة ....)	....	....	....
التعاون مع فريق العمل في المؤسسة	....	....	....
دمج التكنولوجيا بتقديم الخدمة النفسية (إدخال البيانات-تطبيق اختبارات ومقاييس نفسية الكترونية ...)	....	....	....
الالتزام بأخلاقيات المهنة	....	....	....
القدرة على المناقشة وابداء الرأي	....	....	....

ملحق رقم (10) : استمارة تقييم ملف الإنجاز والعرض الشفهي للطالب المتدرب

كلية الإنسانيات والعلوم

قسم علم النفس

استمارة تقييم ملف الإنجاز والعرض الشفهي للطالب المتدرب

اسم الطالب المتدرب:	الرقم الجامعي:..................................
المؤسسة التي يتدرب فيها :	

التقدير	معايير التقييم
	يرجى تقدير أداء الطالب في ضوء المعايير أدناه ويكون التقدير شامل من 40 درجة
	المقدمة صفحة العنوان صفحة المحتويات (الفهرس) السيرة الذاتية للطالب (تشمل الاسم الرباعي، الهاتف والجوال البريد الالكتروني، الرقم الجامعي) ملخص حول مؤسسة التدريب
	أولا : الأعمال التي قام بها المتدرب مع تقديم توثيق كامل وتتضمن نماذج لدراسات حالة نماذج لمقابلات تطبيق اختبارات نفسية تطبيق اختبارات شخصية الخطط العلاجية المناسبة أي أعمال مرتبطة بالعمل في المؤسسة (تذكر)
	الأنشطة والفعاليات التي قدمها المتدرب داخل المؤسسة مع التوثيق مسابقات المشاركة في احتفالات خاصة بالدولة المشاركة في احتفالات خاصة بالمؤسسة الدورات التي شارك فيها الطالب سواء داخل أو خارج المؤسسة
	التقرير النهائي بيان بعدد الأيام والساعات التي داوم فيها الطالب داخل المؤسسة التقارير اليومية، التقارير الأسبوعية خالي من الأخطاء اللغوية مرتب بشكل واضح ومسلسل
20/....	
	ثانيا: عرض ومناقشة الطالب: العرض واضح العرض مرتب في تسلسل منطقي يظهر الطالب ثقة بالنفس أثناء العرض يناقش الطالب ويشرح بشكل متمكن يلم الطالب بالمعلومات حول الحالات بشكل كامل يجيب الطالب على جميع أسئلة لجنة التحكيم
20/...	
40/......	

كلية الإنسانيات والعلوم

قسم علم النفس

تقرير لجنة المناقشة

درجة تقييم تقرير الطالب المتدرب 20%	درجة العرض الشفهي 20 %	المجموع 40%

(رأس الجدول: تقييم المناقشين)

لجنة المناقشين :

الدكتور: ....التوقيع ....   رئيس اللجنة

الدكتور: ....التوقيع ....   عضو

الدكتور: ....التوقيع.....................   عضو

ملاحظات لجنة التحكيم: ....

....

....

ملحق رقم (11) : لائحة حقوق الطالب وواجباته

كلية الإنسانيات والعلوم

قسم علم النفس

لائحة حقوق وواجبات الطالب في التدريب الميداني

- يسمح للطالب بتسجيل مساق التدريب الميداني بواقع (6) ساعات معتمدة بعد أن إنجاز (99) ساعة معتمدة، ولا يجوز حذف هذا المساق لأي سبب من الأسباب

- لا يسمح للطالب تسجيل مساق التدريب الميداني في أي فصل إلا بعد أن يكون قد اتم المساقات السابقة.

- يعقد المقابلة للعرض الشفهي للتدريب في نهاية الفصل الدراسي الذي انجز فيه الطالب التدريب، ولا يجوز أن يتقدم للعرض في أي فصل دراسي أخر.

- لا يجوز التدرب في أي مؤسسة إلا بعد التنسيق بين مركز التوظيف والتدريب بالجامعة ومنسق التدريب بالكلية وإدارة المؤسسة التي سوف يتدرب فيها الطالب.

- للطالب حق اختيار مجال التدريب (مدرسة / مؤسسة عقابية / مستشفى/.......) الذي يرغب فيه وذلك من خلال التنسيق مع منسق التدريب بقسم علم النفس ومكتب التوظيف والتدريب بالجامعة.

- يتم اقتراح مؤسسات تعمل في مجالات مختلفة من قبل مكتب التوظيف التدريب للطلبة غير القادرين على تحديد مجال التدريب أو إيجاد مؤسسة معينة للتدريب فيها.

- يمكن للطالب التنسيق مع الجهة التي يرغب التدرب فيها وعرض الأمر على لجنة التدريب بالقسم، على أن تكون من الجهات التي يمارس من خلالها الخدمات النفسية في المجالات الصحية أو التربوية أو الصناعية أو الأمنية أو دور الرعاية الاجتماعية (ولا يمكن التدرب لدى جهة ليس لديها اخصائي نفسي أو أخصائية او مرشدين مثل البنوك او الشركات الادارية او مكاتب المحاماة وغيره).

- يمكن للطالب اللجوء إلى المشرف الأكاديمي في حالة ظهور مشكلة أو عقبة أثناء التدريب بالمؤسسة

- لا يحق لطالب التدريب الميداني تغيير المؤسسة التي بدأ التطبيق أثناء الفصل الدراسي، وفي حالة حدوث أمر طارئ يستدعي النقل، يعرض الأمر على لجنة التدريب الميداني بالكلية لأخذ القرار.

- يلتزم الطالب بنظام العمل في المؤسسة وأخلاقياتها، وعليه تقبل المسؤوليات التي يوكلها إليه مدير المؤسسة أو المشرف الميداني.

- يجب على الطالب التعاون مع المشرف الميداني والعاملين بالمؤسسة.

- يلتزم الطالب المعلم بالدوام اليومي بالمؤسسة ولا يسمح له بمغادرة إلا بعد انتهاء عدد ساعات العمل المطلوبة منه.

- على الطالب المتدرب إعلام المشرف الميداني بأي غياب قبل بدء يوم العمل بالمؤسسة سواء بالاتصال التليفوني أو بأية طريقة أخرى.

- على الطالب المتدرب إبلاغ المشرف الميداني أو مدير المؤسسة عن أية مغادرة لظروف طارئة يحتاجها قبل نهاية الدوام.

- إذا استدعى الأمر غياب الطالب لسبب مرضي ألم به يحتاج الأمر إبلاغ منسق التدريب بالقسم.

- في حالة غياب الطالب لمدة (3) أيام أو أكثر نتيجة عذر طبي يستوجب إحضار التقرير الطبي الذي يجب اعتماده من مركز صحي معتمد داخل الدولة.

- يلتزم الطالب بتقديم تقارير دقيقة عن تحليل العمل وتحليل الفرد والدراسة الميدانية، كل في موعده.

- يلتزم الطالب تقديم تقرير كتابي في نهاية كل مرحلة يتضمن الأنشطة التي قام بها المتدرب أثناء التدريب، وإيجابيات وسلبيات التدريب، والمقترحات اللازمة لتحسين البرنامج التدريبي، ومدى رغبته في العمل بالجهة التي تدرب فيها بعد تخرجه من الجامعة.

- مناقشة الطالب المتدرب للتقارير التي يقدمها مع كل من المشرف الأكاديمي ولجنة المناقشة.

Professional Diploma in Teaching

مقدمة:

للتربية العملية مكانة متميزة في برنامج " دبلوم الدراسات العليا المهني في التدريس" وتوفر أيضاً بيئة ابداعية يتدرب فيها الطلبة لتكسبهم الكفايات اللازمة لنجاحهم في عملهم، وهي أيضاً توفر بيئة إبداعية يتدرب فيها الطلبة على تصميم البيئات التعليمية الفاعلة داخل الصف وتلبي حاجات المتعلمين، وضمن المصادر المتوفرة في المدرسة.

وتعد التربية العملية احدى المتطلبات الأساسية لنيل شهادة الدبلوم في برنامج دبلوم الدراسات العليا المهني في التدريس في كلية الإنسانيات والعلوم.

يمر برنامج التربية العملية بعدد من المراحل ، المرحلة الأولى داخل الكلية، ففي الأسابيع: الأول والثاني والثالث يتعرف الطالب المعلم على البرنامج ومراحله ، ويتم تقديم دروس نموذجية من مدرس المساق وفي الاسبوع الربع ينتقل الطالب المعلم إلى إحدى مدارس التطبيق ويمكث فيها مدة (10) أسابيع متصلة يتوزع فيها نشاطاته على مراحل تبدأ بالمشاهدة (لمدة أسبوع)، ثم التدريس بشكل جزئي (لمدة اسبوعين) ثم التدريس بشكل كلي لمدة (7 أسابيع) من هذه الفترة ، يعقب ذلك الأسبوعان الأخيران الذي يرجع فيهما الطلبة المعلمون إلى الكلية ويتم خلالها عقد حلقات نقاش حول البرنامج يركز خلالها على تقويم البرنامج ، وأهم الصعوبات التي واجهت الطلاب المعلمين ومناقشة ملف الانجاز.

أهداف برنامج التربية العملية

تتيح التربية العملية الفرصة أمام الطالب المعلم لمزاولة مهنة التعليم في بيئة ميدانية واقعية وهي المدرسة والصف ، وأن يطبق في الصف ما اكتسبه من معرفة ومهارات في مساقات التخصص والتأهيل التربوي ضمن برنامج الإعداد في الكلية ، إن برنامج التربية العملية يمكن الطالب أن يحقق ما يأتي :

1- ممارسة مهارات التدريس (التهيئة الحافزة، طرح الأسئلة الصفية ، وغيرها) في المواقف التعليمية والتعلمية الميدانية.

2- تطبيق خطط دراسية متكاملة العناصر في مجال التخصص يتم تصميمها ضمن مناهج المدارس المطبقة في وزارة التربية والتعليم في دولة الإمارات العربية المتحدة.

3- التدريب على تصميم استراتيجيات التعليم لتنسجم مع خصائص الطلبة والمواقف التعليمية الواقعية.

4- التدريب على تصميم استراتيجيات لدمج التكنولوجيا في التدريس وفق المصادر المتاحة في المدرسة.

5- التدريب على تصميم استراتيجيات تقييم صفي لقياس تحصيل الطلبة ، والأهداف التعليمية للدرس .

6- التدريب على إدارة الصف وتشخيص ومعالجة المشكلات السلوكية للطلبة.

7- تنمية الاتجاهات الإيجابية نحو مهنة التدريس.

8- ممارسة الأدوار المختلفة للمعلم (التعليمية والإدارية) داخل المدرسة وخارجها.

أدوار العاملين في التربية العملية

إن نجاح برنامج التربية العملية وتحقيق أهدافه يرتبط بتعاون واهتمام العاملين فيه من الطالب المعلم، والمشرف التربوي ، ومدير المدرسة ، والمعلم المتعاون ، ومنسق التربية العملية ، ومنسق ملف الإنجاز، حيث يقوم كل منهم بأدوار مهمة تعزز كفاءة البرنامج وضمان جودته. وهذا الدليل يعرف العاملين في البرنامج بمهامهم التربوية والإدارية

الطالب المعلم

الطالب المعلم هو الطالب المنتظم في الكلية والذي أنهى متطلبات التسجيل في مساق التربية العملية ويقوم بالتدريس متدرباً في إحدى مدارس التعليم العام (حكومي أو خاص) لمدة فصل دراسي كامل.

المهام المطلوبة:

- المحافظة على حسن المظهر ولطف السلوك.
- الالتزام بالدوام الكامل المخصص للمعلمين في المدرسة.
- الانضباط والدقة في مواعيد الحضور والانصراف وعدم التأخر عن الحصص المحددة له في الجدول.
- التعاون مع أعضاء الهيئة التدريسية في المدرسة والالتزام بنظام المدرسة.
- إعلام المشرف التربوي ومدير المدرسة بأي غياب ومبرراته كتابياً في وقت مبكر.
- إعلام المشرف التربوي بأي نشاط خارج المدرسة سواء زيارات أو فعاليات أو أنشطة ثقافية.
- الالتزام بنظام الجامعة حول الغيابات والنسب المقررة.

المشرف التربوي

المشرف التربوي هو أحد أساتذة قسم التربية بكلية الإنسانيات والعلوم أو عضو من خارج الهيئة ممن لديه خبرة طويلة في التعليم. حيث يقوم بالإشراف على الطالب المعلم ومتابعته أثناء التربية العملية، ويرفع تقريراً تقويميا عن أدائه في التدريس. والمشرف التربوي يعد مرجعا أكاديميا للطالب، فيقدم له الخبرات التخصصية والتربوية اللازمة لتطوير ممارسته التدريسية أثناء التدريب.

المهام المطلوبة:

- توطيد العلاقة بين الكلية والمدرسة المضيفة بما يحقق أهداف برنامج التربية العملية.
- زيارة الطالب المعلم في المدارس المضيفة وفق جدول الزيارات المقترح.
- عقد لقاءات دورية مع الطالب المعلم لتبادل الآراء وتقديم التغذية الراجعة حول أدائه في التدريس.
- تقويم أداء الطالب المعلم وفق المعايير المحددة في بطاقات التقويم ، (راجع ملحق الإجراءات).
- توجيه الطالب المعلم لإعداد ملف الإنجاز والمشاركة في مناقشته بالتنسيق مع منسق ملف الإنجاز.

المعلم المتعاون

المعلم المتعاون هو أحد المعلمين الذين يقومون بتدريس مادة التخصص في مدرسة التطبيق والذي يتولى الإشراف الأكاديمي والتربوي على الطالب ، ويقوم بتقويم الطالب المعلم بالتنسيق مع المشرف التربوي ومدير مدرسة التطبيق ، ويتم اختياره بالتنسيق مع إدارة المدرسة.

المهام المطلوبة:

- تعريف الطالب المعلم بالمدرسة ومرافقها.
- إطلاع الطالب المعلم على المنهج التخصصي والكتب المقررة وأدلتها.
- المشاركة مع المشرف التربوي في إعداد برنامج التدريس الجزئي والكلي للطالب المعلم، ومتابعة تنفيذه.
- تقويم أداء الطالب المعلم وفق المعايير المحددة في بطاقات التقويم، وتزويده بالتغذية الراجعة، (راجع ملحق الإجراءات).

مدير المدرسة

مدير المدرسة يعمل على توفير بيئة تدريبية فاعلة للطالب المعلم بما يحقق أهداف التربية العملية ، ويقوم بتوجيه الطالب وتقويمه أثناء فترة التدريب الميداني.

المهام المطلوبة:

- تعريف الطالب المعلم بالنظام المدرسي ، ومتابعة دوامه داخل المدرسة.
- تحديد المعلم المتعاون للطالب المعلم للإشراف عليه تخصصيا وتربويا داخل المدرسة.

- التنسيق مع المشرف التربوي بشأن خطة التربية العملية المراد تنفيذها.

- دعوة الطالب المعلم بالاشتراك في الأنشطة غير الصفية في المدرسة.

- تقويم أداء الطالب المعلم وفق المعايير المحددة في استمارة التقويم الخاصة بمدير المدرسة.

منسق التربية العملية

منسق التربية العملية هو عضو هيئة تدريسية في قسم التربية يقوم بتعريف جميع العاملين في برنامج التربية العملية بأهداف البرنامج وأدوار كل منهم ، ومتابعة سير العملية التربوية والإدارية أثناء التدريب ، الإشراف على عمليات تقييم أداء الطلاب المعلمين ، وتقويم كفاءة البرنامج:

المهام المطلوبة:

- تحديد مدارس التطبيق بالتنسيق مع رئيس قسم التربية وإجراء الموافقات الرسمية من قبل المناطق التعليمية على تدريب الطلبة المعلمين.

- تحديد الطلبة المعلمين الذين يقبلون في برنامج التدريب ضمن الشروط المحددة في دليل التربية العملية.

- تعيين المشرفين الأكاديميين الذين يقومون بالإشراف على الطلبة المعلمين بالتنسيق مع رئيس قسم التربية.

- التنسيق مع إدارة الجامعة لتوفير المواصلات للطلبة من الجامعة وإلى المدارس ذهابا وإيابا.

- زيارة المدارس لمتابعة سير تنفيذ برنامج التربية العملية ومعالجة المعوقات مع اداراتها.

- عقد لقاءات مع المشرفين الأكاديميين لمتابعة سير تنفيذ برنامج التربية العملية ومعالجة المشكلات التعليمية والإدارية التي قد تنشأ أثناء التدريب.

- عقد لقاءات مع طلبة التربية العملية لمعالجة المشكلات التعليمية والإدارية التي قد تنشأ أثناء التدريب.

- التنسيق مع منسق ملفات الانجاز لمتابعة ملفات الإنجاز الخاصة بالطلبة وتشكيل لجان لتقييم ملف كل طالب معلم عند نهاية الفصل الدراسي.

- الاشراف الأكاديمي على اعتماد درجات التقييم الصادرة من المشرف التربوي، ومدير المدرسة ، والمعلم المتعاون ومراجعة الاعتراضات التي يقدمها الطلبة، بالتنسيق مع رئيس قسم التربية.

منسق ملفات الانجاز

منسق ملفات الإنجاز هو عضو من هيئة التدريس يقوم بالتنسيق مع منسق التربية العملية لمتابعة ملفات الإنجاز وتشكيل لجان لتقييمها عند نهاية الفصل الدراسي.

المهام المطلوبة:

- إعداد دليل ملف الإنجاز المطلوب من الطالب المعلم وتسليم نسخة منه إلى المشرف التربوي.

- متابعة ملفات الإنجاز بالتنسيق مع المشرف التربوي.

- تحديد اللجنة الخاصة لتقييم ملف الإنجاز مع المشرف التربوي.

- إعداد جداول لمواعيد مناقشة ملفات الإنجاز الخاصة بالأسبوعين الأخيرين من الفصل الدراسي.

- الاحتفاظ بعينة من ملفات الإنجاز.

- تقديم تقرير نهائي عن نتائج مناقشة ملفات الإنجاز إلى منسق التربية العملية.

التسجيل وتوزيع الطلبة

لتحقيق اهداف برنامج التربية العملية تم تعيين فصل دراسي جامعي يتفرغ فيه الطالب المعلم في الفترة الصباحية لمدة (15 أسبوعاً) وتحسب له (6) ساعات معتمدة. حيث يقضي الطالب (10) أسابيع من هذه الفترة في إحدى مدارس الحلقة الثانية أو الثانوية بواقع ثلاثة أيام في الأسبوع وبمتوسط خمس حصص يومياً.

شروط التسجيل في التربية العملية

يحق للطالب المسجل في برنامج دبلوم الدراسات العليا المهني في التدريس الالتحاق بالتربية العملية إذا توفرت الشروط التالية:

- أن يكون قد أنهى ما لا يقل عن (12) ساعة معتمدة.
- أن يكون قد أنهى المساقات التالية بنجاح : أساسيت المناهج وطرق التدريس ، علم النفس ونظريات التعلم، وأساسيات البحث العلمي و تطبيقاته في التربية ، وتكنولوجيا التعليم
- أن يسجل مساق طرائق تدريس التخصص متزامنا مع التربية العملية.
- يحق للطالب التسجيل في مساقين (ست ساعات معتمدة) بعد ساعات التدريب.

عملية التسجيل للمساق تمر بالمراحل الاتية:

1. تبدأ عملية التسجيل في الفصل الدراسي الذي يسبق فصل التربية العملية.
2. يقوم منسق التربية العملية بالتوزيع مع مراعاة الاختيار وظروف المدارس والمناطق التعليمية.
3. يعلن توزيع الطلبة في الأسبوع الأول من الفصل الدراسي.

توزيع الطلاب

1- يقوم منسق التربية العملية بتوزيع الطلاب على المدارس الحكومية والخاصة التي تم التنسيق معها بشكل مجموعات صغيرة وفقاً لتخصصاتهم بحيث لا يتجاوز عدد الطلاب في المجموعة الواحدة عن أربعة ولا يقل عن ستة.

2- يخصص لكل شعبة من شعب التربية العملية مشرف تربوي من أساتذة الكلية أو عضو من خارج الهيئة ممن لديه خبرة طويلة في التعليم للإشراف على تدريب أفراد المجموعة وتوجيههم وإرشادهم وتقويمهم.

3- يتم اختيار معلم متعاون من معلمي مدرسة التطبيق لكل مجموعة طلبة بالتنسيق مع إدارة المدرسة.

الإنذارات الأكاديمية في التربية العملية

يعتمد برنامج التربية العملية نظام الجامعة في الغياب والإنذارات الأكاديمية ونظراً لخصوصية البرنامج والفترة المخصصة في مدارس التطبيق ، تطبق الإنذارات كما يلي:

إنذار أول إذا تغيب الطالب عن مدرسة التطبيق لمدة (4) أيام.

إنذار ثانٍ إذا تغيب الطالب عن مدرسة التطبيق لمدة (8) أيام.

إنذار نهائي إذا تغيب الطالب عن مدرسة التطبيق لمدة (10) أيام.

يفصل الطالب نهائياً إذا بلغ تكرار غيابه (12) يوم وذلك بالتنسيق مع عمادة الكلية والقبول والتسجيل.

مراحل التربية العملية

يقدم برنامج التربية العملية فرصاً للطالب المعلم لممارسة أنشطة تعليمية متعددة ومتنوعة أثناء التدريب في المدرسة ويمر الطالب بمراحل مختلفة موزعة على أسابيع الفصل الدراسي وتتضمن الإعداد والتهيئة وتنفيذ دروس نموذجية داخل الجامعة، المشاهدة والتدريس الجزئي ، التدريس الكلي، التقويم وملف الإنجاز.

الأسابيع (14-15)	الأسابيع (7-13)	الأسابيع (5-6)	الأسبوع 4	الأسابيع (1-3)
التقويم وملف الإنجاز داخل الكلية	التدريس الكلي	التدريس الجزئي	المشاهدة في مدرسة التطبيق	التعريف بالبرنامج وتنفيذ دروس نموذجية داخل الكلية
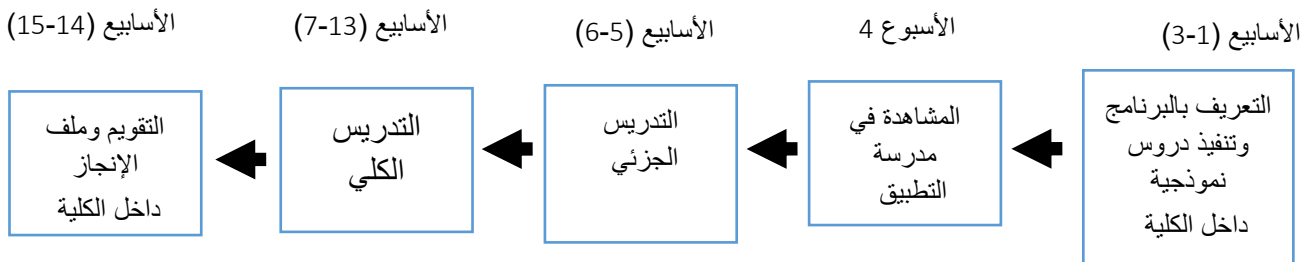
المرحلة الأولى: التعريف بالبرنامج

أ-   الوقت المخصص لها : -

تتم هذه المرحلة في الأسابيع : الأول والثاني والثالث من الفصل الدراسي المخصص للتربية العملية داخل الكلية .

ب- أنشطة هذه المرحلة: -

تتم خلال هذه المرحلة تنظيم لقاءات مع الطلبة المعلمين وبإشراف المشرفين على التربية العملية وتهدف إلى ما يلي:

1. تعريف الطلبة المعلمين ببرنامج التربية العملية وملف الانجاز: أهدافه، محتواه، مراحله، معايير التقويم، نماذج المشاهدة.

2. التعرف على التعليمات والضوابط الجامعية والمدرسية اللازم اتباعها اثناء فترة التدريب.

3. التعرف على المناهج الدراسية في المرحلة التي سيقوم الطالب المعلم في التدريس فيها (حسب التخصص).

4. تنفيذ دروس نموذجية من قبل مدرس المساق حتى يستفيد الطلبة منها

المرحلة الثانية: المشاهدة

تتم هذه المرحلة داخل المدرسة في الأسبوع الرابع ، وفيها تجرى الأنشطة التالية:

● عقد لقاء بين مدير المدرسة أو من ينوب عنه والطلاب المعلمين للتعرف على

○ مهام وواجبات وحقوق المعلم في المدرسة، والنظام الإداري واللوائح المدرسية.

○ المصادر المتوفرة في المدرسة.

○ واقع العملية التدريسية والتعليمية في المدرسة، وأهم الإنجازات والأنشطة المتميزة فيها.

● توزيع الطلبة على المعلمين المتعاونين وتنظيم جداولهم داخل المدرسة.

● إجراء مشاهدات صفية بمعدل حصتين يومياً ، ويعد الطالب تقريراً عن كل مشاهدة .

المرحلة الثالثة: التدريس الجزئي

تتم هذه المرحلة في الأسبوع الخامس والسادس من الفصل الدراسي ، وأهم أنشطتها قيام الطالب المعلم بالتدريس الجزئي على مهارات معينة تحت إشراف المعلم المتعاون، وخلال هذين الأسبوعين تجرى الخطوات الآتية:

1. إعداد خطط دراسية متكاملة العناصر لتدريس درس في مجال التخصص.

2. تدريس الدرس ضمن وقت محدد من الحصة الدراسية.

3. تقدم تغذية راجعة عن التدريس من قبل المعلم المتعاون.

المرحلة الرابعة: التدريس الكلي

تبدأ مرحلة التدريس الكلي في الأسبوع السابع وتنتهي في الأسبوع الثالث عشر من الفصل الدراسي، وأهم أنشطتها ممارسة الطالب المعلم التدريس لحصة كاملة وذلك بمعدل حصتين يومياً ، وتقدم التغذية الراجعة بعد انتهاء الحصص من قبل المعلم المتعاون أو المشرف التربوي ، ويراعى في تدريب الطالب مزاولة وإتقان المهام التالية:

1. مهارات التدريس الأساسية مثل : عرض الدرس ، وإدارة الموقف التعليمي ، توجيه الأسئلة.

2. توظيف التكنولوجيا في التدريس.

3. التنوع في استراتيجيات التعليم واستراتيجيات التعلم مثل طريقة الحوار والمناقشة والتعلم التعاوني.

4. تصميم أدوات تقييم تعلم الطلبة.

5. ملاءمة الأهداف التعليمية مع استراتيجيات التدريس والتقييم.

6. إدارة الصف والتفاعل مع التلاميذ.

المرحلة الخامسة: التقويم وملف الانجاز

تتم هذه المرحلة داخل الجامعة في الأسبوع الرابع والخامس عشر من الفصل الدراسي ، وأهم أنشطتها : قيام الطالب المعلم بتقويم كفاءة البرنامج ، وعرض ملف إنجازه ، ومن إجراءات هذه المرحلة ما يأتي:

1. قيام الطالب المعلم بتقويم كفاءة البرنامج وبيان رأيه بـ:

• مدى تحقيق أهداف التربية العملية.

• المشكلات التي واجهها أثناء التدريب.

• المقترحات والتوصيات لتطوير البرنامج.

2. تقييم ملفات الإنجاز من قبل لجان تضم المشرف التربوي.

دور التقويم في برنامج التربية العملية

التقويم جانب مهم في التربية العملية ويشمل نواحي عديدة في البرنامج وهي:

• تقييم أداء الطالب المعلم في التدريس أثناء مراحل برنامج التربية العملية.

• تقييم ملفات الانجاز للطلبة والتي تمثل أفضل واهم الانجازات التي حققوها اثناء التدريب.

• تقويم كفاءة البرنامج وتقديم المقترحات لتطويره.

كما أن لدى المشاركين في توجيه الطالب المعلم ادورا مهمة في تقييم ادائه وتقويم فاعلية البرنامج وفيما يلي نوضح أدوار المعلم المتعاون والمشرف التربوي ومدير المدرسة ولجنة تقييم ملفات الإنجاز في عملية التقييم والتقويم:

1. المعلم المتعاون: يقوم بمتابعة أداء الطالب في تطوير مهارات التدريس وتقييم كفايته المهنية في الأسبوع الخامس والأسبوع التاسع والأسبوع الثاني عشر ومن ثم يقوم بتقدير الدرجة النهائية في ضوء التقدم الحاصل خلال التدريب، وتكون نسبة تقديره 35% من الدرجة الكلية.

2. المشرف التربوي: ينسق مع المعلم المتعاون في متابعة أداء الطالب ، ويقدم له التغذية الراجعة المستمرة في ضوء تقييماته ومن ثم يقوم المشرف التربوي في نهاية التدريب بإجراء تقدير نهائي لكفايات الطالب في الصف، تكون نسبة تقديره 25% من الدرجة الكلية.

3. مدير المدرسة ويقدم تقييماً للطالب المعلم حول أدائه في المهمات غير التدريسية بالمدرسة ، والالتزام بالحضور، ولوائح المدرسة أثناء التدريب، تكون نسبة تقدير مدير المدرسة 10% من الدرجة الكلية.

4. لجنة ملفات الإنجاز وتقدم اللجنة تقديراً حول ملف الإنجاز الخاص بكل طالب معلم في نهاية الفصل الدراسي ، تكون نسبة تقدير ملف الإنجاز 20% من الدرجة الكلية.

5. التقييم الذاتي من قبل الطالب : القائم على الممارسة التأملية العميقة وتكون نسبته 10% من الدرجة الكلية

جميع عمليات التقييم تجرى في ضوء المعايير المحددة في الاستمارات المرفقة مع دليل البرنامج ويوجه المشرف التربوي طلبته بأهمية هذه المعايير ويبين مؤشرات تحقيق كل منها في بداية الفصل الدراسي.

كذلك يرافق البرنامج العملي عملية تقويم لكفاءة البرنامج حيث يبين الطلبة مدى رضاهم بالعملية التعليمية والتقييمية، والعاملين على إنجازها من مشرف تربوي ومعلم متعاون ومدير مدرسة، وفي ضوء هذه الآراء يتم تطوير البرنامج نحو الأفضل.

استمارات التقويم

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

استمارة تقييم أداء الطالب المعلم

من قبل المشرف التربوي أو المعلم المتعاون

التخصص:	الرقم الجامعي:	اسم الطالب المعلم:
تاريخ التقييم:	المدرسة:	المنطقة التعليمية:

التقدير *		معايير الأداء
		يرجى تقدير أداء الطالب في ضوء المعايير أدناه
----------		ايصال المعرفة التخصصية.
----------		تطبيق مهارات التدريس الأساسية.
----------		تقييم أداء طلبة الصف.
----------		إدارة الصف والتفاعل مع الطلبة.
----------		دمج التكنولوجيا بالتدريس.
----------		تصميم خطط دراسية متكاملة العناصر.
----------		تطوير المواد التعليمية الداعمة للدرس
----------		تطبيق استراتيجيات التعليم والتعلم حسب الخطة.
----------		استثمار التغذية الراجعة في تطوير الدروس.
----------		الإلمام بخصائص طلبة الصف واحتياجاتهم.
100/---------		التقدير النهائي

*التقدير لكل معيار 10 درجات

بصورة عامة مستوى أداء الطالب المعلم

متميز(90-100) ☐   ضمن   المتوقع(70-90) ☐   يحتاج إلى   تطوير(دون 70) ☐

الملاحظات:

....

....

اسم المشرف التربوي أو المعلم المتعاون ....

التوقيع ....

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

بطاقة تقييم الطالب المعلم

التخصص:...................	الرقم الجامعي:...........................	اسم الطالب / الطالبة:........................
الفصل الدراسي:.............	المدرسة المضيفة:.......................	المنطقة التعليمية:...........................
اسم المشرف التربوي:..		اسم المعلم المتعاون:.......................

أولاً: تقييم أداء الطالب/ الطالبة من قبل المعلم المتعاون	
التقويم الأول	التقويم الثاني	التقويم الثالث	التقويم النهائي
الأسبوع الخامس	الأسبوع التاسع	الأسبوع الثاني عشر	تاريخ التقييم: ....
العلامة من مئة:............	العلامة من مئة:............	العلامة من مئة:............	العلامة من مئة:............
التقدير:......................	التقدير:......................	التقدير:......................	التقدير:......................
التوقيع:......................	التوقيع:......................	التوقيع:......................	التوقيع:......................

ثانيا: تقييم أداء الطالب/ الطالبة من قبل المشرف التربوي	
التقويم النهائي	
تاريخ التقييم:	التقدير:...........................	**العلامة من مئة:.................**
		التوقيع:..............................

شبكة جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

استمارة تقييم أداء الطالب

من قبل مدير المدرسة

| التخصص: | | الرقم الجامعي: | اسم الطالب المعلم : |
| المدرسة: | | | المنطقة التعليمية: |

التقدير	معايير التقييم
	يرجى تقدير أداء الطالب في ضوء المعايير أدناه ويكون التقدير شامل من عشر درجات
	يلتزم بالمظهر العام الذي يليق بالمعلم.
	ينتظم في الحضور اليومي.
	يلتزم بمواعيد الحضور والانصراف.
	يلتزم بالقواعد واللوائح المعمول بها.
	يحسن التصرف في حل المشكلات.
	يتعاون مع مدير المدرسة ومعلمي المادة.
	يشترك في المهام الإدارية والأنشطة المدرسية يشارك في الأعمال التطوعية يحرص على التجديد والابتكار في العمل. يشارك بفاعلية في أنشطة تحسين التعلم
10/------	**التقدير النهائي**
	الملاحظات:

....

....

اسم مدير المدرسة

....

التوقيع

....

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

استمارة تقويم برنامج التربية العملية

من قبل الطالب المعلم

تحية طيبة

بين يديك استبانة تتناول جوانب عديدة في العملية التعليمية/ التعلمية لبرنامج التربية العملية وفي ضوء ممارستك لمهنة التدريس بالمدارس والقيام بالعديد من الأنشطة والفعاليات الصفية والمدرسية يرجى بيان رأيك بشأنها لغرض تشخيص الإيجابيات والسلبيات في البرنامج والعمل على تطويره بما يحقق الأهداف المحددة له.

تتكون الاستبانة من جزأين/ في الجزء الأول يرجى بيان رأيك في الجوانب التعليمية ودرجة مساهمة الأفراد المشاركين في تدريبك (مشرف-موجه-معلم متعاون-مدير مدرسة) / وفي الجزء الثاني يرجى تقييم أدائك على مهارات مهمة لمهنة التدريس.

يرجى بيان تخصصك.

التخصص: ....

ولكم جزيل الشكر

أولا: رأي الطالب المعلم في التربية العملية

لا أويد 0	أويد 1	أويد بشدة 2	
....	....	....	تساعدني لائحة التربية العملية في المهام المطلوبة حسب المراحل المحددة في البرنامج.
....	....	....	تسهم لائحة التربية العملية في فهمي لأساليب تقييم أدائي في البرنامج.
....	....	....	توضح اللائحة أهداف التدريب الميداني.
....	....	....	تكسبني اللائحة معرفة مهمة عن أدوار المساهمين في التدريب(المشرف الأكاديمي مدير المدرسة المعلم المتعاون الطالب المعلم).
....	....	....	يبدي مدير المدرسة اهتماما من خلال متابعة حصصي الصفية ونشاطاتي في المدرسة.
....	....	....	توفر لي مدرسة التطبيق حصصا كافياً (الحصص الفعلية وحصص الاحتياط) لتطوير مهاراتي التدريسية.
....	....	....	تسهم مدرسة التطبيق في توفير مصادر التعلم من كتب مدرسية وأدلة المعلم ومواد تعليمية داعمة للأنشطة الصفية وغير الصفية.
....	....	....	أشعر أن مدرسة التطبيق بيئة تدريبية فاعلة لتطوير معرفتي في التخصص ومهاراتي التدريسية.
....	....	....	يقدم المعلم المتعاون الخبرة التخصصية عند الحاجة.
....	....	....	يزودني المعلم المتعاون بالتغذية الراجعة المناسبة
....	....	....	يسهل الاتصال بالمعلم المتعاون عند الحاجة.
....	....	....	يقدم لي المعلم المتعاون أفكارا لتطوير مهاراتي التدريسية.
....	....	....	يساعدني المشرف في تطوير مهاراتي في التدريس.
....	....	....	يتعامل المشرف مع بود واحترام.
			يسهل المشرف التواصل معي عند الحاجة.
....	....	....	يقدم المشرف تغذية راجعة تشجعني على التقدم في تدريبي.
....	....	....	يسهم المشرف في حل مشكلاتي المهنية خلال التدريب.
....	....	....	يشاركني المشرف في قضايا تتعلق بمهنة التدريس والتدريب.
....	....	....	يبدي المشرف اهتماما واضحا في متابعة ملف الانجاز الخاص بي.

متابعة الإنجاز	نسخ التقويم	ذاتية	الكفايات المهنية
....	....	....	إيصال المعرفة التخصصية.
....	....	....	تطبيق مهارات التدريس الأساسية.
....	....	....	تقويم أداء الطلبة.
....	....	....	إدارة الصف والتفاعل مع الطلبة.
....	....	....	دمج التكنولوجيا بالتدريس.
....	....	....	تنمية الثقة بالنفس والقيم لدى الطلبة.

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

استمارات ملف الإنجاز

البطاقة التعريفية
العام الدراسي: .... / ....   الفصل الدراسي: الأول ..... ، الثاني .....
أولا: الطالب المعلم
اسم الطالب: ....   الرقم الجامعي:.............................
التخصص: ....   البريد الإلكتروني: ....
أولا: مدرسة التطبيق
الأمارة: ....   المنطقة التعليمية: ....
اسم المدرسة: ....   نوع المدرسة: حكومية: ..... ، خاصة : ......
موقع المدرسة الجغرافي: ....   الموقع الإلكتروني: ....
تعريف المدرسة: تاريخ التأسيس، الجنس، المراحل الدراسية، عدد الطلاب، عدد المعلمين، معلومات اخرى.   ....

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

البيئة المدرسية	
الفصل ادراسي:	العام الدراسي: ....
الرقم الجامعي:	اسم الطالب: ....
	التخصص: ....
اسم المدرسة:	الأمارة: ....

بيئة المدرسة - المطلوب وصف (ليس تقويم) بيئة المدرسة بناءًا علي تجربتك في المدرسة:

ادارة المدرسة:
....
....
....

المعلمين:
....
....
....

التقنيات والمكتبة (مصادر التعلم) :
....
....
....

الطلاب:
....
....
....

ملاحظات اخرى:
....
....

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

تقرير الأنشطة اللامنهجية	
العام الدراسي:	الفصل ادراسي: ....
اسم الطالب:	الرقم الجامعي:............................
التخصص:	

أهم المسابقات (ان وجدت)				
	عنوان المسابقة	التاريخ	تعريف موجز	الوثائق الداعمة
1	....	....	....	....
2	....	....	....	....
3	....	....	....	....

أهم النشاطات الخاصة بالإذاعة المدرسية (ان وجدت)				
	عنوان النشاط	التاريخ	تعريف موجز	الوثائق الداعمة
1	....	....	....	....
2	....	....	....	....
3	....	....	....	....

أهم النشاطات الخاصة بالاحتفالات المدرسية (ان وجدت)				
	عنوان النشاط	التاريخ	تعريف موجز	الوثائق الداعمة
1	....	....	....	....
2	....	....	....	....
3	....	....	....	....

أهم الدورات التي شارك فيها الطالب داخل المدرسة أو أعدها لمعلمي المدرسة (ان وجدت)				
	عنوان الدورة	التاريخ	تعريف موجز	الوثائق الداعمة
1	....	....	....	....
2	....	....	....	....
3	....	....	....	....

الوثائق الداعمة يجب أن يحدد لها عناوين ويجب أن تطابق عناوين الملفات التي سترفق

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

تقرير التدريس الجزئي	
العام الدراسي:	الفصل الدراسي: .....
اسم الطالب:	الرقم الجامعي: ....
التخصص:	

عناوين ومواعيد الحصص للتدريس الجزئي

	عنوان الحصة	التاريخ	الفترة		عنوان الحصة	التاريخ	الفترة
1	....	....	......	4	....	.....	.....
2	....	....	......	5	....	.....	.....
3	....	....	......	6	....	.....	.....

مهارات وصعوبات خلال تجربة التدريس الجزئي

أهم المهارات التدريسية التي تمكنت منها خلال تجربة التدريس الجزئي:

....

....

....

أهم الصعوبات التدريسية التي واجهتك خلال تجربة التدريس الجزئي:

....

....

....

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

تقرير التدريس الكلي

	الفصل الدراسي:	العام الدراسي:	
الرقم الجامعي:	اسم الطالب:		
	التخصص:		

عناوين ومواعيد الحصص للتدريس الكلي

الفترة	التاريخ	عنوان الحصة		الفترة	التاريخ	عنوان الحصة	
.....	.....	....	4	......	....	....	1
.....	.....	....	5	......	....	....	2
.....	.....	....	6	......	....	....	3

مهارات وصعوبات خلال تجربة التدريس الكلي

أهم المهارات التدريسية التي تمكنت منها خلال تجربة التدريس الكلي:
....
....
....

أهم الصعوبات التدريسية التي واجهتك خلال تجربة التدريس الكلي:
....
....
....

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

الخطة الدراسية ( )	
العام الدراسي:	الفصل ادراسي: ....
اسم الطالب:	الرقم الجامعي:...............................
التخصص:	
اسم المدرسة:	عنوان الحصة: ....
تاريخ الحصة:	اسم المعلم المتعاون: ....
تقرير الخطة	
....	

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

استمارة مشاهدة حصة دراسية (1)

من قبل الطالب المعلم

تحية طيبة

بين يديك استمارة مشاهدة لحصة دراسية، وفيها تبين ما تم مشاهدته في الحصة من انشطة صفية وغير صفية قام بتنفيذها المدرس أو الطلبة، وبيان رأيك عن الجوانب التي تحتاج الى تطوير. تتكون الاستبانة من جزأين/ في الجزء الأول يقدم معلومات حول الحصة وفي الجزء الثاني يستعرض وصف الأنشطة الصفية واللاصفية قام بتنفيذها المدرس أو الطلبة.

ولكم جزيل الشكر

أولا : المعلومات العامة	
أسم الطالب المعلم:	الرقم الجامعي:..............................
تخصص الطالب المعلم:	تاريخ التدريب: الفصل .... العام 2012/2013
اسم مدرسة التطبيق:	المشرف التربوي: ....
اسم المعلم المتعاون:	اسم معلم الحصة: ....
الصف الدراسي لحصة المشاهدة:	المادة الدراسية: ....
يوم المشاهدة: .... وقت بدء المشاهدة:	فترة الحصة:........................
موضوع الحصة:	عدد الطلبة الحاضرين:..........
ثانيا : المعلومات عن المشاهدة	
س1: ما الأهداف التعليمية التي عمل المدرس على تحقيقها في الحصة؟ الاهداف (اذكر أهم هدفين فقط، والمستوى المعرفي لكل منهما):	
س2: ما الخصائص التي يمتلكها الطلبة والتي حاول المدرس التعامل معها عند تدريس الحصة؟ معدل الاعمار...........، الصف ....، الخبرة السابقة ذات العلاقة بموضوع الحصة:	
س3: ما استراتيجيات التعليم التعلمي (طرائق التدريس) التي وظفها المدرس في تحقيق اهداف حصة الدرس؟ المحاضرة: .....، المناقشة: .....، العرض: .....، اختر طريقة واحدة وبين فيها: ما الهدف التعليمي التي تحاول أن تحققه الطريقة: .... خطرات التنفيذ: (1) .... (2) .... (3) .... (4) .... (5) .... دور الطالب: .... دور المدرس: .... دور التكنولوجيا:	

كيف يقيم تعلم الطلبة في ضوء هذه الاستراتيجية:
....
....
....
س4: ما الوسائط (المعدات) التي استعان بها المدرس في الحصة وما كان الاستخدام لهم؟ أذكر فقط اهم الوسائط.
الوسيط ....   الاستخدام: ....
الوسيط ....   الاستخدام: ....
س5: هل استخدم المدرس أوراق عمل في الحصة؟   نعم .....،كلا .....
في حالة الاجابة بنعم اذكر عناوين أهم ورقتين فقط والهدف منهما:
ورقة 1: العنوان ....
الهدف ....
ورقة 2: العنوان ....
الهدف ....
س6: ما الاستراتيجية التي استخدمها المدرس في تحفيز الطلبة؟
الاستراتيجية: ....
....
س7: ما استراتيجيات التعزيز التي استخدمها المدرس؟
الاستراتيجية ....   الاستخدام: ....
الاستراتيجية ....   الاستخدام: ....
س8: ما الأنشطة الصفية وغير صفية (الواجبات) التي قام بها الطلبة؟
النشاط: ....
النشاط: ....
النشاط: ....
النشاط : ....
س9: ما أهم المشكلات السلوكية التي طرأت في الحصة وكيف تم معالجتها؟
المشكلة: ....
المعالجة: ....
المشكلة: ....
المعالجة : ....

جامعة عجمان

كلية الإنسانيات والعلوم

قسم التربية

استمارة مشاهدة حصة دراسية (2)

من قبل الطالب المعلم

تحية طيبة

بين يديك استمارة مشاهدة لحصة دراسية، وفيها تبين ما تم مشاهدته في الحصة من انشطة صفية وغير صفية قام بتنفيذها المدرس أو الطلبة، وبيان رأيك عن الجوانب التي تحتاج الى تطوير. تتكون الاستبانة من جزأين/ في الجزء الأول يقدم معلومات حول الحصة وفي الجزء الثاني يستعرض وصف الأنشطة الصفية واللاصفية قام بتنفيذها المدرس أو الطلبة.

ولكم جزيل الشكر

أولا : المعلومات العامة	
أسم الطالب المعلم:	الرقم الجامعي: ....
تخصص الطالب المعلم:	تاريخ التدريب: الفصل .... العام 2012/2013
اسم مدرسة التطبيق:	المشرف التربوي: ....
اسم المعلم المتعاون:	اسم معلم الحصة: ....
الصف الدراسي لحصة المشاهدة:	المادة الدراسية: ....
يوم المشاهدة: .... وقت بدء المشاهدة:	فترة الحصة: ....
موضوع الحصة:	عدد الطلبة الحاضرين: ....
ثانيا : المعلومات عن المشاهدة	

س1: ما الأهداف التعليمية التي عمل المدرس على تحقيقها في الحصة؟
الاهداف (اذكر أهم هدفين فقط، والمستوى المعرفي لكل منهما):
....
....

س2: ما الخصائص التي يمتلكها الطلبة والتي حاول المدرس التعامل معها عند تدريس الحصة؟
معدل الاعمار.........، الصف ....،
الخبرة السابقة ذات العلاقة بموضوع الحصة:
....
....
....

س3: ما استراتيجيات التعليم التعلمي (طرائق التدريس) التي وظفها المدرس في تحقيق اهداف حصة الدرس؟
المحاضرة: .....، المناقشة: .....، العرض: .....،
اختر طريقة واحدة وبين فيها:
ما الهدف التعليمي التي تحاول أن تحققه الطريقة:
....
خطرات التنفيذ:
(1) ....
(2) ....
(3) ....
(4) ....
(5) ....
دور الطالب: ....
دور المدرس: ....
دور التكنولوجيا: ....

كيف يقيم تعلم الطلبة في ضوء هذه الاستراتيجية:

....

....

....

س4: ما الوسائط (المعدات) التي استعان بها المدرس في الحصة وما كان الاستخدام لهم؟ أذكر فقط اهم الوسائط.

الوسيط.................   الاستخدام: ....

الوسيط.................   الاستخدام: ....

س5: هل استخدم المدرس أوراق عمل في الحصة؟   نعم ....،كلا .....

في حالة الاجابة بنعم اذكر عناوين أهم ورقتين فقط والهدف منهما:

ورقة 1: العنوان ....

الهدف ....

ورقة 2: العنوان ....

الهدف ....

س6: ما الاستراتيجية التي استخدمها المدرس في تحفيز الطلبة؟

الاستراتيجية: ....

....

س7: ما استراتيجيات التعزيز التي استخدمها المدرس؟

الاستراتيجية .... الاستخدام: ....

الاستراتيجية .... الاستخدام: ....

س8: ما الأنشطة الصفية وغير صفية (الواجبات) التي قام بها الطلبة؟

النشاط: ....

النشاط: ....

النشاط: ....

النشاط : ....

س9: ما أهم المشكلات السلوكية التي طرأت في الحصة وكيف تم معالجتها؟

المشكلة: ....

المعالجة: ....

المشكلة: ....

المعالجة: ....

فاعلية التربية العملية

برنامج التربية العملية

يتضمن برنامج دبلوم الدراسات العليا المهني في التدريس برنامج التربية العملية وهو برنامج تدريبي يطبق فيه الطالب المعلم ما تعلمه من معرفة ومهارات تربوية في التدريس بالمدارس داخل دولة الإمارات العربية المتحدة. وتمتد الممارسة لمدة 12 أسبوعا في بيئة العمل وثلاث أسابيع في الجامعة. ويقوم مكتب التنسيق في الكلية بمراجعة دورية للبرنامج من خلال تقويم جوانب التربية العملية من قبل الطلبة والتي تشمل لائحة التربية العملية، مدرسة التطبيق، المعلم المتعاون، المشرف الأكاديمي. وقد أبدى **100** طالب وطالبة رأيهم وتصوراتهم في هذه الجوانب والفقرات المكونة لكل مجال بعد انهاء تجربة التدريس في المدارس.

الجدول (1) يبين النسب المئوية لاستجابات الطلبة لكل فقرة في استبانة تقويم برنامج التربية العملية بعد انتهاء التدريب في المدارس في الفصل الثاني للعام الأكاديمي2018 / 2019. قام كل طالب مشارك في الاستبيان بتحديد درجة تأييده لكل فقرة وقد اعطيت درجة 3 الي دائما، و2 الي احيانا، و1 الي نادرا ومن ثم تم حساب معدل كل فقرة لجميع المشاركين ولتبسيط تفسير المعدل تم تقسيم المعدل على الدرجة القصوى وهي 3 وضرب الناتج في مئة.

جدول (1)

النسب المئوية لاستجابات الطلبة المعلمين

النسبة %	الفقرة
	مجال لائحة التربية العملية
96	1. تساعدني لائحة التربية العملية في متابعة الجدول الزمني والمهام المطلوبة حسب المراحل المحددة في البرنامج.
93.3	2. تسهم لائحة التربية العملية في فهمي لاستراتيجيات وأدوات تقييم أدائي في البرنامج.
95.3	3. توضح اللائحة أهداف التدريب الميداني.
95	4. تكسبني اللائحة معرفة مهمة عن أدوار المساهمين في التدريب (المشرف الأكاديمي ، مدير المدرسة ، المعلم المتعاون ، الطالب المعلم).
	مجال مدرسة التطبيق
65.3	5. يبدي مدير المدرسة اهتماما من خلال متابعة حصصي الصفية ونشاطاتي في المدرسة.
85	6. توفر لي مدرسة التطبيق حصص كافية (الحصص الفعلية وحصص الاحتياط) لتطوير مهاراتي التدريسية.
78.7	7. تسهم مدرسة التطبيق في توفير مصادر التعلم من كتب مدرسية وأدلة المعلم ومواد تعليمية داعمة للأنشطة الصفية واللاصفية.
88	8. أشعر أن مدرسة التطبيق بيئة تدريبية فاعلة لتطوير معرفتي في التخصص ومهاراتي التدريسية.
	مجال المعلم المتعاون
94.7	9. يقدم المعلم المتعاون الخبرة التخصصية عند الحاجة.
89	10. يزودني المعلم المتعاون بالتغذية الراجعة المناسبة
88.7	11. يسهل الاتصال بالمعلم المتعاون عند الحاجة.
89.3	12. يقدم لي المعلم المتعاون أفكارا لتطوير مهاراتي التدريسية.
	مجال المشرف التربوي:
94.33	13. يساعدني المشرف في فهم دروسي وتطوير مهاراتي في التدريس.
97.3	14. يتعامل المشرف معي بود واحترام.
97	15. يسهل المشرف التواصل معي عند الحاجة.
97	16. يقدم المشرف تغذية راجعة تشجعني على التقدم في تدريبي.
94	17. يسهم المشرف في حل مشكلاتي المهنية والشخصية خلال التدريب.
96	18. يشاركني المشرف في قضايا تتعلق بمهنة التدريس والتدريب.

91	19. يبدي المشرف اهتماما واضحا في متابعة ملف الانجاز الخاص بي.

كما أن جدول (2) والرسم البياني (1) يبينا معدلات النسب لكل مجال، وقد اعتمدت لجنة التقييم في الكلية معدل نسب 90 % محك للحكم على مدى رضا الطلبة عن المجال، ونسبة 85% محك للحكم على مدى رضا الطلبة عن كل فقرة، فالمجال الذي يحصل على معدل اقل من المحك أو الفقرة التي تحصل على نسبة اقل من المحك يحتاج الي دراسة معمقة لمعرفة أسباب الإخفاق لبلوغ المحك ووضعها تحت التطوير لكيفية معالجتها. يبين جدول (3) الجوانب والفقرات التي حصلت على نسب اقل من المحك.

جدول (2) معدلات النسب للمجالات		الرسم (1) معدلات النسب للمجالات
المعدل	المجال	
95	لائحة التربية العملية	
82	مدرسة التطبيق	
90	المعلم المتعاون	
95	المشرف الأكاديمي	
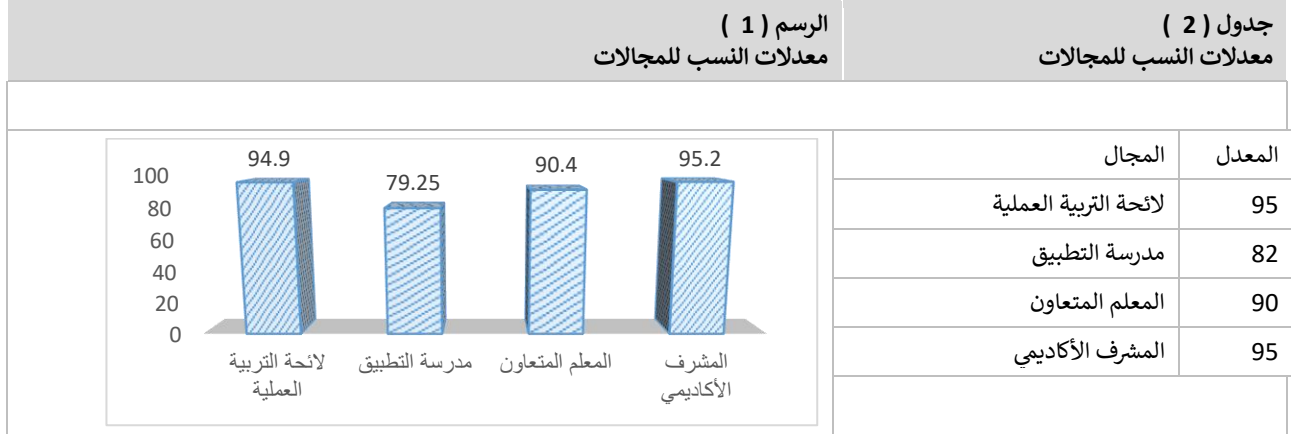
نلاحظ من الرسم البياني والجدول أعلاه ما يلي:

● أبدى الطلبة رضا عالي بلائحة التربية العملية وكان المعدل يقارب 95%، اللائحة كانت واضحة ومفصلة في اعلام الطلبة بأهداف التربية العملية، وألية تقييم الاداء وأدوار المدير والمعلم المتعاون والمشرف التربوي. اللائحة حققت أهدافها بسب المراجعة المستمرة والرغبة بالتطوير المستندة على لقاءات بالطلبة والمشرفين التربويين في عدة فصول دراسية.

● المشرف التربوي مجال أخر حظي باهتمام الطلبة وكان المعدل 95%، أن الخبرة الطويلة في مزاولة مهنة التدريس، والاشراف على الطلبة، بالإضافة الي متابعة مكتب التنسيق للتربية العملية لسير العملية التعليمية من خلال اللقاءات المستمرة مع المشرفين عوامل ساهمت في تحقيق هذا المستوى من الاداء. قد لاحظ نسبة عالية من الطلبة أن المشرفين يبدون الود والاحترام والتواصل معهم، كما ان المشرفين يساعدونهم في تطوير مهاراتهم التدريسية وحل مشكلاتهم في المدرسة.

● المعلمون المتعاونون كان لهم دور مؤثر على الطلبة وحظ هذا المجال بمعدل 90 %، نسبة عالية من الطلبة يعتقدون بأن المعلم المتعاون يساعدهم في تطوير الخبرة التخصصية ومهارات التدريس من خلال التغذية الراجعة المستمرة. النجاح يعود الي التنسيق المستمر ما بين المعلم المتعاون والمشرف التربوي ومكتب التنسيق للتربية العملية.

● أن جميع المجالات حظيت برضا عالي من قبل الطلبة فوق المحك المعتمد عدا مجال مدرسة التطبيق والذي يحتاج الي دراسة معمقة لفقراته لتحديد مراكز الإخفاق. وعند تطبيق محك النسب لكل فقرة تم ملاحظة عدد من السلبيات وجدول (3) يوضح هذه الفقرات التي لم تحقق النسب. ابدى 65 % فقط من الطلبة المشاركين في الاستبانة ارتياحهم عن اهتمام المدراء بهم، كما أن اقل من 80% من الطلبة يعتقدون ان لدى المدارس مصادر تعلم داعمة للتدريس. يتوقع أن الفقرة الأخيرة سوف تتحسن كثيرا بالمستقبل حيث ان وزارة التربية في هذه السنة وفرت نسخ إلكترونية للكتب المنهجية لجميع المراحل والتخصصات وأدلة للمعلم على موقعها الإلكتروني.

جدول (3) الفقرات التي لم تحقق المحك ونسبها المئوية		
المجال	فقرة الاستبيان	موافق
مدرسة التطبيق	يبدي مدير المدرسة اهتماما من خلال متابعة حصصي الصفية ونشاطاتي في المدرسة.	65
	تسهم مدرسة التطبيق في توفير مصادر التعلم من كتب مدرسية وأدلة المعلم ومواد تعليمية داعمة للأنشطة الصفية واللا صفية.	79

جامعة عجمان
كلية الإنسانيات والعلوم
قسم التربية

تقويم برنامج التربية العملية

تحية طيبة

بين يديك استبانة تتناول جوانب عديدة في العملية التعليمية/ التعلمية لبرنامج التربية العملية وفي ضوء ممارستك لمهنة التدريس بالمدارس والقيام بالعديد من الأنشطة والفعاليات الصفية والمدرسية يرجى بيان رأيك بشأنها لغرض تشخيص الإيجابيات والسلبيات في البرنامج والعمل على تطويره
بما يحقق الأهداف المحددة له.

يرجى بيان تخصصك.

التخصص:...

ولكم جزيل الشكر

أولا : رأي الطالب المعلم في التربية العملية

	نادرا	أحيانا	دائما	
	1	2	3	
	....	....	....	تساعدني لائحة التربية العملية في متابعة الجدول الزمني والمهام المطلوبة حسب المراحل المحددة في البرنامج.	.1
	....	....	....	تسهم لائحة التربية العملية في فهمي لاستراتيجيات وأدوات تقييم أدائي في البرنامج.	.2
	....	....	....	توضح اللائحة أهداف التدريب الميداني.	.3
	....	....	....	تكسبني اللائحة معرفة مهمة عن أدوار المساهمين في التدريب(المشرف الأكاديمي،مدير المدرسة،المعلم المتعاون،الطالب المعلم).	.4
	....	....	....	يبدي مدير المدرسة اهتماما من خلال متابعة حصصي الصفية ونشاطاتي في المدرسة.	.5

	....	....	....	6. توفر لي مدرسة التطبيق حصص كافية (الحصص الفعلية وحصص الاحتياط) لتطوير مهاراتي التدريسية.	
	....	....	....	7. تسهم مدرسة التطبيق في توفير مصادر التعلم من كتب مدرسية وأدلة المعلم ومواد تعليمية داعمة للأنشطة الصفية واللاصفية.	
	....	....	....	8. أشعر أن مدرسة التطبيق بيئة تدريبية فاعلة لتطوير معرفتي في التخصص ومهاراتي التدريسية.	
	....	....	....	9. يقدم المعلم المتعاون الخبرة التخصصية عند الحاجة.	
	....	....	....	10. يزودني المعلم المتعاون بالتغذية الراجعة المناسبة	
	....	....	....	11. يسهل الاتصال بالمعلم المتعاون عند الحاجة.	
	....	....	....	12. يقدم لي المعلم المتعاون أفكارا لتطوير مهاراتي التدريسية.	
	....	....	....	13. يساعدني المشرف في فهم دروسي وتطوير مهاراتي في التدريس.	
	....	....	....	14. يتعامل المشرف معي بود واحترام ويسهل التواصل معه عند الحاجة.	
				15. يسهل المشرف التواصل معي عند الحاجة.	
	....	....	....	16. يقدم المشرف تغذية راجعة تشجعني على التقدم في تدريبي.	
	....	....	....	17. يسهم المشرف في حل مشكلاتي المهنية والشخصية خلال التدريب.	
	....	....	....	18. يشاركني المشرف في قضايا تتعلق بمهنة التدريس والتدريب.	
	....	....	....	19. يبدي المشرف اهتماما واضحا في متابعة ملف الانجاز الخاص بي.	

توصيف المساق

اسم الكلية: الانسانيات والعلوم

اسم القسم: التربية

اسم البرنامج: دبلوم الدراسات العليا المهني في التدريس

السنة الدراسية:

الفصل الدراسي الحالي: ☐ الخريفي   ☒ الربيعي   ☐ الصيفي

PDP55*	رقم المساق	التربية العملية	اسم المساق

عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

15 أسبوع (5 داخل الكلية + 10 عملي - داخل المدرسة)	الساعات المعتمدة: 6
-	ساعات الاتصال: 3
-	المتطلب السابق (إن وجد):
-	المتطلب الموازي (إن وجد):

اسم مدرس المساق ومعلومات الاتصال به:

82-19	رقم المكتب	خالد الجراح	الاسم
6470	رقم تحويلة المكتب	k.aljarrah@ajman.ac.ae	البريد الالكتروني

التوصيف المختصر:

يهدف هذا المساق إلى: تدريب الطلبة المعلمين في بيئة ابداعية داخل المدارس لإكسابهم الكفايات المهنية اللازمة لتمكينهم من أن يصبحوا معلمين فاعلين للمناهج الدراسية المتنوعة للصفوف من (7-12) **ولتحقيق ذلك يتناول هذا المساق:** في الأسابيع الثلاثة الأولى داخل الكلية التعريف ببرنامج التربية العملية ومراحلها والتهيئة للميدان ، التدريب العملي من خلال تنفيذ دروس نموذجية من قبل مدرس المساق ، ثم ينتقل الطالب الى التدريب الميداني داخل مدرسة التطبيق لمدة عشر أسابيع حيث يشتمل التدريب على مهارات متنوعة : مثل التخطيط للدرس، طرح الأسئلة استراتيجيات التدريس ، تقنيات التعليم، تصميم البيئات التعليمية الفاعلة داخل الصف ، إدارة الصف والتقويم ، ويكون التدريب على مراحل تتضمن : المشاهدة الصفية، التطبيق الجزئي، التطبيق الكلي. هذا التدريب يكون بإشراف المعلم المتعاون في المدرسة بالإضافة إلى أساتذة قسم المناهج والمدربين في برنامج التربية العملية لمساعدة الطلبة المعلمين على التكيف في الجانب النفسي والاجتماعي والمهارى مع متطلبات وظيفة التعليم، وإعداد ملف انجاز يعكس التطور المهني للطالب . ثم يختم البرنامج في الأسبوعين الرابع والخامس عشر برجوع الطلبة للكلية لمناقشة مشكلات التدريب ومقترحات التطوير وملفات الإنجاز.

مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيتمكن الطلاب من:

مخرجات تعلم البرنامج المقابلة(PLOs)	مخرجات تعلم المساق (CLOs)
6	يطبق الكفايات التعليمية للمعلم في الموقع الميداني.
4	يقيم المواقف التعليمية المنفذة من قبل المعلم المتعاون أو الاقران.
3	يطبق الخطط الدراسية لتدريس مقرر في مجال تخصصه.
8	يقيم ذاتيا تطويره المهني في المدرسة.
5	يحدد القضايا والمشكلات التي برزت اثناء مزاولة المهنة.
7	يصمم ملف انجاز يعكس تطويره المهني في مرحلة التدريب.

موضوعات ومحتويات المساق أسبوعياً (الفئة النظرية):

الفصل من الكتاب الدراسي / مرجع	مخرج المساق المقابل CLOs	الموضوعات والمحتويات		الأسبوع
1،2	1	التعريف ببرنامج التربية العملية (مدة التدريب / مراحل التدريب / طريقة التقييم / الضوابط والتعليمات / اعداد ملف الإنجاز)	(داخل الكلية)	1
1،2	2	التدريب العملي: تنفيذ دروس نموذجية من مدرس المساق	(داخل الكلية)	2
1،2	2	التدريب العملي: تنفيذ دروس نموذجية من مدرس المساق	(داخل الكلية)	3
3	2	مشاهدة مواقف تعليمية- تعلميّة ميدانية صفيّة تخصصيّة وتحليلها		4
3،4	1،3	التدريس الجزئي : (مواقف تعليمية محددة ينفذها الطالب المعلم)		5
3،4	1،3	التدريس الجزئي : (مواقف تعليمية محددة ينفذها الطالب المعلم)		6
6،7،8،9،10،11،12	1،3	التدريس الكلي :(تنفيذ حصص صفية مكتملة العناصر من قبل الطالب المعلم)		7
6،7،8،9،10،11،12	1،3	التدريس الكلي:(تنفيذ حصص صفية مكتملة العناصر من قبل الطالب المعلم)		8
6،7،8،9،10،11،12	1،3	التدريس الكلي:(تنفيذ حصص صفية مكتملة العناصر من قبل الطالب المعلم)		9
6،7،8،9،10،11،12	1،3	التدريس الكلي:(تنفيذ حصص صفية مكتملة العناصر من قبل الطالب المعلم)		10
6،7،8،9،10،11،12	1،3	التدريس الكلي:(تنفيذ حصص صفية مكتملة العناصر من قبل الطالب المعلم)		11
6،7،8،9،10،11،12	1،3	التدريس الكلي:(تنفيذ حصص صفية مكتملة العناصر من قبل الطالب المعلم)		12
6،7،8،9،10،11،12	1،3	التدريس الكلي:(تنفيذ حصص صفية مكتملة العناصر من قبل الطالب المعلم)		13
	4،5	التغذية الراجعة ومشكلات الميدان ومقترحات التطوير	(داخل الكلية)	14
	6	عرض ومناقشة ملفات انجاز الطلبة وتقويمها	(داخل الكلية)	15

ربط مخرجات المساق بأدوات التقييم لإظهار مستوى تحصيل الـ المخرج (CLO):

أدوات التقييم	CLO #
المشرف الأكاديمي	1+2+ 3
المعلم المتعاون	1+2+ 3
مدير المدرسة	5
ملف الإنجاز	6
التقييم الذاتي من قبل الطالب المعلم	4

مهام لا صفية:

الرقم	عنوان المهمة	تاريخ التسليم
1	ملف إنجاز	نهاية الأسبوع الثالث عشر

تقييم المساق:

أدوات تقييم المساق:

الوزن لكل آداه (%)	تاريخ التقييم	أدوات التقييم[7]
25%	الثالث عشر	**المشرف الأكاديمي**
35%	الأسبوع: الخامس والتاسع والثاني عشر والثالث عشر	**المعلم المتعاون**
10%	الأسبوع الثالث عشر	**مدير المدرسة**
20%	الخامس عشر	**ملف الإنجاز**
10%	الأسبوع: الخامس والتاسع والثاني عشر والثالث عشر	**التقييم الذاتي**

معايير تقييم المشرف الأكاديمي	
.1	ايصال المعرفة التخصصية.
2-	تطبيق مهارات التدريس الأساسية
3-	تقييم أداء طلبة الصف.
4-	إدارة الصف والتفاعل مع الطلبة
.5	دمج التكنولوجيا بالتدريس.
6- تصميم خطط دراسية متكاملة العناصر.	
.7	تطوير المواد التعليمية الداعمة للدرس
.8	تطبيق استراتيجيات التعليم والتعلم حسب الخطة.
.9	استثمار التغذية الراجعة في تطوير الدروس
.10	الإلمام بخصائص طلبة الصف واحتياجاتهم.

معايير تقييم المعلم المتعاون	
.1	ايصال المعرفة التخصصية.
2-	تطبيق مهارات التدريس الأساسية
3-	تقييم أداء طلبة الصف.
4-	إدارة الصف والتفاعل مع الطلبة
.5	دمج التكنولوجيا بالتدريس.
6-	تصميم خطط دراسية متكاملة العناصر.
.7	تطوير المواد التعليمية الداعمة للدرس
.8	تطبيق استراتيجيات التعليم والتعلم حسب الخطة.
.9	استثمار التغذية الراجعة في تطوير الدروس
.10	الإلمام بخصائص طلبة الصف واحتياجاتهم.

---

[7] يمكنك إضافة أدوات تقييم أخرى، وفق ما يناسب المساق.

معايير تقييم مدير المدرسة
1. يلتزم الطالب بالمظهر العام الذي يليق بالمعلم.
2. يلتزم الطالب بمواعيد الحضور والانصراف وزمن الحصص.
3. يلتزم الطالب بالقواعد واللوائح المعمول بها
4. يحسن الطالب التصرف في حل المشكلات.
5. يتعاون الطالب مع مدير المدرسة ومعلمي المادة
6. يشترك الطالب في المهام الإدارية والأنشطة المدرسية.
7. - يستجيب الطالب للتوجيهات والإرشاد ويفيد منها.
8. يشارك الطالب في الأعمال التطوعية
9. يحرص الطالب على التجديد والابتكار في العمل.
10. يشارك الطالب بفاعلية في أنشطة تحسين التعلم

معايير تقييم ملف الإنجاز
(مقدمة (الملف) تحتوي على :
صفحة العنوان
صفحة المحتويات (الفهرس)
السيرة الذاتية للطالب (تشمل الاسم الرباعي، البريد الالكتروني، التخصص، الرقم الجامعي
البطاقة التعريفية بالمدرسة
(التخطيط والمشاهدة) تحتوي على :
الخطط اليومية للدروس
الخطط الأسبوعية
الخطط الفصلية
تقارير حصص المشاهدة
(الأنشطة اللاآصفية) تحتوي على :
المشاركة في الإذاعة المدرسية
المشاركة في الاحتفالات
المشاركة في الدورات داخل المدرسة / الجامعة
(التقرير النهائي) ويحتوي على:
جدول الحصص
التدريس الجزئي (تقرير مختصر عن التدريس الجزئي
التدريس الكلي (تقرير مختصر عن التدريس الكلي
تقرير عن البيئة المدرسية
(عرض ومناقشة الملف) ويتضمن :
حسن ترتيب وتنظيم الطالب لملف الإنجاز وإظهار أفكار إبداعية
براعة وقدرات الطالب في عرض ملف الإنجاز
معايير التقييم الذاتي (من قبل الطالب المعلم) قدرة الطالب على :
تصميم وتنفيذ وتقويم الخطط الدراسية المعتمدة من وزارة التربية

دمج التكنولوجيا بالمناهج والخطط الدراسية
إعداد الاختبارات الصفية وتقييم نتائجها وفق خطط المناهج
انتاج المواد التعليمية التي احتاج اليها في الخطط الدراسية
التفاعل مع الطلبة والتغلب على مشكلات الصف السلوكية
التفاعل والتعاون مع زملائي المعلمين في المدرسة
اعداد استراتيجيات تدريس وفق خطط المناهج .
تنفيذ المهام الإدارية التي أكلف بها في المدرسة .
الحرص على أخلاقيات المهنة .
إجراء البحوث لحل مشكلات في الصف والمدرسة

منهجيات التعليم والتعلم، بما في ذلك أي استخدام للتدريس عبر الإنترنت:

المحاضرة، التعلم التعاوني، المناقشة، العروض العملية، ملفات الإنجاز، المنصات التعليمية المعتمدة

نصوص المقرر والقراءات الموصي بها والمواد التعليمية وموارد التعلم:

كتاب المساق

العنوان:	التربية العملية الفاعلة
المؤلف (المؤلفون):	بقعي ، نافز أحمد
الإصدار:	2
الناشر:	عمان: دار المسيرة.
سنة النشر:	2014
ISBN:	

المراجع أو القراءات الموصي بها:

المراجع العربية

1	مرعي، توفيق، مصطفى، شريف (2014) التربية العملية، جامعة القدس المفتوحة
2	سعفان، محمد (2007). المعلم إعداده ومكانته وأدواره. القاهرة: دار الكتاب الحديث.
3	فهمي، عاطف عدلي (2007). المواد التعليمية للأطفال. عمان: دار المسيرة.
4	جمانة محمد عبيد (2006). المعلم: إعداده- تدريبه - كفاياته. عمان: دار صفاء
5	جزيل، مارت (2006). كي تصبح معلما أفضل. الدمام: دار الكتاب التربوي.
6	عودة، محمد (2006). إعداد معلم المرحلة الأساسية. العين: الكتاب الجامعي.
7	الخالدي، فريال والأسطل، إبراهيم (2012). مهنة التعليم وأدوار المعلم، العين: دار الكتاب الجامعي.
8	حسن شحاتة أحمد طاهر حسنين (2014) التدريس الفعّال ، الدار المصرية ، القاهرة
9	زيتون، حسن حسين (2001). مهارات التدريس رؤية في تنفيذ التدريس ..القاهرة :عالم الكتب.
10	زيتون، حسن حسين (2001). تصميم التدريس: رؤية منظوميه. القاهرة: عالم الكتب
11	جابر عبد الحميد جابر (2000). مدرس القرن الحادي والعشرين الفعال. القاهرة: دار الفكر العربي.
12	أبو لبدة، عبد الله وآخرون (1996). المرشد في التدريس. دبي: دار القلم.
13	راشد، على (1996). اختيار المعلم وإعداده. القاهرة: دار النهضة المصرية
14	لائحة التربية العملية (2019) جامعة عجمان، قسم التربية

المراجع الاجنبية:

- Paul D, Donald P. (2006). Strategies and Models for Teaching. Fifth edition. Person publishers.
Kenneth D. (2005). Effective Instructional Strategies from theory to practice. Sage publications London.

- James M. (2003). Classrooms teaching skills. Seventh edition. Houghton Mifflin Company.

   Canter, L. & Canter, M. (1999). **Assertive Discipline: A Take Change Approach for today's Educator**. Los Angeles: Canter and Associates

- Eby, J. (1998). Reflective planning, teaching and evaluation K-12. Ohio: Prentice Hall. Guyton, E., & McIntyre, D.J. (1990). Student teaching and school experiences. In W.R.

- Houston, M. Huberman, and J. Sikula (Eds.) **Handbook of Research on Teacher education.** New York: Macmillan Publishing Company.

- Wong. H.K. & Wong R.T. (2001). **The First days of School: How to be an effective teacher**. Mountain view, CA: Harry K. Wong publications.

- Wiseman, D., Conner, D., & Knight, S. (1999) **Becoming a teacher in a field-based setting**. California: Wadsworth Publishing.

مواقع الكترونية:

http://www.adprima.com/profession/htm
http://www.bygpub.com/eot/eot.htm
http://www.teacherplanet.com
http://www.learningpage.com
https://almanahj.com/ae
www.moe.gov.ae
https://www.moe.gov.ae/Ar/ImportantLinks/Assessment/Pages/Curriculum-Docs.aspx
http://www.tarbyatona.net
https://www.gaserc.com
Educational resources information center
http://www.abegs.org
http://www. /Edu searches

a. المواد التعليمية ومصادر التعلم:

المواقع الإلكترونية المختلفة، المكتبة، مختبرات الحاسوب، الوسائط المتعددة، مختبر التدريس المصغر

المناهج الدراسية، الموديل، المنصات التعليمية المعتمدة

التعليمات:

أولا: تسجيل الطلبة في مساق التربية العملية

يحق للطالب المسجل في برنامج دبلوم الدراسات العليا المهني في التدريس الالتحاق بالتربية العملية إذا توفرت الشروط التالية:

1. أن يكون قد أنهى ما لا يقل عن (12) ساعة معتمدة.
2. أن يكون قد أنهى المساقات التالية بنجاح : أساسيت المناهج وطرق التدريس ، علم النفس ونظريات التعلم، وأساسيات البحث العلمي و تطبيقاته في التربية ، وتكنولوجيا التعليم
3. أن يسجل مساق طرائق تدريس التخصص متزامنا مع التربية العملية.

ثانيا: الإنذارات الأكاديمية في مساق التربية العملية

يعتمد برنامج التربية العملية نظام الجامعة في الغياب والإنذارات الأكاديمية ونظراً لخصوصية البرنامج والفترة المخصصة في مدارس التطبيق ، تطبق الإنذارات كما يلي:

إنذار أول إذا تغيب الطالب عن مدرسة التطبيق لمدة (4) أيام.

إنذار ثانٍ إذا تغيب الطالب عن مدرسة التطبيق لمدة (8) أيام.

إنذار نهائي إذا تغيب الطالب عن مدرسة التطبيق لمدة (10) أيام.

يفصل الطالب نهائياً إذا بلغ تكرار غيابه (12) يوم وذلك بالتنسيق مع عمادة الكلية والقبول والتسجيل

College of Law

Bachelor of Law

أولاً: الأهداف التعليمية للتدريب بكلية القانون

1- إعداد الطالب المتدرب لممارسة حياته المهنية بكفاءة بعد التخرج.

2- تطبيق المفاهيم والمعارف القانونية التي اكتسبها الطالب المتدرب خلال دراسته بالكلية على الواقع العملي.

3- تنمية المهارات التطبيقية لدى الطالب المتدرب مما يساعده على تحديد اختياراته المهنية في المستقبل.

4- إيجاد فرصة حقيقية لقياس مخرجات التعلم المستهدفة من برنامج البكالوريوس.

5- تعريف الطلبة بجهات العمل القانوني وآلية العمل بها.

6- اكساب الطالب الوعي الكافي بمتطلبات العمل وبالقيم السائدة في مواقع التدريب المختلفة.

ثانياً: المخرجات التعليمية لمساق التدريب

بانتهاء الطالب من التدريب العملي الخارجي يكون الطالب قادراً على أن:

1. يعرف الإجراءات القانونية العملية لإجراءات التقاضي..
2. يقدر على صياغة العقود وكتابة المذكرات والاستشارات القانونية وصحف الدعاوى.
3. يحلل الوقائع القانونية المتنوعة.
4. يقترح الحلول القانونية العملية للمشاكل القانونية المختلفة.

بانتهاء الطالب من التدريب العملي الداخلي يكون الطالب قادراً على أن:

1. يميز التطبيقات العملية لإجراءات التقاضي.
2. يوظف المهارات والمعلومات النظرية المكتسبة أثناء الدراسة في المجال العملي التطبيقي.
3. يقدر قيمة التعاون والعمل الجماعي المشرب بروح الفريق الواحد.
4. يقدم استشارات قانونية في قضايا افتراضية وصياغة العقود المدنية والتجارية.
5. يؤدي دوراً أساسياً في المحاكمات الصورية (القاضي – وكيل النيابة – المتهم – المجني عليه).

ثالثاً: ربط مخرجات مساق التدريب بمخرجات برنامج البكالوريوس

التدريب الخارجي:

مخرجات التدريب	مخرجات برنامج البكالوريوس
1	يعرّف وبدقة المفاهيم والقواعد الأساسية في مختلف التخصصات القانونية
	يقارن بين الحلول التشريعية والفقهية والقضائية المختلفة
2	يحلل النصوص التشريعية ويطبقها على الوقائع القانونية
	يستنبط من نصوص القانون تكييف الواقعة وإمكانية إسنادها للنص القانوني الملائم
	يعد مشاريعه العلمية بصورة تعكس مهارات التخصص الأساسية
	يستخدم التكنولوجيا الحديثة من مكتبات رقمية وبنوك معلومات وغيرها في تعزيز مشاريعه وبحوثه

3	وُقدم عروضا وحلقات دراسية بصورة مهنية
4	يصيغ حلول تشريعية لقضايا مستجدة في إطار فريق عمل

التدريب الداخلي:

مخرجات التدريب	مخرجات برنامج البكالوريوس
1	يعرّف وبدقة المفاهيم والقواعد الأساسية في مختلف التخصصات القانونية
	يقارن بين الحلول التشريعية والفقهية والقضائية المختلفة
2	يحلل النصوص التشريعية ويطبقها على الوقائع القانونية
	يستنبط من نصوص القانون تكييف الواقعة وإمكانية إسنادها للنص القانوني الملائم
3	يعد مشاريعه العلمية بصورة تعكس مهارات التخصص الأساسية
	يستخدم التكنولوجيا الحديثة من مكتبات رقمية وبنوك معلومات وغيرها في تعزيز مشاريعه وبحوثه
4	وُقدم عروضا وحلقات دراسية بصورة مهنية
5	يصيغ حلول تشريعية لقضايا مستجدة في إطار فريق عمل

رابعاً: عدد الساعات المباشرة والمعتمدة للتدريب

يتكون مساق التدريب العملي من مساقين: وهما التدريب الداخلي والتدريب الخارجي. يدرس الطالب في الفصل السابع من الخطة الدراسية مساق التدريب الداخلي بواقع ساعتين بينما يكمل الساعة الثالثة في التدريب الخارجي خلال الفصل الأخير -الثامن-من الخطة. وتراعي الكلية أن يتدرب الطالب بواقع 16 أسبوعاً لكل مساق من المساقين المشار إليهما بما لا يقل عن 45 ساعة للتدريب الداخلي، وبما لا يقل عن 65 ساعة في التدريب الخارجي، وبما يحقق الفائدة العملية المرجوة من المساق، ويتم الاتفاق على تنفيذها بين كلية القانون وجهة التدريب، على أن يتمّ التدريب خلال فصل دراسي واحد لكل مساق، وتحتسب هذه المساقات كساعات معتمدة في البرنامج.

خامساً: مجالات التدريب

يتم تدريب الطلبة في الأماكن التالية:

- الإدارة المركزية للشؤون القانونية (ديوان حاكم عجمان).
- المحاكم.
- النيابة.
- مكاتب المحاماة.
- الهيئات الحكومية.

سادساً: الإشراف على الطالب المتدرب

سيقوم المشرف بمراقبة الطلاب المتدربين على أساس يومي خلال التدريب . ويتولى أعضاء لجنة التدريب التي يتم تشكيلها بقرار من عميد الكلية في بداية كل عام دراسي الإشراف الأكاديمي. ويتولى أعضاء اللجنة زيارة الطلاب في أماكن تدريبهم مرة واحدة على الأقل خلال فترة التدريب لمناقشة خطة التدريب والتقدم الذي أحرزه الطالب المتدرب مع المشرف . ويسمى العضو الإداري في اللجنة منسقاً للتدريب.

سابعاً: طرق تقييم التدريب

درجة التقييم لمساق التدريب الداخلي هي (100) درجة وتقسم على النحو التالي:

الوزن لكل آداه (%)	تاريخ التقييم	أدوات التقييم
30		مهارة الطالب في صياغة مذكرة
30		مهارة الطالب في أداء محاكاة لمحاكمة صورية

20		قدرة الطالب على تطبيق القواعد النظرية
10		أنشطة

أما مساق التدريب الخارجي فيتم تقييم الطالب فيه وفق المخطط التالي:

الوزن لكل آداه (%)	تاريخ التقييم	أدوات التقييم
30	أثناء فترة التدريب	الحضور في جهة التدريب وإنجاز تكليفات المشرف الميداني
20	أثناء فترة التدريب	الزيارات الميدانية
25	في نهاية التدريب	البحث (التقرير)
25	بعد الانتهاء من كتابة البحث (التقرير)	مناقشة البحث

ثامناً: المهام والمسؤوليات

a. مهام المشرف:

يقوم المشرف المحدد من قبل جهة التدريب بالإشراف على الطلبة المتدربين ويعمل على انشاء جدول التدريب بعد استلام ساعات التدريب من منسق التدريب بالكلية ويتعين على الطالب المتدرب الالتزام ببرنامج التدريب من حيث توقيت بدء التدريب أو التوزيع الجغرافي للأماكن أو الأقسام التي سيتدرب بها.

b. مهام المشرف الأكاديمي:

يقوم المشرف الأكاديمي بما يلي:

- عمل زيارات دورية لموقع التدريب للتأكد من التزام المتدربين وتوجيههم نحو أهداف التدريب.

- تقييم الطالب ووضع درجته النهائية بعد مناقشته في المهام المنجزة، ويعتمد آلية التقييم المعتمدة من قبل لجنة التدريب في الكلية.

- توجيه إنذارات للطلبة المتدربين في حال مخالفتهم لأحكام لائحة التدريب.

- يلغى تدريب الطالب المتدرب الذي تجاوز نسبة الغياب (25%) أو الذي لم يلتزم بالخطة التدريبية الموضوعة من قبل جهة التدريب، بشرط أن يؤكد ذلك المشرف في التقرير الذي يقدمه للمشرف الأكاديمي .

c. مهام واختصاصات لجنة التدريب:

- تحديد أهداف التدريب في الكلية.

- تحديد الطلاب المسموح لهم بالتدريب.

- توزيع الطلاب على جهات التدريب.

- عمل جلسة إرشادية للطلبة المتدربين في بداية فترة التدريب لبيان آلية التدريب وكيفية كتابة التقرير النهائي.

- التنسيق مع المشرفين.

- إصدار دليل للطلبة المتدربين

- متابعة المعاملات مع جهات التدريب.

- الإشراف الإداري على نتائج التدريب.

- وضع آلية واضحة لطريقة التواصل مع جهات التدريب مع تحديد مراحل التدريب ابتداءً بتوزيع الطلبة وانتهاءً بالتقييم النهائي.

d. مهام منسق مساق التدريب

- تنسيق عملية تسجيل مساق التدريب العملي للطلبة داخل الكلية وتزويدهم بالموافقات على التسجيل.
- تنظيم كل ما يتعلق بعملية تدريب للطلبة في المؤسسات، وتحديد برامج التدريب العملي بعدد الأسابيع والأيام والساعات وتزويده للمؤسسات والمتدربين والمشرفين.
- توزيع الطلبة على أماكن التدريب وتوزيع المشرفين على الطلاب المتدربين.
- تزويد الطلبة والمؤسسات باستمارات التدريب المحدثة ومتابعة استلامها.
- تنسيق اجتماعات لجنة التدريب مع المتدربين.
- إعداد ملف التدريب ومتابعة توثيقه.
- إعداد نموذج صرف مستحقات التدريب للمشرفين.
- إنشاء نماذج تقييم الطالب المتدرب حسب جهة التدريب إلكترونياً ومن ثم توزيعه على الطلبة ومتابعة جمع الردود.

تاسعاً: حقوق والتزامات الطالب المتدرب

1-حقوق الطالب المتدرب:

- التدريب في بيئة عمل خالية من التمييز وتحافظ على المساواة بين المتدربين.
- الاستفادة من الخدمات التدريبية التي تقدمها جهة التدريب.
- سهولة التواصل مع كل من المشرف الأكاديمي والمشرف.
- الحصول على التعليمات والإرشادات الواضحة للتدريب في وقت مناسب وكافي مع بداية التدريب.
- نزاهة التقييم وموثوقيته.
- إبداء الرأي والملاحظات على عملية التدريب والإشراف.

2- التزامات الطالب المتدرب:

أ) التزامات الطالب المتدرب أثناء فترة التدريب:

- مباشرة التدريب منذ اليوم الأول لتاريخ بدء التدريب.
- المحافظة على الحضور والانصراف حسب نظام الجهة المعمول به.
- تقبل النصح والتوجيه من المشرفين على تدريبه من قبل الجهة.
- التقيد ببرنامج التدريب المعد له من قبل الجهة.
- اتباع شروط السلامة المعمول بها في جهة التدريب.
- التعاون مع الموظفين الآخرين وتنفيذ ما يطلب منه.
- الحرص على ممتلكات الجهة والتعامل معها بكل أمانة وإخلاص.
- عدم إفشاء أسرار جهة التدريب التي يطلع عليها والاهتمام بأدبيات العمل.
- الاتصال بمشرفه من قبل الكلية في حالة وجود أي مشكلة لم يستطع حلها.
- توثيق وكتابة نشاطاته اليومية في استمارة التقرير الأسبوعي (استمارة رقم 2) وما يلزم لإعداد التقرير النهائي للتدريب.

ب) التزامات الطالب المتدرب بعد انتهاء فترة التدريب:

يلتزم الطالب خلال أسبوع على الأكثر من انتهاء فترة التدريب بما يلي:

- تقييم الطالب لجهة التدريب على النموذج المخصص لذلك.

- تزويد منسق التدريب في لجنة التدريب بالتقارير الاسبوعية المعتمدة من جهة التدريب (استمارة رقم 2).

- إعداد تقرير التدريب النهائي وتسليمه للمشرف الأكاديمي.

- الالتزام بالمواعيد المحددة من قبل لجنة التدريب لمناقشة التقرير النهائي للتدريب.

3- الملف القانوني للطالب المتدرب

- يُعد التدريب مساقاً أكاديمياً ، وتدخل نتيجته ضمن المعدل التراكمي للطالب، ومن ثم تسري عليه جميع الأحكام التي تسري على المساقات الأكاديمية الأخرى، مع الأخذ في الاعتبار الخصوصيات التي جاءت في لائحة التدريب .

- يعتبر الطالب المتدرب منسحباً من مساق التدريب ، ويُعاد تسجيله في الفصل الدراسي التالي برسوم جديدة إذا تقدم بطلب انسحابه من التدريب (دون إبداء أسباب مقنعة) بعد أن يكون قد سجل في مساق التدريب، وقُبل في جهة التدريب.

- يلغى تدريب الطالب المتدرب الذي تجاوز نســبة الغياب (25%) أو الذي لم يلتزم بالخطة التدريبية الموضـــوعة من قبل جهة التدريب، بشرط أن يؤكد ذلك المشرف في التقرير الذي يقدمه للمشرف الأكاديمي .

عاشراً: آلية التسجيل في التدريب

1- شروط التسجيل في مساق التدريب

يسمح للطالب التقدم بطلب التدريب بعد استيفاء الشروط التالية:

أ. إنجاز الطالب بنجاح لما لا يقل عن 90 ساعة معتمدة من الخطة المعتمدة للكلية، ويجوز للجنة التدريب استثناء بعض الحالات للضرورة القصوى.

ب. اجتياز المتطلبات السابقة لعملية التدريب:

- قانون الإجراءات المدنية (3).

- قانون الإجراءات الجزائية (2).

2- خطوات التسجيل في مساق التدريب

يتقدم الطالب بطلب التدريب وفق الخطوات التالية:

1. يقوم منسق التدريب في لجنة التدريب، بدراسة حالة الطالب وطلب تدريبه، والتأكد من انطباق شروط التدريب عليه.

2. يقوم منسق التدريب في لجنة التدريب بالتنسيق مع الطلبة المتدربين بغرض تحديد جهات التدريب وإعلام المتدربين بذلك قبل التاريخ المقرّر لبدء فترة التدريب ، ولا يمكن للطالب الاعتراض أو رفض التدريب في الجهة المحدّدة له.

الحادي عشر: إجراءات اختيار وتقييم موقع التدريب

الاتفاقيات مع مؤسسة التدريب

1. تقوم لجنة التدريب بعمل زيارات للجهات الحكومية المختلفة لحثهم على إبرام اتفاقيات تعاون مع جامعة عجمان.

2. يتم إبرام اتفاقية تعاون بين جهة التدريب وجامعة عجمان.

3. يتم التنسيق بين الكلية وجهات التدريب على برنامج التدريب بما يتناسب مع ظروف الجهة ولائحة التدريب وأهداف البرنامج.

تحديد جهة التدريب

أ. تتم مراجعة قوائم الجهات الموجودة لدى اللجنة للعام السابق، بحيث يمكن اضافة جهات جديدة أو حذف بعض الجهات بناء على تقارير مشرفي التدريب أو حسب وجهة نظر اللجنة.

ب. يتم إرسال قوائم التدريب الى الجهات المعنية لطلب موافقتها عليها قبل بدء التدريب بفترة مناسبة وتخطر بأي تغييرات قد تحصل بعد ذلك.

ج. يجوز للطالب التدريب في الجهة التي يعمل بها وفقاً لشروط محددة:

- تقديم الطالب برنامج التدريب المرسل من جهة التدريب للجنة التدريب.

- موافقة لجنة التدريب على البرنامج بالنظر لمدى جدية هذا البرنامج، والفائدة العملية التي سيحصل عليها الطالب.

- موافقة عميد الكلية.

- لا يجوز بكل الأحوال التدرب في قسم العمل نفسه الذي يعمل به في جهة التدريب.

د. تنطبق على الطلبة الذين يرغبون بالتدريب لدى جهات معينة ما يلي:

- يتقدم الطالب بطلب للجنة التدريب مبيناً رغبته في التدريب لدى جهة معينة موضحاً كافة البيانات المطلوبة عن الجهة ومرفقا بموافقتها المبدئية.

- يتم اعداد خطاب من قبل الكلية لهذه الجهة مرفقاً به النماذج المطلوبة لتعبئتها من قبل جهةالتدريب.

- لا يتم توجيه الطالب لهذه الجهة الا بعد ورود الموافقة الخطية لجهة التدريب وتعبأتها للنماذج المرسلة.

هـ. يجوز للجنة التدريب عدم الموافقة على أي عروض من أي جهة طبقا لما يلي:

- إذا لم يتم التنسيق المسبق مع اللجنة.

- أن تكون الجهة التي طلبها الطالب غير مناسبة للتدريب إما لصغر حجمها أو ضعف إمكانياتها أو كثرة الطلبة الموجهين للتدريب فيها أو لعدم قدرتها على تحقيق أهداف التدريب.

و. يجوز تغيير جهة التدريب المتفق عليها بقرار من لجنة التدريب الميدان، وبعد موافقة عميد الكلية بناءً على أسباب مبرر، ويتم الغاء التدريب في حالة رفض الطالب لهذا القرار.

الثاني عشر: جهة التدريب

دور جهة التدريب

يتعين على جهة التدريب ما يلي:

- الاهتمام بتدريب الطلبة في أعمال تتعلق بتخصصهم القانوني.

- تزويد الطلبة بالبيانات والمعلومات التي تساعدهم في كتابة تقارير التدريب.

- التركيز على تنمية المها رات العملية للطلبة.

- تعريف الطلبة بسلوكيات وأنماط العمل في هذه المواقع.

تقييم جهة التدريب

يقوم الطالب المتدرب بتقييم جهة التدريب التي تدرب فيها وذلك من خلال استبانة "تقييم الطالب لجهة التدريب".

الثالث عشر: متابعة أداء الطالب أثناء وبعد استكمال التدريب

1. آلية الإشراف على التدريب

- يتم توزيع الطلبة المتدربين من قبل لجنة التدريب على جهات التدريب، وتقوم بتحديد المشرفين الأكاديميين من بين أعضاء لجنة التدريب.

- توزع اللجنة المشرفين الأكاديميين على جهات التدريب حسب التوزيع الجغرافي لجهات التدريب.

- التنسيق مع جهات التدريب وتعديل برنامج التدريب بما يتناسب مع ظروف الجهة وبما يحقق أهداف البرنامج.

- الإشراف على الطلبة المتدربين في مواقع التدريب المختلفة وعقد لقاءات مع مشرفي التدريب   للتأكد من حسن سير التدريب.

2. آلية متابعة سير التدريب

- يقوم المشرف الأكاديمي بعمل زيارات دورية لموقع التدريب للتأكد من التزام المتدربين وتوجيههم نحو أهداف التدريب.

- للمدرب توجيه إنذار للطالب في حالة إخلال الطالب باللوائح أو الأنظمة أو سوء السلوك.

- يؤخذ في الاعتبار عند التقييم النهائي للطالب الإنذا رات التي وجهت إليه بسبب غيابه أو سوء سلوكه.

- تقوم جهة التدريب بموافاة لجنة التدريب   بتقرير يتضمن تقييماً لأداء كل طالب خلال مدة التدريب.

- يتم تقييم الطالب ووضع درجته النهائية من قبل المشرف الأكاديمي بعد مناقشته في المهام المنجزة. ويعتمد آلية التقييم المعتمدة من قبل لجنة التدريب   في الكلية.

3. تقييم التدريب بواسطة المشرف الأكاديمي

يتم تقييم جهة التدريب   من قبل المشرف الأكاديمي وذلك من خلال استبانة تسمى " تقييم المشرف الأكاديمي لجهة التدريب العملي".

4. التقارير الأسبوعية

يتعين على الطلبة المتدربين إعداد تقرير أسبوعي معتمد من جهة التدريب يلخص المهام والأنشطة التدريبية التي تم تحديدها من قبل المشرف.

5. تقرير التدريب

يتعين على الطالب المتدرب إعداد وتقديم تقرير عن فترة التدريب يصف من خلاله وبالتفصيل المعارف والمهارات التي اكتسبها، ويتم مناقشة الطالب بعد انتهاء فترة التدريب فيما جاء بهذا التقرير.

6. العرض التقديمي للتدريب العملي

في نهاية التدريب الخارجي، يتعين على الطالب المتدرب إعداد وتقديم عرض تقديمي مدته 15 دقيقة يبرز أنشطته / مهامه خلال فترة التدريب . ويجب على الطلاب المتدربين اتباع الإرشادات التالية لإعداد العرض التقديمي الشفوي:

- مخطط للعرض الشفوي.

- إعداد الوسائل البصرية.

- التحضير لجلسة الأسئلة / الأجوبة.

- الاستعداد للعرض الفعلي.

- التخطيط لعمل العرض التقديمي.

المتطلبات الرئيسية التي ينطوي عليها مخطط العرض هي كما يلي:

- جامعة عجمان.

- تحديد المحتويات.

- تحديد العنوان المناسب للعرض.

- جمع المواد الداعمة اللازمة للعرض.

- تحديد النقاط الرئيسية التي يريد الطالب إيصالها للجنة المناقشة.

- تنظيم الأفكار في تسلسل منطقي.

- تحديد عدد الشرائح اللازمة لعرضها.

- تحديد النقاط الرئيسية لكل شريحة واعطاء كل شريحة عنوان.

يمكن للطلاب استخدام التسلسل التالي للشرائح:

- شريحة العنوان: تحتوي على عنوان العرض التقديمي واسم المقدم واسم المشرف الأكاديمي.

- شريحة المخطط التفصيلي: قائمة بالمكونات الرئيسية للعرض التقديمي.

- شرائح المتن: تغطي جميع الموضوعات الرئيسية للعرض التقديمي بالأشكال والرسوم البيانية والجداول والصور وما إلى ذلك

- شريحة الاستنتاجات: يجب أن تتضمن ملخصًا للاستنتاجات الرئيسية لتجربة التدريب.

7. الاختبار الشفوي:

على الرغم من أن الطلاب ليس لديهم فكرة عن نوع الأسئلة المطروحة في نهاية عرضهم التقديمي، إلا أنه يتعين عليهم أن يكونوا مستعدين بشكل معقول لهذه الجلسة التي سيطرح فيها أعضاء اللجنة عليهم أسئلة تتعلق بفترة التدريب وبالعرض التقديمي الذي قاموا بعرضه.

8. يوم تقديم العرض:

في يوم تقديم العرض يتعين على الطالب المتدرب الالتزام بما يلي:

- ارتداء زي مناسب لهذه المناسبة.

- الحفاظ على الهدوء والثقة بالنفس.

- الحرص على الوصول إلى غرفة / قاعة العرض قبل بدء العرض.

- التأكد من حفظ العرض التقديمي بشكل صحيح على كمبيوتر غرفة العرض التقديمي والتأكد من أنه يعمل بسلاسة دون أي مشكلة.

- اتباع تعليمات رئيس الجلسة بخصوص وقت العرض.

- عدم التحدث ببطء شديد أو بعجلة.

- التوقف عند النقاط الرئيسية للتأكيد على أهميتها.

- تغيير درجة صوتك واستخدام الإيماءات المناسبة.

- الحفاظ على التواصل البصري مع الجمهور.

- يفي نهاية العرض، شكر الجمهور واسأل عما إذا كانت هناك أي أسئلة.

- الاستماع بعناية إلى الأسئلة وإعطاء إجابات موجزة إلى حد ما.

الرابع عشر: تقييم التدريب من قبل المشرف

في نهاية فترة التدريب، يُطلب من المشرِف تقييم الأداء العام للطالب المتدرب باستخدام نموذج التقييم المخصص لذلك "نموذج تقييم الطالب المتدرب من قبل المشرف " – استمارة رقم 1.

الخامس عشر: تقييم التدريب من قبل المشرف الأكاديمي

في نهاية فترة التدريب، سيقوم المشرف الأكاديمي بتقييم أداء الطالب المتدرب بناءً على ما يلي:

- تقرير التدريب

- مناقشة تقرير التدريب

- الزيارات

- تقييم جهة التدريب

- الامتحان الكتابي النهائي

السادس عشر: الملحقات

أولاً: توصيف مساق التدريب الميداني

جامعـة عجمـان
AJMAN UNIVERSITY

توصيف المساق

اسم الكلية:

اسم القسم:

اسم البرنامج:

السنة الدراسية:

الفصل الدراسي: ☐ **الخريفي** ☐ **الربيعي** ☐**الصيفي**

.1

اسم المساق	التدريب العملي الداخلي	رقم المساق	Law 493

عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

الساعات المعتمدة: 2	Tutorial .... Lab: .... Theory: ....
ساعات الاتصال:	Tutorial .... Lab: .... Theory: ....
المتطلب السابق (إن وجد):	إجراءات مدنية (3)قانون الإجراءات الجزائية) 2) وأن يكون الطالب قد أنهى 100 ساعة دراسية معتمدة على الأقل.
المتطلب الموازي (إن وجد):	

2. اسم مدرس المساق ومعلومات الاتصال به:

الاسم		رقم المكتب	
البريد الالكتروني		رقم تحويلة المكتب	

3. التوصيف كما هو موضح في الكتالوج:

يتناول هذا المساق تدريب الطلبة على كيفية تحرير العقود و غيرها من المحررات القانونية (صحيفة الدعوى، المذكرات، المحاضر...) بالإضافة الى تدريبهم على طرق رفع الدعاوى المدنية والجزائية وإجراءات سيرها من خلال جلسات تتم في المحكمة الصورية بالكلية تحت اشراف ممارسي إجراءات التقاضي من القضاة وأعضاء النيابة والمحامين.

4. مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيتمكن الطلاب من:

مخرجات تعلم المساق ((CLOs	مخرجات تعلم البرنامج المقابلة (PLOs)
يميز التطبيقات العملية لإجراءات التقاضيX1	1
يوظف المهارات والمعلومات النظرية المكتسبة أثناء الدراسة في المجال العملي التطبيقي	3
يقدر قيمة التعاون والعمل الجماعي المشرب بروح الفريق الواحد	5
يقدم استشارات قانونية في قضايا افتراضية وصياغة العقود المدنية والتجارية	7

8	يؤدي دورا أساسيا في المحاكمات الصورية (القاضي – وكيل النيابة – المتهم – المجني عليه)

5. موضوعات ومحتويات المساق أسبوعياً (الفئة النظرية):

الأسبوع	الموضوعات والمحتويات	مخرج المساق المقابل CLOs (#)	الفصل من الكتاب الدراسي / مرجع
1	محاضرة تتضمن فكرة عامة عن التدريب العملي الداخلي	1	لا ينطبق
2	التدريب على كتابة صحف الدعاوى القضائية	2	لا ينطبق
3	التدريب على كتابة صحف المذكرات القانونية	2	لا ينطبق
4	التدريب على التعامل مع الاستشارات القانونية	2	لا ينطبق
5	التدريب على إجراءات تسبيب الأحكام	5	لا ينطبق
6	التدريب على المحاكمة الصورية في المسائل المدنية	4	لا ينطبق
7	التدريب على المحاكمة الصورية في مسائل الأحوال الشخصية	3	لا ينطبق
8	التدريب على المحاكمة الصورية في المسائل التجارية	3	لا ينطبق
9	التدريب على المحاكمة الصورية في المسائل الجزائية	3-4	لا ينطبق
10	التدريب على إجراءات الطعن في الاحكام	1	لا ينطبق
11	ورش عمل عن الاثبات في نطاق التقنيات الحديثة (البصمة الوراثية والاثبات الإلكتروني)	1	لا ينطبق
12	ورش عمل عن الأحكام الجديدة في قانون الإجراءات المدنية وأثرها في الخصومة القضائية	5	لا ينطبق
13	ورشة عمل عن إدارة الدعوى ودورها في النزاع القضائي	5-1	لا ينطبق
14	ورشة عمل عن النواحي الفنية في صياغة العقود المدنية	1-3	لا ينطبق
15	ورشة عمل للتدريب على إجراءات التسجيل العقاري	5-4	لا ينطبق
16	ورشة عمل عن النواحي الفنية في صياغة شرط ومشارطة التحكيم	3-4	لا ينطبق

الأسبوع	(#) التجربة	عنوان التجربة
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

13.		
14.		
15.		

6. موضوعات ومحتويات التجارب أسبوعياً[8] (للفئة الغير نظرية، إذا كان مناسباً):

7. ربط مخرجات المساق بأدوات التقييم لإظهار مستوى تحصيل الـ المخرج (CLO):

أدوات التقييم	CLO #
مدى قدرة الطالب على إنجاز تكليفات أستاذ المساق ومن قبيل ذلك التكليفات المتعلقة بتقديم استشارة قانونية في قضية افتراضية معينة، صياغة عقد ما، قدرة الطالب على صياغة صحيفة دعوى قضائية، مهارة الطالب في صياغة مذكرة تنفيذ حكم قضائي	2-3
مهارة الطالب في أداء محاكاة لمحاكمة صورية يكلف فيها باتخاذ موقف أحد أطراف الخصومة القضائية سواء كان دور المتهم، أو القاضي، أو ممثل النيابة، أو شاهد أو غير ذلك	3-4
مدى قدرة الطالب على التعاون مع زملائه في أداء التكليفات والعمل بروح الفريق	1-2
مدى قدرة الطالب على تطبيق القواعد النظرية لإجراءات التقاضي عملياً	1-4
مدى التزام الطالب بحضور محاضرات المساق	

8. مهام لا صفية:

تاريخ التسليم	عنوان المهمة	#

9. تقييم المساق:

أدوات تقييم المساق:

أدوات التقييم[9]	6. تاريخ التقييم	7. الوزن لكل آداه (%)
مهارة الطالب في صياغة مذكرة		30
مهارة الطالب في أداء محاكاة لمحاكمة صورية		30
قدرة الطالب على تطبيق القواعد النظرية		20
أنشطة		10

10. منهجيات التعليم والتعلم، بما في ذلك أي استخدام للتدريس عبر الإنترنت:

التعلم النشط

---

[8] يمكن تغيير التجارب لمحاكاة، ستوديو أو معمل ...إلخ، كما هو مناسب للفئة الغير نظرية للمساق.

[9] يمكنك إضافة أدوات تقييم أخرى، وفق ما يناسب المساق.

11. متطلبات المساق والسياسة المتبعة:

يُطلب من الطلاب فهم ومراقبة السياسات الجامعية التالية بشكل كامل:

سياسة الحضور:

يُطلب من الطلاب الحضور والمشاركة الكاملة في الفصول والدورات الأخرى المجدولة للمساقات الخاصة بكل منهم. يؤدي غياب 25٪ من فصول الدورة التدريبية إلى انسحاب / فشل في الدورة (WF). يجب على الطلاب أيضًا قراءة "سياسة الحضور" وفهمها والتي يتم نشرها في دليل الطلاب.

الرابط : https://www.ajman.ac.ae/upload/docs/Student_Handbook24.pdf

سياسة النزاهة الأكاديمية للطالب:

يلتزم الاتحاد الأفريقي بتطبيق قواعد صارمة للنزاهة الأكاديمية في مساعيه الأكاديمية. يحظر قانون النزاهة الأكاديمية في الجامعة جميع أشكال خيانة الأمانة الأكاديمية. وهذا يشمل الغش والانتحال وينطبق على جميع الدورات ، والواجبات ، وتقارير / أطروحات المشاريع أو الامتحانات التي يكملها الطلاب. لا تتسامح الجامعة مع أي انتهاك لسوء السلوك الأكاديمي وتفرض نظامًا صارمًا للعقوبات. لمزيد من التفاصيل ، ارجع إلى دليل الطالب.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/student-handbook.html

نظام الدرجات

تستخدم الجامعة نظام الدرجات النسبية ، والذي يعتمد على مقياس من أربع نقاط. سيتم تعيين التقدير الكلي على مقياس الدرجات التالي.

المرحلة الجامعية:

Grades	A	B+	B	C+	C	D+	D	F
النقاط	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0
الدرجة %	90-100	85-89	80-84	75-79	70-74	65-69	60-64	<60

لمزيد من التفاصيل ، ارجع إلى كتالوج الطلاب الجامعيين.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/undergraduate-student-catalog

مرحلة الدراسات العليا:

Grades	A	B+	B	C+	C	F
Points	4.0	3.5	3.0	2.5	2.0	0
Marks %	90-100	85-89	80-84	75-79	70-74	<70

لمزيد من التفاصيل ، راجع دليل طلاب الدراسات العليا.

الرابط: https://www.ajman.ac.ae/ar/admissions/graduate/graduate-student-catalog

12. منهجيات التعليم والتعلم، بما في ذلك أي استخدام للتدريس عبر الإنترنت:

13. نصوص المقرر والقراءات الموصي بها والمواد التعليمية وموارد التعلم:

a. كتاب المساق

العنوان:		لا ينطبق
المؤلف (المؤلفون):		لا ينطبق
الإصدار:		لا ينطبق
الناشر:		لا ينطبق

لا ينطبق	سنة النشر:
لا ينطبق	ISBN:

b. المراجع أو القراءات الموصي بها:

1- لاينطبق

c. المواد التعليمية ومصادر التعلم: الزيارات والتدريب العملي وفقا للجدول المقدم من جهة التدريب

d. المراجع القانونية: **https://www.lexis360.fr**; **https://www.eastlaws.com**;
http://web.b.ebscohost.com; **https://ebookcentral.proquest.com**; **https://www.proquest.com**;
http://dlib.nyu.edu/ (**Arabic Collection Online**); **https://www.almanhal.com**
http://www.mandumah.com

توقيع أستاذ المساق	**التاريخ**
....	..……………………………
توقيع رئيس القسم	**التاريخ**

جامعة عجمان
AJMAN UNIVERSITY

توصيف المساق

اسم الكلية:

اسم القسم:

اسم البرنامج:

السنة الدراسية:

الفصل الدراسي: ☐ الخريفي ☐ الربيعي ☐الصيفي

1.

اسم المساق	التدريب العملي الخارجي	رقم المساق	Law494

عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

الساعات المعتمدة: 1	Tutorial .... Lab: .... Theory: ....
ساعات الاتصال:	Tutorial .... Lab: .... Theory: ....
المتطلب السابق (إن وجد):	إجراءات مدنية 2 والتدريب العملي الداخلي
المتطلب الموازي (إن وجد):	

2.   اسم مدرس المساق ومعلومات الاتصال به:

الاسم		رقم المكتب	
البريد الالكتروني		رقم تحويلة المكتب	

3.   التوصيف كما هو موضح في الكتالوج:

يتناول المساق تدريب الطالب عمليا على ما تم دراسته خاصة إجراء التحقيقات وكتابة المذكرات والاستشارات القانونية وصحف الدعاوى وصياغة العقود، والتدريب على المرافعات الشفوية منx خلال محكمة تصويرية تعد لهذا الغرض، وزيارات خارجية تعد للمحاكم والنيابات ومكاتب المحامين وشركات التأمين وغير ذلك.

4.   مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيتمكن الطلاب من:

مخرجات تعلم المساق (CLOs)	مخرجات تعلم البرنامج المقابلة(PLOs)
يعرف الإجراءات القانونية العملية لإجراءات التقاضي.	1
يقدر على صياغة العقود وكتابة المذكرات والاستشارات القانونية وصحف الدعاوى.	3
يحلل الوقائع القانونية المتنوعة.	7
يقترح الحلول القانونية العملية للمشاكل القانونية المختلفة.	8

5.   موضوعات ومحتويات المساق أسبوعياً (الفئة النظرية):

الأسبوع	الموضوعات والمحتويات	مخرج المساق المقابل CLOs (#)	الفصل من الكتاب الدراسي / مرجع
1	محاضرة تتضمن فكرة عامة عن التدريب العملي الخارجي	1	لا ينطبق

2	التدريب العملي على كيفية إقامة الدعاوى	2	لا ينطبق
3	التدريب في قسم التوجيه الأسري	2	لا ينطبق
4	التدريب في قسم المصالحة	2	لا ينطبق
5	التدريب في قسم التبليغات	1	لا ينطبق
6	التدريب في قسم إدارة الدعوى	4	لا ينطبق
7	زيارة إلى مسرح الجريمة	3	لا ينطبق
8	زيارة إلى المؤسسات العقابية	3	لا ينطبق
9	زيارة إلى دائرة الأوقاف وشؤون القاصرين	3-4	لا ينطبق
10	التدريب في المحاكم الشرعية	1	لا ينطبق
11	التدريب في محاكم البدائية	1	لا ينطبق
12	التدريب في محاكم الجنح	1	لا ينطبق
13	التدريب في محاكم الجنايات	1-4	لا ينطبق
14	التدريب في النيابة العامة	1-3	لا ينطبق
15	التدريب في محاكم الاستئناف	3-4	لا ينطبق
16	التدريب في محاكم الاستئناف	3-4	لا ينطبق

6. موضوعات ومحتويات التجارب أسبوعياً[10] (للفئة الغير نظرية، إذا كان مناسباً):

الأسبوع	التجربة (#)	عنوان التجربة
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		

---

[10] يمكن تغيير التجارب لمحاكاة، ستوديو أو معمل ...إلخ، كما هو مناسب للفئة الغير نظرية للمساق.

27.		
28.		
29.		
30.		

7. ربط مخرجات المساق بأدوات التقييم لإظهار مستوى تحصيل الـ المخرج (CLO):

أدوات التقييم	# CLO
الانتظام في الحضور في جهة التدريب وإنجاز تكليفات المشرف الميداني	2-3
الزيارات الميدانية (تقديم تقرير عن الزيارة)	3-4
البحث (تقديم بحث في نهاية التدريب _ يبين الطالب الأقسام التي قام بالتدريب فيها اختصاصها مهامها)	1-2
مناقشة البحث (يناقش الطالب البحث امام لجنة التدريب الميداني)	1-4

8. مهام لا صفية:

تاريخ التسليم	عنوان المهمة	#

9. تقييم المساق:

أدوات تقييم المساق:

أدوات التقييم[11]	12. تاريخ التقييم	13. الوزن لكل آداه (%)
الحضور في جهة التدريب وإنجاز تكليفات المشرف الميداني	أثناء فترة التدريب	30
الزيارات الميدانية	أثناء فترة التدريب	20
البحث (التقرير)	في نهاية التدريب	25
مناقشة البحث	بعد الانتهاء من كتابة البحث (التقرير)	25

10. منهجيات التعليم والتعلم، بما في ذلك أي استخدام للتدريس عبر الإنترنت:

- التعلم النشط

---

[11] يمكنك إضافة أدوات تقييم أخرى، وفق ما يناسب المساق.

- الزيارات الميدانية

11. متطلبات المساق والسياسة المتبعة:

يُطلب من الطلاب فهم ومراقبة السياسات الجامعية التالية بشكل كامل:

سياسة الحضور:

يُطلب من الطلاب الحضور والمشاركة الكاملة في الفصول والدورات الأخرى المجدولة للمساقات الخاصة بكل منهم. يؤدي غياب 25٪ من فصول الدورة التدريبية إلى انسحاب / فشل في الدورة (WF). يجب على الطلاب أيضًا قراءة "سياسة الحضور" وفهمها والتي يتم نشرها في دليل الطلاب.

الرابط: https://www.ajman.ac.ae/upload/docs/Student_Handbook24.pdf

سياسة النزاهة الأكاديمية للطالب:

يلتزم الاتحاد الأفريقي بتطبيق قواعد صارمة للنزاهة الأكاديمية في مساعيه الأكاديمية. يحظر قانون النزاهة الأكاديمية في الجامعة جميع أشكال خيانة الأمانة الأكاديمية. وهذا يشمل الغش والانتحال وينطبق على جميع الدورات ، والواجبات ، وتقارير / أطروحات المشاريع أو الامتحانات التي يكملها الطلاب. لا تتسامح الجامعة مع أي انتهاك لسوء السلوك الأكاديمي وتفرض نظامًا صارمًا للعقوبات. لمزيد من التفاصيل ، ارجع إلى دليل الطالب.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/student-handbook.html

نظام الدرجات

تستخدم الجامعة نظام الدرجات النسبية ، والذي يعتمد على مقياس من أربع نقاط. سيتم تعيين التقدير الكلي على مقياس الدرجات التالي.

المرحلة الجامعية:

Grades	A	B+	B	C+	C	D+	D	F
النقاط	4.0	3.5	3.0	2.5	2.0	1.5	1.0	0
الدرجة %	90-100	85-89	80-84	75-79	70-74	65-69	60-64	<60

لمزيد من التفاصيل ، ارجع إلى كتالوج الطلاب الجامعيين.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/undergraduate-student-catalog

مرحلة الدراسات العليا:

Grades	A	B+	B	C+	C	F
Points	4.0	3.5	3.0	2.5	2.0	0
Marks %	90-100	85-89	80-84	75-79	70-74	<70

لمزيد من التفاصيل ، راجع دليل طلاب الدراسات العليا.

الرابط: https://www.ajman.ac.ae/ar/admissions/graduate/graduate-student-catalog

12. منهجيات التعليم والتعلم، بما في ذلك أي استخدام للتدريس عبر الإنترنت:

13. نصوص المقرر والقراءات الموصي بها والمواد التعليمية وموارد التعلم:

a. كتاب المساق

لا ينطبق		العنوان:
لا ينطبق		المؤلف (المؤلفون):
لا ينطبق		الإصدار:

	الناشر:	لا ينطبق
	سنة النشر:	لا ينطبق
	ISBN:	لا ينطبق

b. المراجع أو القراءات الموصي بها:

1- لاينطبق

c. المواد التعليمية ومصادر التعلم: الزيارات والتدريب العملي وفقا للجدول المقدم من جهة التدريب

d. المراجع القانونية: https://www.eastlaws.com; https://www.lexis360.fr; https://www.proquest.com; https://ebookcentral.proquest.com; http://web.b.ebscohost.com; https://www.almanhal.com; **(Arabic** http://dlib.nyu.edu/ **Collection Online);** http://www.mandumah.com

توقيع أستاذ المساق	التاريخ
....	....
توقيع رئيس القسم	**التاريخ**
....	....

ثانيا: نموذج اختيار وتقييم موقع التدريب والموافقة عليه

			نموذج اختيار مواقع التدريب وتقييمها والموافقة عليها
			يرجى ملء المعلومات المطلوبة أدناه قبل تقديم طلب تسجيل التدريب الميداني في نظام تسجيل الطلاب.
			معلومات عن الطالب
			الاسم الكامل
			هوية الطالب
			رقم الهاتف
			السنة الأكاديمية
			الفصل الدراسي
			ساعات الدوام
			معلومات عن جهة التدريب
			اسم المؤسسة
	خاص:	عام:	الصناعة / القطاع
			القطاع الخاص / العام
متوسطة	صغيرة كبيرة		الحجم
			رقم جهة العمل
لا		نعم	المؤسسة مرتبطة ببرنامج BME
لا		نعم	الإدارة أو الإدارات التي سيتم فيها تدريب الطلبة المتدربين لديها ما يكفي من الموظفين المؤهلين لتنفيذ خطة تدريب.
لا		نعم	بيئة العمل في المؤسسة آمنة
			مدة التدريب
			موافقة المشرف الأكاديمي
لا		نعم	أوافق على موقع التدريب وأعطي الإذن للطالب لبدء تدريبه/تدريبها الخارجي.
اسم المشرف الأكاديمي			توقيع المشرف الأكاديمي ....

ثالثاً: نموذج خطاب طلب التدريب

ما يلي هو نموذج طلب التدريب المتوفر عبر الإنترنت على الرابط التالي: https://ors.ajman.ac.ae/Requests/NewRequest.aspx

يرجى الانتقال إلى الرابط ، والنقر على نوع الطلب: مكتب التدريب وفئة الطلب: طلب تدريب واستكمال طلبك عبر الإنترنت.

التاريخ:

إلى:

اسم المؤسسة:

عنوان المؤسسة:

بعد التحية

بدايةً يطيب لكلية القانون في جامعة عجمان أن تبعث لسعادتكم بتحية ملؤها التقدير والاعتزاز، وبعد...

يسرني أن أطلب موافقتكم على [اسم الطالب] ، [الرقم الجامعي للطالب] وهو طالب مسجل في كلية القانون بجامعة عجمان ليتم قبوله كمتدرب في [اسم المؤسسة].

يجب على الطالب ، وفقًا لمتطلبات درجته ، إكمال عدد [عدد الساعات] بدءًا من [تاريخ بدء التدريب] وتنتهي بحلول [تاريخ انتهاء التدريب] بحيث لا يتجاوز إجمالي الساعات في كل أسبوع تدريب 8 ساعات.

يُعد التدريب الميداني مكوناً أساسياً في برنامج البكالوريوس في القانون ، يهدف إلى تعزيز المهارات العملية للطلاب ، وتمكينهم من التعرف على بيئة الممارسة المهنية ، وتزويدهم بالمهارات اللازمة لمواصلة وظائفهم المستقبلية في مجال القانون.

مقدرين دعمكم وتعاونكم.

كل التقدير والاحترام

اسم المشرف الأكاديمي:...........................

الهاتف:...................................

البريد الإلكتروني:...................................

رابعاً: تقرير تقييم الطالب المتدرب من قبل المشرف

تقييم الطالب المتدرب من طرف المشرف الميداني
الفصل الدراسي .... من العام الجامعي ....
استمارة رقم (1)
يرجى تعبئة البيانات أدناه ووضع الدرجات الخاصة بالطالب وإرسالها إلى مكتب التدريب العملي بكلية القانون عبر البريد الإلكتروني.

معلومات المتدرب

الاسم:	
الرقم الجامعي :	

معلومات المؤسسة التي يتدرب فيها الطالب

اسم المؤسسة:	
القسم:	
المشرف الميداني:	
المسمى الوظيفي:	
هاتف المؤسسة:	
البريد الالكتروني:	
الفترة الزمنية للتدريب:	من: .... إلى ....

S.	النتيجة (1-5)	أهداف التدريب
1		- إعداد الطالب المتدرب لممارسة حياته المهنية بكفاءة بعد التخرج.
2		2- تطبيق المفاهيم والمعارف القانونية التي اكتسبها الطالب المتدرب خلال دراسته بالكلية على الواقع العملي.
3		- تنمية المهارات التطبيقية لدى الطالب المتدرب مما يساعده على تحديد اختياراته المهنية في 3 المستقبل.
4		- إيجاد فرصة حقيقية لقياس مخرجات التعلم المستهدفة من برنامج البكالوريوس.4
5		- تعريف الطلبة بجهات العمل القانوني وآلية العمل بها.5
6		6- اكساب الطالب الوعي الكافي بمتطلبات العمل وبالقيم السائدة في مواقع التدريب المختلفة.
		الدرجة النهائية (30)

اسم المشرف الميداني وتوقيعه: ....

التاريخ:......................

ختم المؤسسة

Organization stamp

خامساً: التقرير الأسبوعي للطالب المتدرب

التقرير الأسبوعي للطالب المتدرب
الفصل الدراسي .... من العام الجامعي ....
استمارة رقم (2)

اسم الطالب:		الرقم الجامعي:
جهة التدريب:		
فترة التدريب:		

الأنشطة التي أداها الطالب خلال الأسبوع.:

ساعات التدريب	القسم	الأنشطة(Activities)	اليوم
			الإثنين
			الثلاثاء
			الأربعاء
			الخميس
			الجمعة
			عدد أيام الغيابات:

اسم المسؤول عن التدريب وتوقيعه: .... التاريخ:

....

ختم المؤسسة
Organization stamp

سادساً: نموذج تقييم الطالب لجهة التدريب

استمارة تقييم الطالب المتدرب لجهة التدريب

اسم المتدرب	
الرقم الجامعي للمتدرب	
اسم جهة التدريب	
اسم المشرف الميداني	
وظيفة المشرف الميداني	

الرقم	معايير التقييم	درجة التقييم					الملاحظات
		ممتاز	جيد جداً	جيد	مقبول	ضعيف	
		5	4	3	2	1	
1	كانت جهة التدريب ملائمة للتخصص						
2	كانت الفترة الزمنية للتدريب كافية						
3	كان التدريب جداً						
4	كانت هناك استفادة من التدريب الميداني						
5	اكتسبت الخبرة المرجوة من التدريب						
6	كان هناك تعاون من موظفي جهة التدريب						
7	كان المشرف الميداني كفئاً						

توقيع المتدرب:...........................   **اسم المتدرب:...........................**

[Click here]

سابعاً: نموذج تقييم الطالب من قبل المشرف الأكاديمي

نموذج تقييم المشرف الأكاديمي للطالب المتدرب

أولاً: معلومات عن الطالب المتدرب والمشرف الأكاديمي

معلومات عن الطالب المتدرب	
اسم الطالب المتدرب	
الرقم الجامعي	
العام الجامعي والفصل الدراسي	
معلومات عن المشرف الأكاديمي	
اسم المشرف الأكاديمي	
هاتف المشرف الأكاديمي	
البريد الالكتروني	

ثانياً: تقييم أداء الطالب المتدرب خلال فترة التدريب الميداني

رقم	أدوات التقييم	الوزن لكل أداة تقييم	تقييم المشرف الأكاديمي
1	الحضور في جهة التدريب وإنجاز تكليفات المشرف الميداني	30%	
2	الزيارات الميدانية لجهة التدريب الميداني	20%	
3	التقرير المقدم من قبل الطالب بعد انتهاء التدريب الميداني	25%	
4	عرض ومناقشة التقرير بعد انتهاء التدريب الميداني	25%	

اسم المشرف الأكاديمي.................................

التوقيع...

التاريخ...

College of Mass Communication

Bachelor of Arts in Mass Communication

مقدمة:

تعد الموارد البشرية القوام الرئيسي لنهضة وتنمية المؤسسات والمجتمعات، ومن هذا المنطلق تستهدف جامعة عجمان - في رؤيتها وأهدافها الاستراتيجية - تطوير كوادرها البشرية بقطاعاتها المختلفة على أعلى مستوى من الكفاءة والاحترافية؛ عبر تطوير المهارات التخصصية والعامة لمنتسبيها في مختلف المجالات. وتُعد كلية الإعلام ببرنامجها الأكاديمي المتخصص أحد البرامج المهمة التي تضخ لسوق العمل العديد من التخصصات الإعلامية المتنوعة، لذا كان حرص الكلية على ربط طلابها بالتطورات المتلاحقة في المجال الإعلامي وسوق العمل داخل وخارج دولة الإمارات العربية المتحدة؛ خاصة وأن هذا المجال يشهد تنافسية عالمية. ومن هذا المنطلق، تظهر أهمية التدريب العملي والذي يعد نتاج وثمرة الجهد الأكاديمي الذي يتم استثماره في سوق العمل لخدمة المجتمع، كما أنه بمثابة البوابة التي ينطلق منها طلبة الإعلام نحو مجال العمل المهني والاحترافي، حيث يعد أحد ممُكنات التميز والاحترافية في مختلف تخصصات الإعلام والتي تتمثل في: الإنتاج الإذاعي والتلفزيوني، والاتصالات التسويقية المتكاملة، والتصميم الجرافيكي للإعلام.

رؤية كلية الإعلام:

نحو بيئة أكاديمية تحفز على الإبداع لإعداد خريجين قادرين على المنافسة في سوق العمل في ضوء معايير الاعتماد الوطنية والدولية.

رسالة كلية الإعلام:

إعداد خريجين متميزين في مجالات الاعلام قادرين على مواكبة أحدث التطورات والمستجدات التكنولوجية، يمتلكون مهارات الممارسة المهنية بمستوى عال من الجودة لتحقيق معايير الاعتماد الوطنية والدولية، وإجراء البحوث العلمية التي تخدم قضايا المجتمع وتحقق التنمية المستدامة.

التعريفات:

1) **مكتب الخدمات المهنية (OCS):** مسؤول عن تنسيق اتفاقيات التدريب مع الجهات الخارجية، ودعم مهارات المتدربين بالتزامن مع فترة تدريبهم بالمؤسسات، كما يهتم بإجراء التقويم العام للتدريب بالجامعة.

2) **المتدرب:** الطالب الجامعي المقبل على التخرج، ويعد مؤهلاً للتسجيل في برنامج التدريب.

3) **التدريب:** يهدف لتأهيل الطلبة للعمل، ويتم في جهة تدريب معتمدة تشرف على الطالب لمدة لا تقل عن 6 أسابيع متتالية، وتتمثل متطلبات إتمام الطلبة لبرنامج التدريب بكلية الإعلام في انجاز (120 ساعة).

4) **منسق التدريب والاستشارات المهنية:** هو عضو هيئة التدريس المعين لإدارة شؤون التدريب ببرنامج كلية الإعلام، وتتمثل مهمته في التوجيه والدعم لجهات التدريب والمتدربين، وقد يمارس المنسق الإشراف الأكاديمي على التدريب.

5) **المشرف الأكاديمي:** هو عضو من الهيئة التدريسية ويُكلف بالإشراف على واحد أو أكثر من المتدربين الملتحقين ببرنامج التدريب. ويهتم بالتواصل المستمر مع المتدرب والمشرف الميداني؛ كما يقوم باستلام ومراجعة تقارير ودرجات المتدرب وتقييمه لرصد درجته النهائية في مساق التدريب الميداني.

6) **المشرف الميداني:** هو الشخص المسؤول الذي تحدده جهة التدريب؛ وتتمثل مسؤوليته في تقديم التوجيه والإرشاد والتقييم للمتدربين خلال برنامج تدريبهم.

الهدف العام للتدريب الميداني:

يمثل التدريب بجامعة عجمان جزءاً أساسياً من العملية التعليمية التي تستهدف ربط الجامعة بالمجتمع وسوق العمل بإشراف أكاديمي وميداني مهني، ومن هذا المنطلق يهدف التدريب بكلية الإعلام إلى تنمية المهارات العلمية والعملية للطلبة لتأهيلهم لسوق العمل بالمجال، حيث يستهدف التدريب ما يلي:

1. تحقيق الأهداف الاستراتيجية لجامعة عجمان وكلية الإعلام.

2. تزويد الطلبة بتدريب سابق للعمل الفعلي؛ حيث يتم إمدادهم بالمهارات اللازمة التي تحقق تطلعات المؤسسات الخارجية والجامعة على حد سواء.

3. تزويد الطلبة بالخبرات العملية بصورة منظمة وبناءه؛ مما يساعدهم على اتخاذ القرارات الخاصة بحياتهم العملية المستقبلية.

4. تطبيق الطلبة للمعارف النظرية – التي تم اكتسابها خلال الدراسة الأكاديمية – بصورة عملية على أرض الواقع وفي بيئة عمل حقيقية أثناء المراحل الأخيرة من دراستهم بالجامعة.

5. مساعدة طلبة كلية الإعلام على اكتشاف بيئة العمل المهنية قبل مرحلة التوظيف.

6. تطوير فهم الطلاب لتوقعات واحتياجات سوق العمل الاجتماعي، والسعي لتحقيق هذه التوقعات بنجاح.

المخرجات المستهدفة من التدريب الميداني بكلية الإعلام:

تســتهدف المســارات الثلاثة لكلية الإعلام بجامعة عجمان تحقيق العديد من المخرجات من خلال مســاق التدريب الميداني، وتتمثل هذه المخرجات فيما يلي:

أولاً: مخرجات تخصص الاتصالات التسويقية المتكاملة:

بعد دراسة هذا المساق يكون الطالب قادراً على أن:

1. يوظف كافة المعارف والمهارات الفنية في إعداد مواد الاتصالات التسويقية المتكاملة.

2. ينتج مختلف مواد الاتصالات التسويقية المتكاملة بما يؤهله للعمل في المجال.

3. يتواصل بشكل فعال ضمن فريق العمل لإنجاز المهام المطلوبة في المجال.

4. يلتزم بالمعايير الأخلاقية والضوابط المهنية في ممارسة أعمال الاتصالات التسويقية المتكاملة.

5. يستخدم التكنولوجيا بشكل فعال في مختلف أعمال وممارسات الاتصالات التسويقية المتكاملة.

6. يُقيم أساليب الممارسة في مجال الاتصالات التسويقية المتكاملة.

ثانياً: مخرجات تخصص الإنتاج الإذاعي والتلفزيوني:

بعد دراسة هذا المساق يكون الطالب قادراً على أن:

1. يوظف كافة المعارف والمهارات الفنية في إعداد و إنتاج المواد الإذاعية و التليفزيونية.

2. ينتج مختلف أنواع البرامج الإذاعية والتليفزيونية بما يؤهله للعمل في المجال.

3. يتواصل بشكل فعال ضمن فريق العمل لإنجاز المهام المطلوبة في مجال الإنتاج الإذاعي و التليفزيوني.

4. يلتزم بالمعايير الأخلاقية والضوابط المهنية في إنتاجه الإذاعي و التليفزيوني .

5. يستخدم التكنولوجيا بشكل فعال في مختلف مراحل الإنتاج الإذاعي والتليفزيوني.

6. يُقيم أساليب الممارسة الفنية في الإنتاج الإذاعي والتليفزيوني.

ثالثاً: مخرجات تخصص التصميم الجرافيكي للإعلام:

بعد دراسة هذا المساق يكون الطالب قادراً على أن:

1. يوظف كافة المعارف والمهارات الفنية في إعداد وتصميم المواد الإعلامية المختلفة بشكل مبتكر.

2. ينتج مواد إعلامية مطبوعة ورقمية تفاعلية بما يؤهله للعمل في المجال.

3. يطبق مهاراته ضمن فريق العمل لإنجاز المهام المطلوبة في مجال التصميم الإعلامي.

4. يلتزم بالمعايير الأخلاقية والضوابط المهنية خلال ممارسته العملية في مجال التصميم.

5. يستخدم التكنولوجيا بشكل فعال في مختلف مراحل العمل بالمجال.

6. يُقيم أساليب الممارسة الفنية في مجال التصميم الإعلامي.

بيانات التدريب الميداني بكلية الإعلام:

تخصص التدريب الميداني	رقم المساق	الساعات المعتمدة	مدة التدريب	شروط التسجيل
الاتصالات التسويقية المتكاملة	PRI412	3 ساعات	4 ساعات يومياً × 5 أيام أسبوعياً 120 ساعة تدريبية/ 6 أسابيع	إنجاز 90 ساعة معتمده
الإنتاج الإذاعي والتلفزيوني	RTV412	3 ساعات	4 ساعات يومياً × 5 أيام أسبوعياً 120 ساعة تدريبية/ 6 أسابيع	إنجاز 90 ساعة معتمده
التصميم الجرافيكي للإعلام	GRD312	3 ساعات	4 ساعات يومياً × 5 أيام أسبوعياً 120 ساعة تدريبية/ 6 أسابيع	إنجاز 90 ساعة معتمده

إجراءات تسجيل المتدربين، وقواعد التدريب الميداني:

إجراءات التسجيل ببرنامج التدريب:

- يُسجل الطالب مساق التدريب الميداني في تخصصه، بعد إنجاز (90 ساعة معتمده) على الأقل.

- مع بداية فترة التسجيل، يملأ الطلبة نموذج طلب التدريب على نظام (ORS)، به كافة بياناته.

- يتم فحص طلب التدريب وبيانات المتدرب من قِبل منسق التدريب بالكلية، ويحدد قبول أو رفض الطلب مع إبداء السبب.

- يتم إدراج شعب التسجيل وفقاً لتخصصات الكلية على نظام (Banner)، ويقوم الطلبة بالتسجيل في مساق التدريب الميداني وفقاً لتخصصهم.

إجراءات اختيار وتقييم جهة التدريب:

- يتم تطبيق استمارة اختيار جهة التدريب وفقاً لتخصص كل طالب، ويجوز للطلبة تحديد رغباتهم لاختيار الجهة، ولكن يشترط موافقة منسق التدريب بالكلية عليها والتأكد من صلاحيتها.

- بعد اختيار جهة التدريب، يتم تحرير المخاطبات الرسمية؛ تمهيداً للحصول على موافقة الجهة على المتدرب.

- يتم التواصل مع جهات التدريب واستلام موافقاتهم على تدريب الطلبة.

- يتم إعلام الطالب بالموافقة قبل بداية التدريب بوقت كافٍ؛ وفقاً للتقويم الأكاديمي للتدريب.

تعريف المتدرب بحقوقه وواجباته:

- ينظم منسق التدريب بالكلية جلسة توجيهية وإرشادية للمتدربين لتعريفهم بحقوقهم وواجباتهم.

- يتم التأكيد على إجراءات التدريب وقواعده، والتنبيه على أن تسجيل التدريب يعتبر بمثابة موافقة من الطالب على الالتزام والانتظام في حضور التدريب خلال الفترة الزمنية المحددة، حتى يستكمل الطالب (120 ساعة) بواقع أربع ساعات يومياً خلال خمس أيام بالأسبوع، ولمدة 6 أسابيع.

- يُلغى تدريب الطالب إذا تجاوزت نسبة غيابه (25 %) مع تقديم عذر مقبول، كما يجوز إلغاء تدريبه في حالة عدم التزامه بتنفيذ خطة التدريب؛ شريطة أن يؤكد ذلك المشرف الميداني في تقرير موجه لمنسق التدريب بالكلية.

مهام ومسؤوليات المشاركين في برنامج التدريب الميداني بكلية الإعلام:

يتوقف نجاح وفعالية التدريب على التنسيق الفعال بين مختلف أطراف عملية التدريب: (مكتب خدمات التوظيف والتهيئة المهنية بالجامعة، عمادة كلية الإعلام، منسق برنامج الإعلام، منسق التدريب والاستشارات المهنية بالكلية، المشرف الأكاديمي، المشرف الميداني، الطالب)، وإيمانهم بواجباتهم ومسؤولياتهم والمهام المنوطة بهم، والتي تتلخص فيما يلي:

1. مهام مكتب خدمات التوظيف والتهيئة المهنية بالجامعة (CPSO):

- تتمثل مسؤولية المكتب في تنسيق اتفاقيات التدريب مع الجهات الخارجية، ودعم مهارات المتدربين بالتزامن مع فترة تدريبهم بالمؤسسات، كما يهتم بإجراء التقويم العام للتدريب بالجامعة.

2. مهام عميد الكلية:

- الإشراف العام على التدريب بالكلية، واعتماد التقويم الأكاديمي للتدريب.
- ترشيح منسق التدريب بالكلية.
- اعتماد مخاطبات التدريب بالمؤسسات الخارجية.
- المشاركة في جهود واتفاقيات التعاون في مجال التدريب مع المؤسسات الخارجية.
- اعتماد تشكيل لجان تحكيم التدريب الميداني بعد انتهاء فترة التدريب في كل فصل دراسي.
- اعتماد نتائج تقييم الطلبة بعد انتهاء فترة التدريب الميداني في نهاية كل فصل دراسي.

3. مهام منسق البرنامج:

- متابعة عملية التدريب بالكلية.
- تحديد الإشراف الأكاديمي على شعب التدريب الميداني في مختلف المسارات مع بداية كل فصل دراسي.
- اعتماد نتائج تقييم الطلبة بعد انتهاء فترة التدريب الميداني في نهاية كل فصل دراسي.

4. مهام منسق التدريب والاستشارات المهنية:

- تنظيم إجراءات التدريب في الكلية، وإرشاد طلبة التدريب عن إجراءات التدريب.
- فحص طلبات المسجلين للتدريب على نظام (ORS) للتأكد من توافقه مع شروط التسجيل.
- تحديد جهات التدريب للتأكد من ملاءمتها لتخصص الطلبة المسجلين بالتدريب الميداني.
- متابعة المخاطبات الرسمية للجهات الخارجية.
- إعداد قواعد البيانات الخاصة بالطلبة المتدربين وبجهات التدريب.
- التنسيق مع مختلف أطراف عملية التدريب للتأكد من سلامة الإجراءات.
- التنسيق مع الإشراف الأكاديمي لتوثيق ملفات الجودة لمساق التدريب الميداني.

5. مهام المشرف الأكاديمي:

- التواصل المستمر مع الطالب المتدرب ومع المشرف الميداني، للتأكد من انتظام سير خطة التدريب، والاطمئنان على استفاده المتدرب من جهة التدريب في تطوير معارفه ومهاراته العملية.

- زيارة ومتابعة الطالب بجهة التدريب، والتنسيق مع المشرف الميداني لحل أي مشكلة تواجه المتدرب، وموافاة منسق التدريب والاستشارات المهنية بالكلية بتقرير عن أي مشكلة؛ للعمل على حلها.

- استلام أوراق التدريب من الطلبة المتدربين (على أن تكون موقعة ومختومة من جهة التدريب)، وتوجيههم بشأن إعداد وتنفيذ العروض النهائيه للتدريب أمام لجنة التحكيم بعد انتهاء فترة التدريب، وإعلامهم بموعد انعقاد اللجنة.

- تقييم الطلبة بعد انتهاء فترة التدريب بناء على متابعتهم، والتواصل مع المشرف الميداني لاستلام تقييمه للطالب، ثم الانتهاء من رصد الدرجات النهائية وإدخالها على نظام (Banner System)، ثم اعتمادها من منسق البرنامج وعميد الكلية.

- إعداد ملف الجودة الخاص بالتدريب، على أن يتضمن كافة الأوراق والوثائق المتعلقة بالتدريب لكل طالب، وتسليمه لمنسق التدريب والاستشارات المهنية بالكلية، تمهيداً لتسليمه للجنة التقييم والتحسين المستمر بالكلية.

6. مهام المشرف الميداني:

عادة ما تحدد جهة التدريب الإشراف الميداني المسؤول عن تدريب الطلبة، ويمكن في بعض الحالات تنسيق الكلية مع جهة التدريب في هذا الشـأن، وبشـــكل عام يجب أن تتوافر في الإشراف الميداني الخبرة والقدرة على تأهيل وتدريب وتقييم الطلبة، وتتحدد مهام ومسـؤوليات المشرف الميداني فيما يلي:

- إبداء الرأي في خطة تدريب الطالب، وإمكانية إضافة مهارات يري أهميتها للمتدرب.

- التواصل والتعاون مع منسق التدريب والمشرف الأكاديمي لإنجاح خطة تدريب الطالب بجهة التدريب.

- متابعة ومناقشة المتدرب في كل مراحل وخطوات العمل خلال فترة التدريب.

- معالجة المشكلات والصعوبات التي قد تواجه الطالب.

- اعتماد التقرير الأسبوعي للمتدرب وتوقيعه واعتماده من الجهة؛ ويضم التقرير الإنجاز اليومي للمتدرب طوال مدة التدريب.

- تقييم المتدرب بعد انتهاء فتره التدريب؛ وفقاً لأداة تقييم المشرف الميداني، مع توقيعها واعتمادها من جهة التدريب.

- المشاركة بالحضور في لجنة التحكيم التي تعقدها الكلية (إذا طلب منه ذلك).

- تقييم عملية التدريب عبر استمارة تقييم المشرف الميداني للتدريب.

7. مهام الطالب المتدرب:

تستهدف عملية التدريب تطوير المهارات العملية للطالب المتدرب على النحو الذي يُكسبه وعياً بمتطلبات الممارسة، ويؤهله لممارسة مهارات التخصص بناء على أسس سليمة؛ وفي ضوء ذلك تتحدد مسؤولياته فيما يلي:

- تسجيل التدريب وفقاً للوائح الجامعة، وشروط تسجيل التدريب الميداني بكلية الإعلام.

- التفرغ للحضور في أوقات التدريب، ويعد تسجيل الطلبة لمساق التدريب الميداني إقراراً منهم بالالتزام بحضور التدريب لمدة ست أسابيع، وعدم تسجيل مساقات أخري تتعارض مع توقيت حضور التدريب.

- الالتزام باللوائح والتعليمات والإجراءات المنصوص عليها في دليل التدريب الميداني لكلية الإعلام.

- التواصل والمتابعة مع منسق التدريب والاستشارات المهنية بالكلية، والالتزام بحضور الجلسات التوجيهية والتأهيلية للتدريب.

- حسن تمثيل الجامعة لدى جهات التدريب، والالتزام بأخلاقيات وقواعد وضوابط العمل فيها.

- المتابعة مع المشرف الأكاديمي عن التدريب، والمشرف الميداني بجهة التدريب؛ وإخطارهم بأي عقبات أو مشكلات.

- الالتزام بتنفيذ ما يُكلف به من مهام في الأقسام التي يتم تدريبه فيها داخل جهة التدريب.

- الاستفادة من مختلف الخبرات والمهارات المتاحة في جهة التدريب بأقسامها المختلفة.

- إعداد وتقديم عرض مرئي في نهاية فترة التدريب، ويكون بمثابة التقرير النهائي لما أنجزه الطالب بفترة تدريبه؛ ويقدم العرض أمام لجنة تحكيم ثلاثية تُشكلها الكلية، مع تسليم نسخة من العرض للمشرف الأكاديمي.

- تسليم أوراق التدريب كاملة للمشرف الأكاديمي، وتتضمن: (6 تقارير عن الأداء الأسبوعي) بواقع استمارة عن كل أسبوع - ويراعى توقيعها من المشرف الميداني واعتمادها من جهة التدريب، بالإضافة إلى ملء استمارة تقييم الطالب للتدريب.

إجراءات متابعة وتقييم أداء الطالب خلال فترة التدريب:

- على المتدرب الالتزام بالمتابعة والتواصل الدائم مع منسق التدريب والمشرف الأكاديمي والمشرف الميداني.

- يقوم المشرف الأكاديمي بزيارة المتدرب بمقر جهة التدريب لمتابعة تدريبه والتواصل مع المشرف الميداني.

- إعداد المتدرب لتقرير أسبوعي عما ينجزه في التدريب، واعتماده من المشرف الميداني وختمه من جهة التدريب.

- يسلم المتدرب تقاريره الأسبوعية، وكذلك نسخة من التقرير النهائي في شكل عرض مرئي، تمهيداً للعرض أمام لجنة التحكيم.

- يعلن منسق التدريب للطلبة موعد العرض النهائي أمام لجنة التحكيم التي تُعقد بالكلية أو إلكترونياً، ويقدم كل منهم شرحاً مختصراً لما ورد بالعرض فيما لا يزيد عن 15 دقيقة على الأكثر، مع الإجابة على أسئلة المحكمين.

- يقوم المشرف الأكاديمي بجمع درجات الطالب وإعداد النتائج النهائية، وإدخالها على نظام (Banner System)، ثم اعتمادها من إدارة الكلية تمهيداً لإعلانها للطلبة.

- في حال التدريب في جهة خارج دولة الإمارات، فإنه يتم التواصل مع جهة التدريب ومتابعة المتدربين عبر مختلف سـبل التواصـل؛ سواء من خلال: (البريد الإلكتروني الجامعي - الهاتف - الفاكس - الاتصال الإلكتروني السمعي والمرئي، وغيرها من الوسائل الإلكترونية المتاحة)، بجانب استلام التقارير الأسبوعية عن أداء الطالب بالتدريب، واستمارات تقييم التدريب وكافة أوراق المتدرب عند انتهاء فترة تدريبه إلكترونياً على البريد الإلكتروني الجامعي، كما يجب أن يقوم المتدرب أيضـاً بإنجاز العرض المرئي أمام لجنة التحكيم لاستيفاء كافة أركان عملية التقييم.

إرشادات تنفيذ التقرير النهائي:

على الطالب المتدرب إعداد عرضاً مرئياً على برنامج (Power-Point) أو أي برنامج مناسب للعرض وفقاً لتخصصه، ويكون بمثابة التقرير النهائي عما أنجزه طوال فتره تدريبه، ويجب أن يتضمن العرض ما يلي:

- **الشريحة الأولى:** يجب أن تحتوي على البيانات الأساسية مثل: (شعار الجامعة – اسم الكلية – اسم المساق والتخصص – اسم الطالب ورقمه الجامعي – اسم المشرف الأكاديمي).

- **الشريحة الثانية:** يجب أن تحتوي على البيانات التالية: (اسم جهة التدريب – تاريخ بداية ونهاية التدريب - اسم المشرف الميداني المسؤول عن متابعة الطالب بجهة التدريب - نبذة مختصرة عن جهة التدريب).

- **باقي شرائح العرض يجب أن تتضمن ما يلي:**

  o توضيح كافة الأعمال والمهام والأنشطة والإنجازات التي قام بها المتدرب خلال فترة تدريبه، على أن تدعم بالوثائق من صور وفيديوهات تؤكد ذلك (كلما أمكن)، كما يجب أن تتضمن أيضاً أي إنتاج قام به المتدرب خلال التدريب؛ مثل: (التقارير، الأخبار، الصور، الأفلام والفيديوهات، التصاميم ...إلخ)؛ ويجب أن توزع هذه الأعمال والمهام وفقاً لتوقيت إنجازها بالتوزيع على عدد أسابيع التدريب.

  o إبراز الإنجازات والمبادرات التي قام بها المتدرب بالتعاون مع جهة تدريبه، وبخاصة التي اقترحها الطالب (إن توافر ذلك).

  o تحديد أوجه استفادة المتدرب خلال مدة تدريبه؛ بتحديد الخبرات والمهارات التي اكتسبها من جهة تدريبه.

  o تحديد أي صعوبات واجهت المتدرب وكيفية تعامله معها، مع عرض مقترحاته لتطوير التدريب بالكلية.

- يُسلم العرض المرئي مع كافة أوراق المتدرب إلي المشرف الأكاديمي، على أن يلتزم المتدرب بحضور لجنة التحكيم التي تقوم بتحكيم: (شكل ومحتوى العرض – أداء المتدرب بالعرض – مدي الالتزام بمده العرض وتسليم الوثائق - الرد على الأسئلة).

تقييم أداء الطالب المتدرب:

يتم تقييم أداء الطلبة المتدريين وفقاً لما يلي:

1. **تقييم المشرف الأكاديمي:** يتولى المشرف الأكاديمي تقييم 30% من درجات الطالب بالمساق وفقاً لنموذج التقييم الخاص به.

2. **تقييم المشرف الميداني:** يتولى المشرف الميداني تقييم 30% من درجات الطالب بالمساق وفقاً لنموذج التقييم الخاص به.

3. **التقييم النهائي للجنة التحكيم:** يتم التقييم النهائي للطالب بعد استيفاءه للعرض المرئي النهائي للتدريب أمام لجنة التحكيم الثلاثية المعتمدة من الكلية، وتُقيم اللجنة 40% من درجات الطالب بالمساق وفقاً لنموذج التقييم المُعد لذلك.

الدرجة	أدوات تقييم التدريب الميداني
30	أداة تقييم المشرف الأكاديمي
30	أداة تقييم المشرف الميداني
40	أداة تقييم لجنة التحكيم
100	إجمالي الدرجة

نظام التقديرات:

بعد اعتماد درجة الطلبة وفقاً لآليات التقييم الثلاث، يتم جمع درجات كل طالب لتحديد الدرجة النهائية التي حصل عليها في مساق التدريب الميداني، ويتم احتساب تقدير الطالب على النحو التالي:

التقدير	الدرجة
Fail	أقل من 60
D	من 60 إلى 64
D+	من 65 إلى 69
C	من 70 إلى 74
C+	من 75 إلى 79
B	من 80 إلى 84
B+	من 85 إلى 89
A	من 90 إلى 100

تقييم وتقويم فعالية عملية التدريب:

يهدف التقويم دائماً إلى التحسين المستمر، لذا تحرص كلية الإعلام على تقويم عملية التدريب من منظور مختلف أطراف العملية التدريبية بهدف التوصل إلى نقاط القوة والاستمرار فيها ونقاط الضعف والعمل على تحسينها لرفع كفاءة العملية التدريبية، وذلك على النحو التالي:

1- التقييم من وجهة نظر الطالب:

يقوم الطالب بتعبئة نموذج التقييم المعد لهذا الغرض، والذي يهدف إلى معرفة وجهة نظره في التدريب من حيث التنظيم والجدوى والإيجابيات والسلبيات؛ مما يسهم في التطوير المستمر لعملية التدريب والتغلب على السلبيات والمعوقات التي تواجهها.

2- التقييم من وجهة نظر المشرف الميداني وجهة التدريب:

يقوم المشرف الميداني في المؤسسة بتقييم عملية التدريب من خلال تعبئة النموذج المعد لهذا الغرض للتعرف على آرائهم في مستوى المتدربين ومهاراتهم ومعدلات أدائهم أثناء فترة التدريب وتقديم الاقتراحات لتحسين وتطوير عملية التدريب مستقبلاً.

3- التقييم من وجهة نظر المشرف الأكاديمي:

يقوم المشرف الأكاديمي بالكلية بتقييم عملية التدريب عبر تعبئة النموذج المعد لهذا الغرض بهدف قياس إيجابياتها وسلبياتها ومدي جدواها، وتقويمها وتطويرها بشكل مستمر.

4- التقويم والتحسين المستمر:

يتم تسليم ملفات مساق التدريب الميداني وتقارير تقييم المساق في نهاية كل فصل دراسي إلي لجنة التقييم والتحسين المستمر بالكلية تمهيداً لأعمال لجنة الفعالية المؤسسية بالكلية، مما يسهم في التطوير والتحسين المستمر لعملية التدريب في كلية الإعلام. كما يقوم مكتب خدمات التوظيف والتهيئة المهنية بالجامعة بإجراء التقويم الشامل للتدريب على مستوي الجامعة.

الملاحق / Appendices

توصيف مساق التدريب الميداني في التصميم الجرافيكي للإعلام

الكلية: الإعلام

البرنامج: بكالوريوس الإعلام

السنة الدراسية: ----/----

الفصل الدراسي: ☐ الخريفي   ☐ الربيعي   ☐الصيفي

1. بيانات أساسية

اسم المساق	التدريب الميداني في التصميم الجرافيكي للإعلام	**رقم المساق**	GRD312

عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

الساعات المعتمدة:	نظري: 0	عملي: 3	المجموع: 3
ساعات الاتصال (ساعات تدريبية):	نظري: 0	عملي: 120	المجموع: 120
نوع المساق:	متطلب تخصص إجباري		
المتطلب السابق (إن وجد):	إنجاز 90 ساعة معتمدة		
المتطلب الموازي (إن وجد):	لا يوجد		

2. أستاذ المساق ومعلومات الاتصال به:

الاسم		رقم المكتب
البريد الإلكتروني		**رقم تحويلة المكتب**

3. توصيف مختصر للمساق:

يتيح هذا المساق تجربة ميدانية متخصصة للطالب عبر إشراكه في بيئة عمل فعلية تتيح له تطبيق المعارف والمهارات التي اكتسبها خلال دراسته المتخصصة في التصميم الجرافيكي للإعلام ، حيث يقضي الطالب ستة أسابيع بواقع (120 ساعة تدريبية) في إحدى المؤسسات الإعلامية أو بأقسام التصميم في المؤسسات الحكومية أو الخاصة المناسبة لمجال تخصصه؛ مما يسهم في ربط معارفه ومهاراته بمتطلبات سوق العمل وتطويره مهنياً في بيئة تدريبية تفاعلية تؤهله للعمل في المجال، وتسهم في رفع كفاءة أداءه لواجباته المهنية، وإمداده بعادات وأخلاقيات العمل وأسس بناء العلاقات المهنية بشكل إيجابي. خلال التدريب يكون الطالب تحت إشراف ميداني من المؤسسة التي يتدرب فيها، بالإضافة إلى المتابعة الأكاديمية من المشرف الأكاديمي بالكلية، وبعد انتهاء فترة التدريب يعد الطالب ويقدم عرضاً مرئياً لما تم إنجازه وأوجه استفادته من التدريب، أمام لجنة تحكيم ثلاثية بالكلية للتأكد من الاستفادة التي اكتسبها، وتقييم إنتاجه خلال فترة التدريب الميداني.

4. مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيتمكن الطالب من أن:

م	مخرجات تعلم المساق (CLOs)	مخرجات تعلم البرنامج PLOs
1	يوظف كافة المعارف والمهارات الفنية في إعداد وتصميم المواد الإعلامية المختلفة بشكل مبتكر.	4 - 6
2	ينتج مواد إعلامية مطبوعة ورقمية تفاعلية بما يؤهله للعمل في المجال.	4 - 6
3	يطبق مهاراته ضمن فريق العمل لإنجاز المهام المطلوبة في مجال التصميم الإعلامي.	11-12
4	يلتزم بالمعايير الأخلاقية والضوابط المهنية خلال ممارسته العملية في مجال التصميم.	9
5	يستخدم التكنولوجيا بشكل فعال في مختلف مراحل العمل بالمجال .	7
6	يُقيم أساليب الممارسة الفنية في مجال التصميم الإعلامي.	5 - 8

5. موضوعات ومحتويات المساق أسبوعياً (نظري):

لا ينطبق

6. موضوعات ومحتويات المساق أسبوعياً (عملي):

الأسبوع	المهارات المستهدفة (#)	التوصيف
1-2	التصميم المطبوع	تطبيق مراحل التصميم (تحديد الموضوع - تحديد الفئة المستهدفة - جمع المعلومات). تطبيق أسس التصميم وتطبيقات اللون في تخطيط التصميمات الأولية وتصميم الشعار، وإبراز الهوية البصرية للمؤسسة. تصميم مطبوعات (مجلات – كتب - مطوية). تصميم ملصقات (داخلية - خارجية - علامات إرشادية). تصميم الرسوم المعلوماتية (انفوجرافيك).
3 - 4	التصميم المتحرك	تطبيق المبادئ الأولية للتصميم المتحرك في تنفيذ اللوحة القصصية. التطبيق باستخدام البرمجيات المتخصصة تصميم دعاية (شعار متحرك - إعلان متحرك – أنفوجراف متحرك). تصميم للقنوات التليفزيونية (هوية – فواصل – مقدمات – مونتاج مرئي)
5 - 6	التصميم التفاعلي	تطبيق مراحل التصميم وإعداد اللوحة القصصية للتصميم التفاعلي لموقع أو تطبيق إلكتروني، مع تصميم المواقع والتطبيقات الذكية باستخدام التطبيقات المتخصصة، وتصميم المواقع التجاوبية. إعداد وتنفيذ العرض التقديمي النهائي للتدريب، تمهيداً لعرضه أمام لجنة التحكيم.

7. ربط مخرجات المساق بأدوات التقييم:

الأداة	CLOs
استمارة تقييم المشرف الأكاديمي	1 – 2 – 3 – 5
استمارة تقييم المشرف الميداني	1 – 2 – 4
استمارة تقييم لجنة التحكيم	1 – 3- 4 -5

8. مهام لا صفية:

المهمة	عنوان المهمة	تاريخ التسليم
1	المشاركة في زيارة ميدانية لمطبعة للتعرف على خامات وأنواع الورق وأهم تقنيات الطباعة في تنفيذ المواد الإعلامية المطبوعة	خلال الأسبوع الثاني

9. تقييم المساق:

أدوات تقييم المساق:

أدوات التقييم	تاريخ التقييم	الوزن لكل آداه (%)
استمارة تقييم المشرف الأكاديمي	من الأسبوع الأول إلي الأسبوع السادس	30
استمارة تقييم المشرف الميداني	الأسبوع السادس	30
استمارة تقييم لجنة التحكيم	بعد انتهاء الأسبوع السادس	40
المجموع	-	**100**

10. متطلبات المساق والسياسة المتبعة:

يُطلب من الطلاب فهم ومراقبة السياسات الجامعية التالية بشكل كامل:

- **سياسة الحضور:**

يُطلب من الطلاب الحضور والمشاركة الكاملة في الفصول والدورات الأخرى المجدولة للمساقات الخاصة بكل منهم، ويؤدي غياب 25٪ من فصول الدورة التدريبية إلى (انسحاب/ فشل) في الدورة (WF)، ويجب على الطلاب أيضًا قراءة "سياسة الحضور" وفهمها والتي يتم نشرها في دليل الطلاب.

الرابط: https://www.ajman.ac.ae/upload/docs/Student_Handbook24.pdf

- **سياسة النزاهة الأكاديمية للطالب:**

تلتزم جامعة عجمان بتطبيق قواعد صارمة للنزاهة الأكاديمية في مساعيها الأكاديمية، ويحظر قانون النزاهة الأكاديمية في الجامعة جميع أشكال خيانة الأمانة الأكاديمية، وهذا يشمل الغش والانتحال وينطبق على جميع الدورات، والواجبات، وتقارير/ أطروحات المشاريع أو الامتحانات التي يكملها الطلاب، ولا تتسامح الجامعة مع أي انتهاك لسوء السلوك الأكاديمي وتفرض نظامًا صارمًا للعقوبات. لمزيد من التفاصيل ، ارجع إلى دليل الطالب.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/student-handbook.html

نظام الدرجات:

تستخدم الجامعة نظام الدرجات النسبية، والذي يعتمد على مقياس من أربع نقاط، ويتم تعيين التقدير الكلي على مقياس الدرجات التالي للمرحلة الجامعية:

F	D	D+	C	C+	B	B+	A	Grades
0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	النقاط
<60	60-64	65-69	70-74	75-79	80-84	85-89	90-100	الدرجة %

لمزيد من التفاصيل ، ارجع إلى كتالوج الطلاب الجامعيين.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/undergraduate-student-catalog

11. إجراءات ومعايير التقييم:

- **الالتزام بالحضور:** على الطالب الانتظام في الحضور بجهة تدريبه لمدة (6 أسابيع) بإجمالي (120 ساعة تدريبية)، حيث يتم التدريب بواقع (4 ساعات يومياً، لمدة 5 أيام بالأسبوع)، وُيلغى تدريب الطالب إذا تجاوزت نسبة غيابه (25 %)، شريطة أن يؤكد ذلك المشرف الميداني في تقرير موجه لمنسق التدريب بالكلية.

- **المتابعة والتواصل والإنجاز:** يلتزم الطالب بالمتابعة والتواصل المستمر مع المشرف الميداني بجهة التدريب، وكذلك مع المشرف الأكاديمي بالكلية، مع مراعاة أن يُسجل الطالب تقرير عن كل أسبوع تدريبي (استمارة 4) عما يتم إنجازه، مع توقيعهم واعتمادهم من المشرف الميداني وختمهم من جهة التدريب، وفي نهاية فتره التدريب يُسلم الطالب التقارير الست للمشرف الأكاديمي، مرفقة باستمارة تقييمه لعملية التدريب (استمارة 3).

- **تقييم الطالب خلال التدريب:** يتم تقييم الطالب من المشرف الميداني بنسبة (30%) بناء على (استمارة 1)، كما يُقيم عملية التدريب في (استمارة 2)، كما يتم تقييم الطالب من المشرف الأكاديمي بنسبة (30%) بناء على (استمارة 5).

- **تقييم لجنة التحكيم:** على الطالب إعداد عرض مرئي بعد انتهاء فترة تدريبه، وتقديمه أمام لجنة التحكيم الثلاثية التي تُعقد بالكلية - ويجوز أن يحضر لجنة التحكيم عضو خارجي - ويعتبر هذا العرض بمثابة التقرير النهائي عما أنجزه الطالب طوال فتره تدريبه، ويتم التحكيم وفقاً للبنود التالية: (شكل العرض – محتوي العرض – أداء الطالب خلال العرض – الالتزامبالوقت المحدد - الالتزامبتقديم الأوراق المطلوبة). ويجب أن يُسلم الطالب نسخة إلكترونية من العرض التقديمي مع كافة أوراقه إلي المشرف الأكاديمي عن تدريبه، على أن يتضمن محتوي العرض ما يلي:

○ **بيانات الطالب وجهة التدريب:** (شعار الجامعة – اسم الكلية – اسم المساق والتخصص – اسم الطالب – الرقم الجامعي للطالب – اسم المشرف الأكاديمي - جهة التدريب – تاريخ بداية ونهاية التدريب - نبذة مختصرة عن جهة التدريب - اسم المشرف الميداني بجهة التدريب).

○ **الإنجازات:** علي الطالب توضيح كافة الأعمال والمهام والأنشطة والإنجازات التي قام بها خلال فترة تدريبه، ومرفق بها الوثائق والأدلة من صور وفيديوهات تؤكد ذلك (كلما أمكن)، كما يجب أن يتضمن الإنتاج الذي قام به خلال التدريب؛ على أن توزع هذه الأعمال والمهام وفقاً لتوقيت إنجازها بأسابيع التدريب الست. ومن المهم إبراز الإنجازات والمبادرات التي قام بها الطالب بالتعاون مع الجهة، وبخاصة تلك التي اقترحها على جهة التدريب (إن توافر ذلك).

○ **أوجه الاستفادة:** يجب أن يُحدد الطالب أوجه استفادته من التدريب؛ والمعارف والخبرات والمهارات التي اكتسبها.

○ **الصعوبات والمقترحات:** في حالة وجود أي صعوبات يجب أن تحددها الطالب موضحاً كيفية تعامله معها، مع أهمية إبراز الطالب لمقترحاته لتطوير التدريب بالكلية.

12. منهجيات التعليم والتعلم:

يختلف مساق التدريب الميداني عن المساقات الأخرى، في كونه يتم خارج الفصول الدراسية؛ حيث تتم عملية التعلم في بيئة عمل فعلية؛ لذا يتم الاعتماد بشكل أساسي على استراتيجيات التعلم النشط، مثل:

- التعلم التعاوني.
- التعلم بالمشاركة.
- التعلم الذاتي.
- التعلم الإلكتروني.
- لعب الأدوار.
- التوجيه والإرشاد الميداني.
- التوجيه والإرشاد الأكاديمي.

13. الكتاب المقرر والمراجع:

أ. كتاب المساق

- غير محدد نظراً لطبيعة المساق.

ب. المراجع أو القراءات الموصى بها:

- غير محدد نظراً لطبيعة المساق، وستختلف المراجع باختلاف أفكار الطلبة بمشروعات تخرجهم.

ج. المواد التعليمية ومصادر التعلم:

- المراجع المطبوعة بمكتبة الجامعة.
- قواعد البيانات بالمكتبة الرقمية.
- المصادر المتاحة على شبكة الإنترنت.

- إصدارات المؤسسات (جهات التدريب).
- أنشطة لا صفية.
- Moodle System

توقيع أستاذ المساق	التاريخ
توقيع رئيس القسم	التاريخ

توصيف مساق التدريب الميداني في الاتصالات التسويقية المتكاملة

الكلية: الإعلام

البرنامج: بكالوريوس الإعلام

السنة الدراسية: ----/----

الفصل الدراسي: ☐ الخريفي ☐ الربيعي ☐ الصيفي

1. بيانات أساسية

اسم المساق	التدريب الميداني في الاتصالات التسويقية المتكاملة	رقم المساق	PRI412

عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

الساعات المعتمدة:	نظري: 0	عملي: 6	المجموع: 3
ساعات الاتصال (ساعات تدريبية):	نظري: 0	عملي: 120	المجموع: 120
نوع المساق:	متطلب تخصص إجباري		
المتطلب السابق (إن وجد):	إنجاز 90 ساعة معتمدة		
المتطلب الموازي (إن وجد):	لا يوجد		

2. أستاذ المساق ومعلومات الاتصال به:

الاسم		رقم المكتب	
البريد الإلكتروني		رقم تحويلة المكتب	

3. توصيف مختصر للمساق:

يتيح هذا المساق تجربة ميدانية متخصصة للطالب عبر إشراكه في بيئة عمل فعلية تتيح له تطبيق المعارف والمهارات التي اكتسبها خلال دراسته للاتصالات التسويقية المتكاملة ، حيث يقضي الطالب ستة أسابيع بواقع (١٢٠ ساعة تدريبية) في إدارات المختصة بالاتصال في إحدى المؤسسات الحكومية أو الخاصة؛ مما يسهم في ربط معارفه ومهاراته بمتطلبات سوق العمل وتطويره مهنياً في بيئة تدريبية تفاعلية تؤهله للعمل في المجال، وتسهم في رفع كفاءة أداءه لواجباته المهنية، وإمداده بعادات وأخلاقيات العمل وأسس بناء العلاقات المهنية بشكل إيجابي. خلال التدريب يكون الطالب تحت إشراف ميداني من المؤسسة التي يتدرب فيها، بالإضافة إلى المتابعة الأكاديمية من المشرف الأكاديمي بالكلية، وبعد انتهاء فترة التدريب يعد الطالب ويقدم عرضاً مرئياً لما تم إنجازه وأوجه استفادته من التدريب، أمام لجنة تحكيم ثلاثية بالكلية للتأكد من الاستفادة التي اكتسبها، وتقييم إنتاجه خلال فترة التدريب الميداني.

4. مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيكون الطالب قادراً على أن:

مخرجات تعلم البرنامج PLOs	مخرجات تعلم المساق (CLOs)	م
6 - 4	يوظف كافة المعارف والمهارات الفنية في إعداد مواد الاتصالات التسويقية المتكاملة.	1
6 - 4	ينتج مختلف مواد الاتصالات التسويقية المتكاملة بما يؤهله للعمل في المجال.	2
12 - 11	يتواصل بشكل فعال ضمن فريق العمل لإنجاز المهام المطلوبة في المجال.	3
9	يلتزم بالمعايير الأخلاقية والضوابط المهنية في ممارسة أعمال الاتصالات التسويقية المتكاملة.	4

| 7 | يستخدم التكنولوجيا بشكل فعال في مختلف أعمال وممارسات الاتصالات التسويقية المتكاملة. | 5 |
| 5 - 8 | يُقيم أساليب الممارسة في مجال الاتصالات التسويقية المتكاملة. | 6 |

5. موضوعات ومحتويات المساق أسبوعياً (نظري):

لا ينطبق

6. موضوعات ومحتويات المساق أسبوعياً (عملي):

التوصيف	(#) المهارات المستهدفة	الأسبوع
التعريف بإدارات المؤسسة وأقسامها، وبالهيكل التنظيمي، وسياسات المؤسسة. كتابة المخاطبات الإدارية. إعداد التقارير الإدارية.	التعريف بالمؤسسة وبسياسات العمل في مجال الاتصالات التسويقية المتكاملة. مهارات العمل الإداري في مجال الاتصالات التسويقية المتكاملة.	1
إعداد الخطط (القصيرة، المتوسطة، الطويلة) المدي. مهارات تخطيط وتنفيذ أنشطة وفعاليات المؤسسة.	مهارات التخطيط لأنشطة المؤسسة. أسس المراسم والبروتوكول في استقبال زوار المؤسسة.	2
مهارات إعداد وتنفيذ مطبوعات ورسائل الاتصالات التسويقية المتكاملة وبخاصة (مجلة المؤسسة – مواد الدعاية والإعلان والتسويق – الكتيبات – النشرات - الملصقات.. وغيرها).	إنتاج المطبوعات ورسائل الاتصالات التسويقية المتكاملة بالمؤسسات.	3
مهارات إعداد وتنفيذ المواد المسموعة والمرئية في مجال الاتصالات التسويقية المتكاملة.	إنتاج المواد المسموعة والمرئية في مجال الاتصالات التسويقية المتكاملة.	4
مهارات تحرير الأخبار على المواقع الإلكترونية المؤسسية وشبكات التواصل الاجتماعي. مهارات التصوير وتغطية الفعاليات المؤسسية. مهارات التواصل مع الجمهور عبر الوسائل الإلكترونية.	النشر المؤسسي الإلكتروني بالمواقع الإلكترونية وشبكات التواصل الاجتماعي.	5
آليات تقويم أنشطة الاتصالات التسويقية المتكاملة. أساليب تصميم وتنفيذ البحوث المؤسسية الميدانية واستطلاعات الرأي لجماهير المؤسسة. إعداد وتنفيذ العرض التقديمي النهائي للتدريب، تمهيداً لعرضه أمام لجنة التحكيم.	تقويم أنشطة وفعاليات الاتصالات التسويقية المتكاملة.	6

7. ربط مخرجات المساق بأدوات التقييم:

أدوات التقييم	# CLO
استمارة تقييم المشرف الأكاديمي	1 – 2 – 3 – 5
استمارة تقييم المشرف الميداني	1 – 2 – 4
استمارة تقييم لجنة التحكيم	1 – 3 -4 -5

8. مهام لا صفية:

تاريخ التسليم	عنوان المهمة	المهمة
وفقاً لتاريخ الفعالية	المشاركة في الفعاليات المجتمعية داخل دولة الإمارات أو بجهة التدريب	1
في حالة حدوثها	المشاركة في إدارة الأزمات المؤسسية	2

9. **تقييم المساق:**

أدوات تقييم المساق:

الوزن لكل آداه (%)	تاريخ التقييم	أدوات التقييم
30	الأسبوع الأول - الأسبوع السادس	استمارة تقييم المشرف الأكاديمي
30	الأسبوع السادس	استمارة تقييم المشرف الميداني
40	بعد انتهاء الأسبوع السادس	استمارة تقييم لجنة التحكيم
100	-	**المجموع**

10.**متطلبات المساق والسياسة المتبعة:**

يُطلب من الطلاب فهم ومراقبة السياسات الجامعية التالية بشكل كامل:

• **سياسة الحضور:**

يُطلب من الطلاب الحضور والمشاركة الكاملة في الفصول والدورات الأخرى المجدولة للمساقات الخاصة بكل منهم، ويؤدي غياب 25٪ من فصول الدورة التدريبية إلى (انسحاب/ فشل) في الدورة (WF)، ويجب على الطلاب أيضًا قراءة "سياسة الحضور" وفهمها والتي يتم نشرها في دليل الطلاب.

الرابط: https://www.ajman.ac.ae/upload/docs/Student_Handbook24.pdf

• **سياسة النزاهة الأكاديمية للطالب:**

تلتزم جامعة عجمان بتطبيق قواعد صارمة للنزاهة الأكاديمية في مساعيها الأكاديمية، ويحظر قانون النزاهة الأكاديمية في الجامعة جميع أشكال خيانة الأمانة الأكاديمية، وهذا يشمل الغش والانتحال وينطبق على جميع الدورات، والواجبات، وتقارير/ أطروحات المشاريع أو الامتحانات التي يكملها الطلاب، ولا تتسامح الجامعة مع أي انتهاك لسوء السلوك الأكاديمي وتفرض نظامًا صارمًا للعقوبات. لمزيد من التفاصيل ، ارجع إلى دليل الطالب.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/student-handbook.html

نظام الدرجات:

تستخدم الجامعة نظام الدرجات النسبية، والذي يعتمد على مقياس من أربع نقاط، ويتم تعيين التقدير الكلي على مقياس الدرجات التالي للمرحلة الجامعية:

F	D	D+	C	C+	B	B+	A	Grades
0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	النقاط
<60	60-64	65-69	70-74	75-79	80-84	85-89	90-100	**الدرجة %**

لمزيد من التفاصيل ، ارجع إلى كتالوج الطلاب الجامعيين.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/undergraduate-student-catalog

11.**إجراءات ومعايير التقييم:**

• **الالتزام بالحضور:** على الطالب الانتظام في الحضور بجهة تدريبه لمدة (6 أسابيع) بإجمالي (120 ساعة تدريبية)، حيث يتم التدريب بواقع (4 ساعات يومياً، لمدة 5 أيام بالأسبوع)، ويُلغى تدريب الطالب إذا تجاوزت نسبة غيابه (25 %)، شريطة أن يؤكد ذلك المشرف الميداني في تقرير موجه لمنسق التدريب بالكلية.

- **المتابعة والتواصل والإنجاز:** يلتزم الطالب بالمتابعة والتواصل المستمر مع المشرف الميداني بجهة التدريب، وكذلك مع المشرف الأكاديمي بالكلية، مع مراعاة أن يُسجل الطالب تقرير عن كل أسبوع تدريبي (استمارة 4) عما يتم إنجازه، مع توقيعهم واعتمادهم من المشرف الميداني وختمهم من جهة التدريب، وفي نهاية فتره التدريب يُسلم الطالب التقارير الست للمشرف الأكاديمي، مرفقة باستمارة تقييمه لعملية التدريب (استمارة 3).

- **تقييم الطالب خلال التدريب:** يتم تقييم الطالب من المشرف الميداني بنسبة (30%) بناء على (استمارة 1)، كما يُقيم عملية التدريب في (استمارة 2)، كما يتم تقييم الطالب من المشرف الأكاديمي بنسبة (30%) بناء على (استمارة 5).

- **تقييم لجنة التحكيم:** على الطالب إعداد عرض مرئي بعد انتهاء فترة تدريبه، وتقديمه أمام لجنة التحكيم الثلاثية التي تُعقد بالكلية - ويجوز أن يحضر لجنة التحكيم عضو خارجي - ويعتبر هذا العرض بمثابة التقرير النهائي عما أنجزه الطالب طوال فتره تدريبه، ويتم التحكيم وفقاً للبنود التالية: (شكل العرض – محتوي العرض – أداء الطالب خلال العرض – الالتزامبالوقت المحدد - الالتزامبتقديم الأوراق المطلوبة). ويجب أن يُسلم الطالب نسخة إلكترونية من العرض التقديمي مع كافة أوراقه إلي المشرف الأكاديمي عن تدريبه، على أن يتضمن محتوي العرض ما يلي:

  - **بيانات الطالب وجهة التدريب:** (شعار الجامعة – اسم الكلية – اسم المساق والتخصص – اسم الطالب - الرقم الجامعي للطالب – اسم المشرف الأكاديمي - جهة التدريب – تاريخ بداية ونهاية التدريب - نبذة مختصرة عن جهة التدريب - اسم المشرف الميداني بجهة التدريب).

  - **الإنجازات:** علي الطالب توضيح كافة الأعمال والمهام والأنشطة والإنجازات التي قام بها خلال فترة تدريبه، ومرفق بها الوثائق والأدلة من صور وفيديوهات تؤكد ذلك (كلما أمكن)، كما يجب أن يتضمن الإنتاج الذي قام به خلال التدريب؛ على أن توزع هذه الأعمال والمهام وفقاً لتوقيت إنجازها بأسابيع التدريب الست. ومن المهم إبراز الإنجازات والمبادرات التي قام بها الطالب بالتعاون مع الجهة، وبخاصة تلك التي اقترحها على جهة التدريب (إن توافر ذلك).

  - **أوجه الاستفادة:** يجب أن يُحدد الطالب أوجه استفادته من التدريب؛ والمعارف والخبرات والمهارات التي اكتسبها.

  - **الصعوبات والمقترحات:** في حالة وجود أي صعوبات يجب أن تحددها الطالب موضحاً كيفية تعامله معها، مع أهمية إبراز الطالب لمقترحاته لتطوير التدريب بالكلية.

10. منهجيات التعليم والتعلم:

يختلف مساق التدريب الميداني عن المساقات الأخرى، في كونه يتم خارج الفصول الدراسية؛ حيث تتم عملية التعلم في بيئة عمل فعلية؛ لذا يتم الاعتماد بشكل أساسي على استراتيجيات التعلم النشط، مثل:

- التعلم التعاوني.
- التعلم بالمشاركة.
- التعلم الذاتي.
- التعلم الإلكتروني.
- لعب الأدوار.
- التوجيه والإرشاد الميداني.
- التوجيه والإرشاد الأكاديمي.
- التوجيه والإرشاد من لجنة التحكيم.

11. الكتاب المقرر والمراجع:

أ. كتاب المساق

لا يوجد نظراً لطبيعة المساق

ب. المراجع أو القراءات الموصى بها:

غير محدد نظراً لطبيعة المساق، وستختلف المراجع باختلاف طبيعة أماكن العمل.

ج. المواد التعليمية ومصادر التعلم:

- المراجع المطبوعة بمكتبة الجامعة.
- قواعد البيانات بالمكتبة الرقمية.
- المصادر المتاحة على شبكة الإنترنت.
- إصدارات المؤسسات (جهات التدريب).
- شبكات التواصل الاجتماعي.
- أنشطة لا صفية.
- نظام التعليم الإلكتروني Moodle

توقيع أستاذ المساق	التاريخ
توقيع رئيس القسم	التاريخ

توصيف مساق التدريب الميداني في الإنتاج الإذاعى والتلفزيونى

الكلية: الإعلام

البرنامج: بكالوريوس الإعلام

السنة الدراسية: ----/----

الفصل الدراسي: ☐ الخريفي   ☐ الربيعي   ☐الصيفي

1. بيانات أساسية

اسم المساق	التدريب الميداني في الإنتاج الإذاعي والتليفزيوني	رقم المساق	RTV412

عدد الساعات المعتمدة وساعات الاتصال والمتطلبات السابقة:

الساعات المعتمدة:	نظري: 0	عملي: 3	المجموع: 3
ساعات الاتصال (ساعات تدريبية):	نظري: 0	عملي: 120	المجموع: 120
نوع المساق:	متطلب تخصص إجباري		
المتطلب السابق (إن وجد):	إنجاز 90 ساعة معتمدة		
المتطلب الموازي (إن وجد):	لا يوجد		

2. أستاذ المساق ومعلومات الاتصال به:

الاسم		رقم المكتب	
البريد الإلكتروني		**رقم تحويلة المكتب**	

3. توصيف مختصر للمساق:

يتيح هذا المساق تجربة ميدانية متخصصة للطالب عبر إشراكه في بيئة عمل فعلية تتيح له تطبيق المعارف والمهارات التي اكتسبها خلال دراسته المتخصصة في الإذاعة والتلفزيون، حيث يقضي الطالب ستة أسابيع بواقع (١٢٠ ساعة تدريبية) في إحدى المؤسسات الإعلامية أو بإحدى المؤسسات العاملة في مجال الإنتاج الإذاعي والتليفزيوني ؛ مما يسهم في ربط معارفه ومهاراته بمتطلبات سوق العمل وتطويره مهنياً في بيئة تدريبية تفاعلية تؤهله للعمل في المجال، وتسهم في رفع كفاءة أداءه لواجباته المهنية، وإمداده بعادات وأخلاقيات العمل وأسس بناء العلاقات المهنية بشكل إيجابي. خلال التدريب يكون الطالب تحت إشراف ميداني من المؤسسة التي يتدرب فيها، بالإضافة إلى المتابعة الأكاديمية من المشرف الأكاديمي بالكلية، وبعد انتهاء فترة التدريب يعد الطالب ويقدم عرضاً مرئياً لما تم إنجازه وأوجه استفادته من التدريب، أمام لجنة تحكيم ثلاثية بالكلية للتأكد من الاستفادة التي اكتسبها، وتقييم إنتاجه خلال فترة التدريب الميداني.

4. مخرجات تعلم المساق (CLOs):

عند الانتهاء بنجاح من المساق، سيكون الطالب قادرًا على أن:

م	مخرجات تعلم المساق (CLOs)	مخرجات تعلم البرنامج PLOs
1	يوظف كافة المعارف والمهارات الفنية في إعداد و إنتاج المواد الإذاعية و التليفزيونية.	6 - 4
2	ينتج مختلف أنواع البرامج الإذاعية والتليفزيونية بما يؤهله للعمل في المجال.	6 - 4
3	يتواصل بشكل فعال ضمن فريق العمل لإنجاز المهام المطلوبة في مجال الإنتاج الإذاعي و التليفزيوني.	12 - 11
4	يلتزم بالمعايير الأخلاقية والضوابط المهنية في إنتاجه الإذاعي و التليفزيوني .	9
5	يستخدم التكنولوجيا بشكل فعال في مختلف مراحل الإنتاج الإذاعي والتليفزيوني.	7

| | 6 | يُقيم أساليب الممارسة الفنية في الإنتاج الإذاعي والتليفزيوني. | 8 - 5 |

5. موضوعات ومحتويات المساق أسبوعياً (نظري):

لا ينطبق.

6. موضوعات ومحتويات المساق أسبوعياً (عملي):

الأسبوع	المهارات المستهدفة (#)	التوصيف
1	التعريف بالمؤسسة وسياستها وأقسامها. أسس إنتاج الأخبار الإذاعية والتليفزيونية.	التعرف على المؤسسة و أقسامها و سياستها الإعلامية. تحرير الأخبار الإذاعية والتليفزيونية والتقارير الإخبارية، واستخدام INews System في غرفة الأخبار. وإنتاج نشرات الأخبار والبرامج الإخبارية، ومتابعة كافة مراحل الإنتاج الإخباري بداية من مصادر الخبر إلى ظهوره على الشاشة، ويكلف الطالب بتحرير الأخبار الإذاعية والتليفزيونية وإعداد وتصوير ومونتاج التقارير الإخبارية.
2	كتابة النصوص الإذاعية والتليفزيونية	الكتابة للإذاعة و التليفزيون كبرامج التحقيق، و المجلة، والبرامج الوثائقية، والبرامج الترفيهية، والأعمال الدرامية، والتدريب على كتابة السيناريو وفن رواية القصة التليفزيونية Storytelling و توظيف ال Story board. طرح أفكار لبرامج إذاعية و تليفزيونية وكتابة سيناريو كامل لها .
3	الإنتاج الإذاعي والتليفزيوني مهارات التقديم والإلقاء	إنتاج المواد المسموعة للراديو، ومونتاج الصوت، والدوبلاج والتخطيط والتنفيذ والإخراج الإذاعي. تطبيق مختلف أنواع الأداء سواء الإخباري أو الإعلاني أو تقديم البرامج الحوارية والترفيهية والتعليق الصوتي والدوبلاج.
4	الإضاءة و التصوير الإخراج الإذاعي والتليفزيوني	إعداد الإضاءة الداخلية بالاستديو، وضبط الإضاءة في التصوير الخارجي، والتصوير الاحترافي لإنتاج إذاعي وتليفزيوني متميز. تطبيق أسس وفنون الإخراج الإذاعي والتليفزيوني للبرامج المسجلة والبث المباشر.
5	المونتاج المرئي وتوظيف الجرافيك التليفزيوني	تطبيق مهارات المونتاج المرئي للإنتاج الإذاعي والتليفزيوني. توظيف تقنيات الجرافيك المتحرك في البث التليفزيوني.
6	إنتاج المواد المرئية والمسموعة إدارة المحتوى على شبكات التواصل الاجتماعي	إنتاج برنامج إذاعي وتليفزيوني متكامل بمختلف مراحله (كتابة السيناريو – التقديم - التصوير – الإخراج – المونتاج). إدارة المحتوي علي شبكات التواصل الاجتماعي، وعلى مواقع الإذاعات والقنوات التليفزيونية على شبكة الإنترنت. إعداد وتنفيذ العرض التقديمي النهائي للتدريب، تمهيداً لعرضه أمام لجنة التحكيم.

7. ربط مخرجات المساق بأدوات التقييم:

CLO #	أدوات التقييم
1 – 2 – 3 - 5	استمارة تقييم المشرف الأكاديمي
1 – 2 - 4	استمارة تقييم المشرف الميداني
1 – 3 -4 -5	استمارة تقييم لجنة التحكيم

8. مهام لا صفية:

المهمة	عنوان المهمة	تاريخ التسليم
1	المشاركة في تغطية الفعاليات المجتمعية بدولة الإمارات أو بجهة التدريب	وفقاً لتاريخ الفعالية
2	متابعة ما ينشر في الصحف الإلكترونية وشبكات التواصل الاجتماعي	من الأسبوع الأول والثاني

9. تقييم المساق:

أدوات تقييم المساق:

الوزن لكل آداه (%)	تاريخ التقييم	أدوات التقييم
30	الأسبوع الأول إلي الأسبوع السادس	استمارة تقييم المشرف الأكاديمي
30	الأسبوع السادس	استمارة تقييم المشرف الميداني
40	بعد انتهاء الأسبوع السادس	استمارة تقييم لجنة التحكيم

10. متطلبات المساق والسياسة المتبعة:

يُطلب من الطلاب فهم ومراقبة السياسات الجامعية التالية بشكل كامل:

- **سياسة الحضور:**

يُطلب من الطلاب الحضور والمشاركة الكاملة في الفصول والدورات الأخرى المجدولة للمساقات الخاصة بكل منهم، ويؤدي غياب 25٪ من فصول الدورة التدريبية إلى (انسحاب/ فشل) في الدورة (WF)، ويجب على الطلاب أيضًا قراءة "سياسة الحضور" وفهمها والتي يتم نشرها في دليل الطلاب.

الرابط: https://www.ajman.ac.ae/upload/docs/Student_Handbook24.pdf

- **سياسة النزاهة الأكاديمية للطالب:**

تلتزم جامعة عجمان بتطبيق قواعد صارمة للنزاهة الأكاديمية في مساعيها الأكاديمية، ويحظر قانون النزاهة الأكاديمية في الجامعة جميع أشكال خيانة الأمانة الأكاديمية، وهذا يشمل الغش والانتحال وينطبق على جميع الدورات، والواجبات، وتقارير/ أطروحات المشاريع أو الامتحانات التي يكملها الطلاب، ولا تتسامح الجامعة مع أي انتهاك لسوء السلوك الأكاديمي وتفرض نظامًا صارمًا للعقوبات. لمزيد من التفاصيل ، ارجع إلى دليل الطالب.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/student-handbook.html

نظام الدرجات:

تستخدم الجامعة نظام الدرجات النسبية، والذي يعتمد على مقياس من أربع نقاط، ويتم تعيين التقدير الكلي على مقياس الدرجات التالي للمرحلة الجامعية:

F	D	D+	C	C+	B	B+	A	Grades
0	1.0	1.5	2.0	2.5	3.0	3.5	4.0	النقاط
<60	60-64	65-69	70-74	75-79	80-84	85-89	90-100	الدرجة %

لمزيد من التفاصيل ، ارجع إلى كتالوج الطلاب الجامعيين.

الرابط: https://www.ajman.ac.ae/ar/admissions/undergraduate/undergraduate-student-catalog

11. إجراءات ومعايير التقييم:

- **الالتزام بالحضور:** على الطالب الانتظام في الحضور بجهة تدريبه لمدة (6 أسابيع) بإجمالي (120 ساعة تدريبية)، حيث يتم التدريب بواقع (4 ساعات يومياً، لمدة 5 أيام بالأسبوع)، ويُلغى تدريب الطالب إذا تجاوزت نسبة غيابه (25 %)، شريطة أن يؤكد ذلك المشرف الميداني في تقرير موجه لمنسق التدريب بالكلية.

- **المتابعة والتواصل والإنجاز:** يلتزم الطالب بالمتابعة والتواصل المستمر مع المشرف الميداني بجهة التدريب، وكذلك مع المشرف الأكاديمي بالكلية، مع مراعاة أن يُسجل الطالب تقرير عن كل أسبوع تدريبي (استمارة 4) عما يتم إنجازه، مع توقيعهم واعتمادهم من

المشرف الميداني وختمهم من جهة التدريب، وفي نهاية فتره التدريب يُسلم الطالب التقارير الست للمشرف الأكاديمي، مرفقة باستمارة تقييمه لعملية التدريب (استمارة 3).

- **تقييم الطالب خلال التدريب:** يتم تقييم الطالب من المشرف الميداني بنسبة (30%) بناء على (استمارة 1)، كما يُقيم عملية التدريب في (استمارة 2)، كما يتم تقييم الطالب من المشرف الأكاديمي بنسبة (30%) بناء على (استمارة 5).

- **تقييم لجنة التحكيم:** على الطالب إعداد عرض مرئي بعد انتهاء فترة تدريبه، وتقديمه أمام لجنة التحكيم الثلاثية التي تُعقد بالكلية - ويجوز أن يحضر لجنة التحكيم عضو خارجي - ويعتبر هذا العرض بمثابة التقرير النهائي عما أنجزه الطالب طوال فتره تدريبه، ويتم التحكيم وفقاً للبنود التالية: (شكل العرض – محتوي العرض – أداء الطالب خلال العرض – الالتزامبالوقت المحدد - الالتزامبتقديم الأوراق المطلوبة). ويجب أن يُسلم الطالب نسخة إلكترونية من العرض التقديمي مع كافة أوراقه إلي المشرف الأكاديمي عن تدريبه، على أن يتضمن محتوي العرض ما يلي:

  - **بيانات الطالب وجهة التدريب:** (شعار الجامعة – اسم الكلية – اسم المساق والتخصص – اسم الطالب - الرقم الجامعي للطالب – اسم المشرف الأكاديمي - جهة التدريب – تاريخ بداية ونهاية التدريب - نبذة مختصرة عن جهة التدريب - اسم المشرف الميداني بجهة التدريب).

  - **الإنجازات:** علي الطالب توضيح كافة الأعمال والمهام والأنشطة والإنجازات التي قام بها خلال فترة تدريبه، ومرفق بها الوثائق والأدلة من صور وفيديوهات تؤكد ذلك (كلما أمكن)، كما يجب أن يتضمن الإنتاج الذي قام به خلال التدريب؛ على أن توزع هذه الأعمال والمهام وفقاً لتوقيت إنجازها بأسابيع التدريب الست. ومن المهم إبراز الإنجازات والمبادرات التي قام بها الطالب بالتعاون مع الجهة، وبخاصة تلك التي اقترحها على جهة التدريب (إن توافر ذلك).

  - **أوجه الاستفادة:** يجب أن يُحدد الطالب أوجه استفادته من التدريب؛ والمعارف والخبرات والمهارات التي اكتسبها.

  - **الصعوبات والمقترحات:** في حالة وجود أي صعوبات يجب أن تحددها الطالب موضحاً كيفية تعامله معها، مع أهمية إبراز الطالب لمقترحاته لتطوير التدريب بالكلية.

12. منهجيات التعليم والتعلم:

يختلف مساق التدريب الميداني عن المساقات الأخرى، في كونه يتم خارج الفصول الدراسية؛ حيث تتم عملية التعلم في بيئة عمل فعلية؛ لذا يتم الاعتماد بشكل أساسي على استراتيجيات التعلم النشط، مثل:

- التعلم التعاوني.
- التعلم بالمشاركة.
- التعلم الذاتي.
- التعلم الإلكتروني.
- لعب الأدوار.
- التوجيه والإرشاد الميداني.
- التوجيه والإرشاد الأكاديمي.

13. الكتاب المقرر والمراجع:

أ. كتاب المساق

لا يوجد نظراً لطبيعة المساق

ب. المراجع أو القراءات الموصى بها:

غير محدد نظراً لطبيعة المساق، وستختلف المراجع باختلاف أفكار الطلبة بمشروعات تخرجهم.

ج. المواد التعليمية ومصادر التعلم:

- المراجع المطبوعة بمكتبة الجامعة.
- قواعد البيانات بالمكتبة الرقمية.
- المصادر المتاحة على شبكة الإنترنت.
- إصدارات المؤسسات (جهات التدريب).
- أنشطة لا صفية.
- Moodle System
- وكالات الأنباء والصحف الإلكترونية.

توقيع أستاذ المساق	**التاريخ**
توقيع رئيس القسم	**التاريخ**

اتفاقيات جهات التدريب	
منطقة عجمان الحرة	1
الإدارة العامة للإقامة وشؤون الأجانب	2
القيادة العامة لشرطة عجمان	3
المجلس التنفيذي بعجمان	4
الهيئة الاتحادية للموارد البشرية الحكومية	5
حكومة عجمان الإلكترونية	6
دائرة البلدية والتخطيط	7
دائرة التنمية الاقتصادية	8
دائرة الميناء والجمارك بعجمان	9
شبكة رؤية عجمان الإعلامية	10
غرفة تجارة وصناعة عجمان	11
مدينة الشيخ خليفة الطبية بعجمان	12
مصرف عجمان	13
مؤسسة المواصلات العامة - عجمان	14
منطقة عجمان التعليمية	15
مؤسسة الشعلة التعليمية	16
جمعية بيت الخير	17
جمعية دار البر	18
Gulf Craft	19
منطقة عجمان الطبية	20

College of Mass Communication Form for Selecting the Internship Providers Academic Year (2019 – 2020) Form (1)	كلية الإعلام اختيار جهات التدريب العام الجامعي (2019 – 2020) استمارة (1)

بيانات الطالب	
Student Name	اسم الطالب
Student ID	الرقم الجامعي للطالب
Major	التخصص الدراسي
☐ طالب- Male student	☐ طالبة - Female student
☐ الخريفي - Fall	☐ الربيعي - Spring	☐ الصيفي 1- Summer1	☐الصيفي 2 - Summer2

بيانات جهة التدريب	
Internship Institution Name	اسم جهة التدريب
Internship Institution Sector	مجال جهة التدريب

The internship provider collects one point for each item. The selection will be made if the institution takes at least 4 marks out of 7 marks.	تحصل جهة التدريب على نقطة في حالة توافر أي عنصر من العناصر التالية، ويتم إقرار اختيار المؤسسة إذا حصلت على 4 درجات على الأقل من 7 درجات.

Availability مدي توافر العنصر		Item - العنصر	No.
NO - لا	Yes - نعم		
		The institution environment is safe and reputable environments for students. بيئة العمل بالمؤسسة آمنة للطالب وذات سمعة طيبة.	1
		The internship institution meets all national employment and other relevant laws and regulations تعمل جهة التدريب وفقاً لكافة لوائح وقوانين العمل الوطنية	2
		The internship provider is relevant to the student major. تتوافق جهة التدريب مع مجال تخصص الطالب.	3
		The internship provider has great field experience in the student major. جهة التدريب لديها الخبرة في مجال تخصص الطالب.	4
		The internship institution provides an internship student with sufficient and beneficial field supervision. يتوافر بجهة التدريب إشرافاً ميدانياً مفيداً للطالب.	5
		The internship institution location is suitable for the student residence place. موقع جهة التدريب مناسب لمكان إقامة الطالب.	6
		There should not be any relationship between the internship provider (owner or field supervisor), and the internship student. ألا تكون هناك أي صلة تربط بين جهة التدريب سواء مالك الجهة أو المشرف الميداني، وبين طالب التدريب.	7
		النتيجة - Result	الإجمالي - Total

Training coordinator Signature / توقيع منسق التدريب : .... التاريخ:Date: / / 2020

Student Signature/ توقيع الطالب : .... التاريخ:Date: / / 2020

نموذج طلب تدريب

كلـية الإعـلام
مكتب العميد   التاريخ: /   /

السادة /   **المحترمين**

تحية طيبة وبعد..

الموضوع: التدريب الميداني لطلبة الكلية للفصل الدراسي .... (............../...........)

تهديكم كلية الإعلام، جامعة عجمان أطيب تحياتها متمنين لكم دوام التوفيق والنجاح، وإشــارة إلى الموضــوع أعلاه، وباعتبار أن التدريب الميداني للطلبة هو أحد الركائز الأســاســية في تطبيق الجانب العملي على المنظومة الأكاديمية التي يتحصــل عليها الطالب أثناء دراسته. يرجى التكرم بالموافقة على تدريب:

فترة التدريب	الرقم الجامعي	التخصص	الاسم	م

وفي حال موافقتكم الكريمة، يرجى التكرم بالرد على رسالة التدريب بما يفيد ذلك على البريد الإلكتروني لمنسـق التدريب بالكلية، ويرجي العلم بأن مدة التدريب (6 أسابيع) ، وبإجمالي (120) ساعة، أي بمعدل (20) ساعة أسبوعياً.

وتفضلوا بقبول فائق الاحترام ، ، ،

د. حسام سلامة

عميد كلية الإعلام

للمزيد من المعلومات يرجى التواصل مع:
الدكتورة: دينا الخطاط، منسق التدريب (0543270832) - d.elkhattat@ajman.ac.ae

College of Mass Communication Student Weekly Report Academic Year (----/----) Form (2)	كلية الإعلام التقرير الأسبوعي للطالب العام الجامعي (---- /---) استمارة (2)

بيانات الطالب		
Student Name		اسم الطالب
Student ID		الرقم الجامعي للطالب
Major	PRI /اتصالات تسويقية متكاملة RTV / إنتاج إذاعي وتلفزيوني GRD /تصميم جرافيكي للإعلام	التخصص الدراسي
Internship institution		جهة التدريب
Week Number(......)	From: / / To: / /	رقم الأسبوع (..........)

Activities performed by the student during the week / الأنشطة التي أداها الطالب خلال الأسبوع

Hoursالساعات /	Departmentالقسم /	Activitiesالأنشطة/	Dayاليوم/
			الأحد Sunday
			الأثنين Monday
			الثلاثاء Tuesday
			الأربعاء Wednesday
			الخميس Thursday
Days of absenceأيام الغياب /			

Comments ملاحظات

....

....

Field Supervisor Signature / توقيع المشرف الميداني : .... **Date:التاريخ** / /

ختم المؤسسة

College of Mass Communication Student Weekly Report Academic Year (----/----) Form (3)	كلية الإعلام تقييم الطالب للتدريب العام الجامعي (--- /----) استمارة (3)
By the end of the training period, please fill in the information below and hand it to your academic advisor, or the training coordinator in the college.	بعد انتهاء فترة التدريب، يرجى تعبئة البيانات أدناه وتسليمها للمشرف الأكاديمي أو منسق التدريب بالكلية.

Major	اتصالات تسويقية متكاملة/ PRI إنتاج إذاعي وتلفزيوني / RTV تصميم جرافيكي للإعلام/ GRD	**التخصص الدراسي**

☐ Female student طالبة		طالبMale student ☐

☐ الخريفيFall -	الربيعي Spring- ☐	Summer1 - الصيفي 1☐	الصيفي 2 - Summer2☐

Kindly answer by putting ✓in a suitable place, the rating system is using a scale from (1 to 5), with 5 being strongly agreed and 1 strongly disagrees. If the question does not pertain to your area of responsibility, please tick "N/A".	يرجى الإجابة بوضع علامة ✓ في المكان المناسب، علماً بأن التقييم يعتمد على مقياس من (1 إلى 5،(بحيث تشير 5 إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى. إذا كان السؤال خارج نطاق مسؤوليتك، ضع العلامة في "N/A"

No.	العنصر /Item	Rating/ التقييم					
		1	2	3	4	5	N/A
1	I am satisfied with the way in which my internship institution was selected. كانت طريقة اختيار مؤسسة التدريب مناسبة.						
2	This training is relevant to my major. التدريب مناسب لمجال تخصصي.						
3	I had sufficient field supervisor in the internship institution. استفدت من متابعة المشرف الميداني في جهة التدريب.						
4	I had sufficient academic supervisor during the training period. استفدت من متابعة المشرف الأكاديمي خلال فترة التدريب.						
5	I applied the basic specialized knowledge and skills during the training period طبقت المعارف والمهارات الأساسية في تخصصي خلال فترة التدريب.						
6	My communication skills were improved during the training period تطورت مهاراتي الاتصالية خلال فترة التدريب.						
7	The training enhances my practical practices in line with the ethical and professional standards عزز التدريب من الممارسات العملية لدى بما يتماشى مع المعايير الأخلاقية والمهنية.						
8	By the end of the training period, I can practice the profession in my major effectively. بعد انتهاء فترة التدريب يمكنني العمل في مجال الإعلام بكفاءة.						
9	I achieved my training objectives حققت الأهداف المرجوة من التدريب.						

Further Remarks : ملاحظات إضافية

....

Date : التاريخ: /   /

College of Mass Communication Student Assessment by Field Supervisor Academic Year (----/----) Form (4)	كلية الإعلام تقييم الطالب من المشرف الميداني العام الجامعي (----/----) استمارة (4)
By the end of the training period, kindly fill the information below, and hand it to the academic supervisor, or send it to the college coordinator by e-mail: D.elkhattat@ajman.ac.ae	بعد انتهاء فترة التدريب، يرجى تعبئة البيانات أدناه، وتسليمها للمشرف الأكاديمي، أو التواصل مع منسق التدريب, وإرسالها على البريد الإلكتروني: D.elkhattat@ajman.ac.ae

Student's Information		معلومات المتدرب
Full Name		الاسم الكامل
ID number		الرقم الجامعي
Major	اتصالات تسويقية متكاملة/ PRI إنتاج إذاعي وتلفزيوني / RTV تصميم جرافيكي للإعلام/ GRD	التخصص
Training Period	From: / / To: / /	الفترة الزمنية للتدريب

Training Institution's Information		معلومات عن المؤسسة التي يتدرب فيها الطالب
Internship institution		جهة التدريب
Department		قسم التدريب
Field supervisor		اسم المشرف الميداني
Position/Job title		المسمى الوظيفي
Tel. No.		رقم الاتصال
Email		البريد الإلكتروني
P.O. Box		الصندوق البريدي
Fax		الفاكس

Score / الدرجة	مخرجات التدريب / Training Outcomes	No.
5	مخرج (4): يلتزم الطالب في سلوكه بالمعايير الأخلاقية والضوابط المهنية CLO (4): the student behavior adheres to ethical standards and professional regulations.	1
5	مخرج (4): يواظب الطالب على حضور التدريب (ألا يزيد غياب الطالب عن 25%) مع إبداء السبب للمشرف. CLO (4): the student attends regularly (absence should not exceed 25%), with a reasonable clarification to the supervisor.	2
5	مخرج (3): يشترك الطالب في المبادرات والأنشطة التي تتم بجهة التدريب. CLO (3): The student participates in the initiatives and activities that took place in the internship institution.	3
5	مخرج (1): يمارس الطالب مهام التخصص بفاعلية CLO (1): The student practices specialized duties effectively.	4
10	مخرج (2): يجيد الطالب تطبيق المعارف والمهارات التي اكتسبها في الممارسة المهنية CLO (2): The student is fluent in applying the knowledge and skills acquired in professional practice.	5
30	الدرجة النهائية / Total Mark	

Field Supervisor Signature /توقيع المشرف الميداني

ختم المؤسسة
Organization stamp

التاريخ:Date: /   /

College of Mass Communication Training Assessment by Field Supervisor Academic Year (----/----) Form (5)	كلية الإعلام تقييم المشرف الميداني للتدريب العام الجامعي (---- /----) استمارة (5)
By the end of the training period, kindly fill the information below, and hand it to the academic supervisor, or send it to the college coordinator by E-mail: D.elkhattat@ajman.ac.ae	بعد انتهاء فترة التدريب، يرجى تعبئة البيانات أدناه، وتسليمها للمشرف الأكاديمي، أو التواصل مع منسق التدريب, وإرسالها على البريد الإلكتروني: D.elkhattat@ajman.ac.ae
Organization Name	**اسم المؤسسة**
Email	**البريد الإلكتروني**
0. Kindly answer by putting ✓in a suitable place, the rating system is using a scale from (1 to 5), with 5 being strongly agreed and 1 strongly disagrees. 1. If the question does not pertain to your area of responsibility, please tick "N/A".	يرجى الإجابة بوضع علامة ✓ في المكان المناسب، علماً بأن التقييم يعتمد على مقياس من)1 إلى 5،(، بحيث تشير 5 إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى. إذاكان السؤال خارج نطاق مسؤوليتك، ضع العلامة في "N/A"

Rating/التقييم						Item/العنصر	No.
N/A	5	4	3	2	1		
						This training is relevant to the trainee's specialization التدريب مناسب لمجال تخصص المتدرب	1
						Academic supervision for the trainee was excellent حصل المتدرب على متابعة أكاديمية ممتازة	2
						The trainee applied basic specialized knowledge and skills during the training period تمكن المتدرب خلال فترة التدريب من تطبيق المعارف والمهارات الأساسية في تخصصه	3
						The trainee improved the communication skills during the training period طور المتدرب من مهاراته الاتصالية خلال فترة تدريبة	4
						The training helped in merging the trainee in the professional work environment ساهم التدريب في دمج المتدرب في بيئة العمل بالمجال	5
						The training enhances the trainee practical practices in line with the ethical and professional standards يعزز التدريب من الممارسات العملية للمتدرب بما يتماشى مع المعايير الأخلاقية والمهنية	6
						By the end of the training period, the trainee can practice the profession in his major effectively بعد انتهاء فترة التدريب بالمؤسسة، يمكن أن يمارس المتدرب العمل في مجال الإعلام بكفاءة	7
						The trainee was capable of producing excellent materials during the training. المتدرب قادر على إنتاج مواد ممتازة خلال التدريب.	8
						The trainee achieved his/her training objectives. حقق المتدرب أهداف التدريب.	9
						The assessment mechanism for trainees is suitable. آلية تقييم الطلبة المتدرين مناسبة.	10

Further Remarks: ملاحظات إضافية :

....

Date: / /   التاريخ:

College of Mass Communication Student Assessment by Academic Supervisor Academic Year (----/----) Form (6)	كلية الإعلام تقييم الطالب من المشرف الأكاديمي العام الجامعي (-- -- / -- --) استمارة (6)
By the end of the training period, kindly fill the information below, and hand it to the college coordinator, or send it by e-mail: D.elkhattat@ajman.ac.ae	بعد انتهاء فترة التدريب، يرجى تعبئة البيانات أدناه، وتسليمها لمنسق التدريب، أو إرسالها على البريد الإلكتروني: D.elkhattat@ajman.ac.ae

Student's Information - معلومات المتدرب		
Student Name		اسم الطالب
Student ID		الرقم الجامعي للطالب
Major	اتصالات تسويقية متكاملة/ PRI إنتاج إذاعي وتلفزيوني / RTV تصميم جرافيكي للإعلام/ GRD	التخصص
Training Period	From: / / To: / /	الفترة الزمنية للتدريب
Internship institution		جهة التدريب

Score / الدرجة		Training Outcomes / مخرجات التدريب	No.
	5	مخرج (1): يطبق الطالب المعارف النظرية التي اكتسبها في الممارسة العملية خلال فترة التدريب CLO (1): the student applies the gained theoretical knowledge in the practical practices during the internship period.	1
	5	مخرج (5): اكتسب الطالب من جهة التدريب خبرات عملية في التخصص CLO (5): The student gained practical practices in the major.	2
	5	مخرج (4): يلتزم الطالب في سلوكه بالمعايير الأخلاقية والضوابط المهنية CLO (4): the student behavior adheres to ethical standards and professional regulations.	3
	5	مخرج (4): يحرص الطالب على حضور التدريب والمتابعة مع المشرف الأكاديمي CLO (4): the student attend the training regularly and follow-up with the academic supervisor	4
	10	مخرج (3): يشترك الطالب بفاعلية في المبادرات والأنشطة التي تتم بجهة التدريب. CLO (3): The student participates in the initiatives and activities that took place in the internship institution.	5
	30	Total Mark / الدرجة النهائية	

توقيع المشرف الأكاديمي / Academic Supervisor Signature : ……………………………… التاريخ:Date: / /

College of Mass Communication Training Assessment by Academic Supervisor Academic Year (----/----) Form (7)	كلية الإعلام تقييم المشرف الأكاديمي للتدريب العام الجامعي (----/----) استمارة (7)
Academic supervisor Name	اسم المشرف الأكاديمي
Email	البريد الإلكتروني
2.　　　Kindly answer by putting ✓in a suitable place, the rating system is using a scale from (1 to 5), with 5 being strongly agreed and 1 strongly disagrees. 3.　　　If the question does not pertain to your area of responsibility, please tick "N/A".	يرجى الإجابة بوضع علامة ✓ في المكان المناسب، علماً بأن التقييم يعتمد على مقياس من (1 إلى 5)، بحيث تشير 5 إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى. إذا كان السؤال خارج نطاق مسؤوليتك، ضع العلامة في "N/A"

Rating / التقييم						Item / العنصر	No.
N/A	5	4	3	2	1		
						This training is relevant to the trainee's specialization. التدريب مناسب لمجال تخصص المتدرب.	**1**
						Field supervision for the trainees was excellent. الإشراف الميداني على الطلبة المتدربين كان ممتازاً.	**2**
						The trainee applied basic specialized knowledge and skills during the training period. تمكن المتدرب خلال فترة التدريب من تطبيق المعارف والمهارات الأساسية في تخصصه.	**3**
						The trainee improved communication skills during the training period. طور المتدرب من مهاراته الاتصالية خلال فترة تدريبة.	**4**
						Field supervision enhances the trainee practical practices in line with ethical and professional standards. الإشراف الميداني عزز الممارسة العملية للمتدرب بما يتماشى مع المعايير الأخلاقية والمهنية.	**5**
						The training helped in merging the trainee in the professional work environment. ساهم التدريب في دمج المتدرب في بيئة العمل بالمجال.	**6**
						The trainee could practice the profession in his major effectively. المتدرب لدية القدرة على ممارسة العمل في مجال الإعلام بكفاءة.	**7**
						The trainee was capable of producing excellent materials during the training period. كان المتدرب قادرًا على إنتاج مواد ممتازة خلال فترة التدريب.	**8**
						The trainee achieved his/her training objectives. حقق المتدرب أهداف التدريب.	**9**

Further Remarks: ملاحظات إضافية

....

Date:التاريخ: /　　/

College of Mass Communication Student Assessment by the Judgement Committee Academic Year (---/---) Form (8)	كلية الإعلام تقييم الطالب من لجنة التحكيم العام الجامعي (----/----) استمارة (8)
By the end of the student final presentation, kindly fill the information below, and hand it to the college training coordinator, or send it by e-mail: D.elkhattat@ajman.ac.ae	بعد انتهاء العرض النهائي للطالب، يرجى تعبئة البيانات أدناه، وتسليمها لمنسق التدريب, أو إرسالها على البريد الإلكتروني: D.elkhattat@ajman.ac.ae

Student's Information - معلومات المتدرب		
Full Name		الاسم الكامل
Student ID		الرقم الجامعي للطالب
Major	اتصالات تسويقية متكاملة/ PRI إنتاج إذاعي وتلفزيوني / RTV تصميم جرافيكي للإعلام/ GRD	التخصص
Internship institution		جهة التدريب

Score / الدرجة		Training Outcomes / مخرجات التدريب	No.
	5	مخرج (4): التزام الطالب بتقديم كافة الوثائق والاستمارات CLO (4): The student's commitment to submit all documents and forms.	1
	5	مخرج (1): التزام الطالب بالوقت المحدد للعرض. CLO (1): The student's commitment to the presentation timing.	2
	5	مخرج (5): الطالب قدم عرضاً مرئياً متميزاً من حيث الشكل. CLO (5): The student presents excellent presentation in format.	3
	5	مخرج (2): الطالب قدم عرضاً مرئياً متميزاً من حيث المضمون. CLO (2): The student presents excellent presentation in content.	4
	10	مخرج (3): مهارات الطالب في العرض الشفوي. CLO (3): The student's present his presentation skills.	5
	10	مخرج (6): إجابة أسئلة أعضاء اللجنة حول التدريب CLO (6): The student's commitment to answer the juries' questions.	6
	40	الدرجة النهائية / Total Mark	

توقيع لجنة التحكيم/ Committee Signatures :   التاريخ/Date: /   /

(1) الاسم / Name : .... التوقيع/ Signatures : .... (رئيساً)

(2) الاسم / Name : .... التوقيع/ Signatures : .... (عضواً)

(3) الاسم / Name : .... التوقيع/ Signatures : .... (عضواً)

Final Results – الدرجات النهائية			No.
	30	Field Supervisor Mark - درجة المشرف الميداني	1
	30	Academic Supervisor Mark - درجة المشرف الأكاديمي	2
	40	Judgement Committee Marks - درجات لجنة التحكيم	3
	100	الدرجة النهائية	

للاتصال بجامعة عجمان:

- دولة الإمارات العربية المتحدة - إمارة عجمان - منطقة الجرف – جامعة عجمان - ص. ب: 346 عجمان

- للاتصال من داخل دولة الإمارات: 2222 748 06

- للاتصال من خارج دولة الإمارات: 2222 748 9716+

بيانات التواصل بكلية الإعلام:

- **عميد الكلية (د. حسام سلامة):**
  - o h.salama@ajman.ac.ae
  - o للاتصال من خارج الكلية: 067056531
  - o للاتصال من داخل الكلية: 6531
  - o الدور الأرضي - مبنى J2 - بجوار الاستقبال الرئيسي

- **منسق برنامج الإعلام (د. عماد الدين عمر):**
  - o e.omar@ajman.ac.ae
  - o للاتصال من خارج الكلية: 067056680
  - o للاتصال من داخل الكلية: 6680
  - o الدور الأول – مبنى J2 – Block A

- **منسق التدريب والاستشارات المهنية بالكلية (د. دينا الخطاط):**
  - o d.elkhattat@ajman.ac.ae
  - o +9715-43270832
  - o الدور الأول – مبنى J2 – Block A

- **الدعم الأكاديمي بكلية الإعلام (أ. محمد عمر):**
  - o m.omar@ajman.ac.ae
  - o للاتصال من خارج الكلية: 067056535
  - o للاتصال من داخل الكلية: 6535
  - o الدور الأرضي - مبنى J2 - بجوار الاستقبال الرئيسي

- لمتابعة الأخبار والمستجدات يرجي متابعة الموقع الإلكتروني لكلية الإعلام:
  - o www.ajman.ac.ae/ar/masscom.html

College of Pharmacy & Health Sciences

Bachelor of Pharmacy

Introduction

The training manual provides an overall information on training courses provided by the College of Pharmacy and Health Sciences to B.Pharm students during their undergraduate study. The manual provides the details on various aspects of the training including the training activities performed by students, the role of preceptors and the assessment process. As a part of the training requirements, the B.Pharm students need to undertake eight training courses; five in hospitals, two in community pharmacies and one shared between both hospital and community pharmacies. In addition, there is a college elective training on Pharmaceutical Technology.

During the training in *Hospitals*, students gain an appreciation for the profession of pharmacy as practiced in the hospital setting and develop professional attitudes, judgment and skills needed to function in a hospital setting. The goal of the training is to integrate the student knowledge on pharmacotherapy, disease states, dosage formulations and pharmacokinetics in developing and accessing therapeutic plans and in evaluating drug selection for patients. Moreover, provide the student with practice skills and knowledge sufficient to begin practice in the inpatient institutional setting as an independent, competent practitioner.

During the training in *Community pharmacies,* the students get familiarized with the wide range of practice experience in community pharmacy across and to provide the foundation that enables students to better assume his/her role as a professional pharmacist student. The goal of the Community Pharmacy Practice Experience is to provide the student with practice skills and knowledge sufficient to begin practice in the community pharmacy setting as an independent, competent, practitioner.

During the training in *Pharmaceutical Companies*, students are introduced to the pharmacist's role in the industrial setting. Students are provided with essential training in large-scale manufacturing of sterile and non-sterile pharmaceutical products. The training also covers quality control tests, quality assurance aspects, current Good Manufacturing Practice guidelines, as well as validation of the manufacturing processes followed during large-scale drug manufacturing. Rotations take place at the different production lines, as well as at other departments such as raw material handling, packaging, quality control, quality assurance, marketing, as well as research and development.

Internship learning outcomes (CLOs)

Introductory Pharmacy Practice Experiences I (PHA 150)

a. Describe the place that pharmacy profession plays within the healthcare system

b. Describe the roles and responsibilities of a pharmacist in hospital and community pharmacies

c. Familiarize with onsite operation activities relating to medication acquisition, purchasing, inventory control and the available pharmacy related software

d. Acquaint law and ethical standards practiced in hospital and community pharmacy settings

Introductory Pharmacy Practice Experiences II-Hospital Pharmacy (PHA 220)

a. Describe the organization and functioning of inpatient and outpatient hospital pharmacies

b. Perform inventory control process within the hospital pharmacy

c. Record drug distribution process within the hospital

d. Describe medication dispensing to inpatients and outpatients

e. Communicate with other health professionals

Introductory Pharmacy Practice Experiences III Community pharmacy (PHA 380)

a. Describe the anatomy of prescription and the significance of its components

b. Demonstrate the skills of handling various medical devices available in the community pharmacy Develop the skills of dispensing herbal and nutritional supplements

c. Acquire skills of dispensing baby care and nonprescription skin care products

Professional Practice Experience - I (Internal Medicine) (PHA 590)

a. Develop a pharmaceutical care plan for specific related diseases

b. Identify actual and potential drug therapy related problems

c. Present a case to preceptors and other healthcare professionals

d. Express self-directed continuous learning skills

Professional Practice Experience – II (Critical care) (PHA 591)

a. Develop a pharmaceutical care plan for critically ill patients

b. Identify actual and potential drug therapy related problems

c. Present a case to preceptors and other healthcare professionals

d. Express self-directed continuous learning skills

e. Perform dosage adjustment and child dose calculation for neonates and children

Professional Practice Experience – III (Community Pharmacy Practice) (PHA 592)

a. Implement 'SIT DOWN SIR' protocol among patients with common ailments

b. Perform prescription analysis and dispensing under preceptor's supervision

c. Develop pharmaceutical care plan to ensure the best therapeutic outcomes

d. Provide extended community pharmacy services for general public

e. Develop innovative ideas to enhance community pharmacy practice

Professional Practice Experience – IV (Hospital Pharmacy and Management) (PHA 593)

a. Manage medicine storage and expiry checks in the pharmacy

b. Appraise the formulary management system in the hospital

c. Appreciate unit dose system in the pharmacy

d. Participate in the handling of crash cart

e. Describe handling of narcotic medications within the hospital

f. Provide drug information to health professionals and patients

g. Investigate the future aspects of pharmacy services in hospitals

Professional Practice Experience – V (Infectious disease) (PHA 594)

a. Develop a pharmaceutical care plan for specific related diseases

b. Identify actual and potential drug therapy related problems

c. Present a case to preceptors and other healthcare professionals

d. Express self-directed continuous learning skills

e. Choose antibiotic for a patient based on culture sensitivity report and other patient and drug related factors

Pharmaceutical Technology Training (PHA433):

a. Describe the functions of the different company departments with detailed description of production, quality control, cGMP, and quality assurance

b. Apply skills related to quality assurance aspects, cGMP guidelines, as well as validation of the manufacturing processes for both sterile and non-sterile products

c. Practice the role of the pharmacist in the different production lines (sterile and non-sterile products), raw material handling and storage, quality control, labeling and packaging

d. Apply skills in technical writing through lab reports, assignments, and projects centered on cGMP

Monitoring of Trainee Students' Progress

Community Pharmacy Trainings: The College preceptors regularly visit the Community pharmacies where students are posted and assess their training progress and communicate with students on their daily activities. In addition, the onsite preceptors available in the pharmacies monitor the student progress.

Hospital Trainings: The College preceptors regularly visit the Hospitals where students are posted and assess their training progress and communicate with students on their daily activities.

Pharmaceutical Technology Training: Students undergo their training under the supervision of the course instructor, academic preceptor, and the on-site preceptors. The academic preceptor accompanies the students to the training site throughout the training duration to evaluate the students' performance. Also, the academic preceptor monitors the students' performance and provides the course instructor with feedback about the training progress.

Internship Assessment

The assessment of the training varies across the courses and depends upon the course learning outcomes of the training. The assessment is performed by both onsite preceptors and College preceptors who regularly visits the training sites and monito the student performance. The marks distribution of each of the training courses is mentioned below:

Introductory Pharmacy Practice Experiences I (PHA 150)

Assessment Tool	Assessment Date	Weight (%)
Daily Log	Daily	50
Preceptor evaluation (Hospital)	At the middle of the rotation period and at the end of the rotation	25
Preceptor evaluation (Community Pharmacy)	At the middle of the rotation period and at the end of the rotation	25
Total		**100**

Introductory Pharmacy Practice Experiences II-Hospital Pharmacy (PHA 220)

Assessment Tool	Assessment Date	Weight (%)
Submission of prescription Analysis form (5 prescriptions forms)	As instructed by the onsite preceptor	20
History taking	As instructed by the onsite preceptor	10
Case presentation/Care plan (one case)	As instructed by the onsite preceptor	10
Daily log (submitted by the students through Moodle).	As instructed by the onsite preceptor	20
Preceptor evaluation	Daily	40
Total		**100**

Introductory Pharmacy Practice Experiences III- Community pharmacy (PHA 380)

Assessment Tool	Assessment Date	Weight (%)
Submission of five prescription Analysis forms	As instructed by the onsite preceptor	20
Daily log (submitted by the students through Moodle).	Daily	20
Demonstration of Medical devices	As instructed by the onsite preceptor	10
OSCE: Herbal and nutritional supplements	At the end of the rotation	10
OSCE: Baby care and nonprescription skin care products	At the end of the rotation	10
Preceptor evaluation	At the middle of the rotation period and at the end of the rotation	30
Total		**100**

Professional Practice Experience - I (Internal Medicine) (PHA 590)

Assessment Tool	Assessment Date	Weight (%)
Case presentation	As instructed by the onsite preceptor	10
OSCE	At the end of the rotation	20
Journal article presentation	As instructed by the onsite preceptor	10
Daily log	Daily	20
Onsite preceptor assessment	At the middle of the rotation period and at the end of the rotation	40

Total		100

Professional Practice Experience – II (Critical care and Pediatrics) (PHA 591)

Assessment Tool	Assessment Date	Weight (%)
Case presentation	As instructed by the onsite preceptor	10
OSCE	At the end of the rotation	20
Journal article presentation	As assigned by the onsite preceptor	10
Daily log	Daily	20
Onsite preceptor assessment	At the middle of the rotation period and at the end of the rotation	40
Total		100

Professional Practice Experience – III (Community Pharmacy Practice) (PHA 592)

Assessment Tool	Assessment Date	Weight (%)
Prescription analysis and presentation	As instructed by the onsite preceptor	10
OSCE	At the end of the rotation	20
Submission of report on extended community pharmacy services	As instructed by the onsite preceptor	10
Daily log	Daily	20
Onsite preceptor assessment	At the middle of the rotation period and at the end of the rotation	40
Total		100

Professional Practice Experience – IV (Hospital Pharmacy and Management) (PHA 593)

Assessment Tool	Assessment Date	Weight (%)
ABC/VED analysis	As instructed by the onsite preceptor	10
Drug information answering	As instructed by the onsite preceptor	10
TBL	At the end of the rotation	20
Daily log,	Daily	20
Onsite preceptor assessment	At the middle of the rotation period and at the end of the rotation	40

Professional Practice Experience – V (Infectious disease) (PHA 594)

Assessment Tool	Assessment Date	Weight (%)
Case presentation	As instructed by the onsite preceptor	10
OSCE	At the end of the rotation	20
Antibiogram preparation	As instructed by the onsite preceptor	10
Daily log	Daily	20
Onsite preceptor assessment	At the middle of the rotation period and at the end of the rotation	40

Total			100

Pharmaceutical Technology Training (PHA433):

Assessment Tool	Supervisor	Assessment Date	Weight (%)
Attendance and Participation	Industrial Preceptor	Throughout the training period	10
On-site Preceptor Evaluation		Last day of the on-site training	10
On-site Quiz		Last day of the on-site training	10
On-site Presentation		Second week of the training	10
Training Logbook		Last day of the on-site training	10
Academic Preceptor Evaluation	Course Instructor	Throughout the training period	10
cGMP Report		Last day of the on-site training	10
Final Exam		The day following the end of training	30
Grand Total			**100**

External Training

The training is provided at the training sites as per the stipulated hours mentioned in the course syllabus.

For the Community Pharmacy trainings, the onsite preceptors guide and supervise students at the pharmacies as per the training activities developed by the training department. In addition, the College preceptors visit the sites on a regular basis.

For the Hospital Pharmacy trainings, since the hospitals do not have expertise in providing training to fulfill the CLO achievements, the College preceptors visit the training sites and spend 4-hour time with the students on a daily basis.

For the Pharmaceutical Technology training, the onsite preceptors monitor and direct students at the training site according to the training activities established by the. In addition, the academic preceptor accompanies the students throughout their training at the training facility on a daily basis.

Responsibilities of the Student Trainee

- Consistent and punctual attendance

- Expressed willingness/enthusiasm for learning

- Courteous, respectful and non-judgmental communication with onsite preceptors, physician, patients, students, and other medical staff

- Confidentiality

- Collegiality and cooperation

- Flexibility

- Personal accountability and responsibility for actions

- Dependability and reliability

- Effective use of time and resources

Students are expected to behave with mutual respect and courtesy toward all pharmacy staff (including the onsite preceptor, other pharmacists, and technicians) and patients.

Students should observe and respect the practice at their practice site and learn from it as they compare it to previous experiences.

Students should never publicly question the advice or directions of their onsite preceptor, but discuss any concerns or disagreements in private. It is particularly important not to question the onsite preceptor's actions in the presence of patients or other health care providers. The student should use discretion in timing discussions with the onsite preceptor about his or her practice.

Students must respect any and all confidence revealed during the practice experience including patient health conditions, social information, pharmacy records, fee systems and professional policies. No mention may be made of confidential or proprietary information to any individual not directly involved in care of the patient or business in question. Failure to do so can result in dismissal from the site and no credit for the rotation.

Students should take the initiative in communicating with physicians, patients and other health professionals, but should not step beyond the realm of professional courtesy and common sense. Students need to recognize and respect the fact that many onsite preceptors will need time and exposure to the student before enough trust can be built to allow the student to make unmonitored comments to other health practitioners, and that this process will occur in each new learning environment. Students should expect to gain experience in making professional decisions with the onsite preceptor encouraging greater autonomy as the student learns and demonstrates his/her problem-solving skills.

Students are responsible for adhering to the rotation schedule agreed upon between the student and the onsite preceptor at the beginning of the rotation. Students should be punctual in arriving at the practice site and should not leave before the agreed-upon time, without first checking for permission from the onsite preceptor. The student is responsible for complying with the Attendance Policy.

Students must exhibit a professional appearance both in manner and dress and must follow the professional standards of behavior specified in the pharmacy to which they are assigned. The student is responsible for complying with the Dress Code.

Internship/Training Registration Procedure

The students are eligible to register the trainings using University's online student registration portal based on their fulfillments of the prerequisites.

Training Site Selection and Evaluation

1. The pharmacist must be licensed and in good standing with the licensing authority in his/her place of employment (Ministry of Health "MOH", Department of Health and Medical Services "DOHMS" & Health Authority of Abu Dhabi "HAAD").

2. The site must be licensed and in good standing with the licensing authority in the emirate where it exists (Ministry of Health "MOH", Department of Health and Medical Services "DOHMS" & Health Authority of Abu Dhabi "HAAD").

3. The pharmacist must provide a high-quality community pharmacy practice.

4. The pharmacist must take sufficient time to organize the student's community pharmacy practice experience, spending one-on-one time with the student and assessing progress.

5. The pharmacist must engage in professional growth and life-long learning through participation in professional organizations and continuing education programs.

6. The pharmacist must provide learning experiences that stress the responsible provision of pharmaceutical care and the optimization of patient drug therapy outcomes.

7. In selecting onsite preceptors, preference will be given to pharmacists who:

   a. Have developed an innovative practice site

   b. Have one or more of the following available:

      • Frequent patient contact

      • Opportunities to interview patients

      • Evaluation and monitoring of patient drug therapies

      • Interaction with other health professionals

      • Access to complete medical record

      • Access to internet for literature and health-related information searches

      • Disease-state counseling

      • Pharmacotherapy/pharmaceutical care research

   c. Participate in College activities and events.

8. For the pharmaceutical Technology Training, the training shall be conducted in well-established pharmaceutical companies based in UAE or other countries that comply with the following requirements:

   • Have licenses from MOH in UAE or equivalent bodies in other countries

   • Should be functional and operative

   • Adoption of quality assurance and cGMP guidelines

   • Possess manufacturing capacities of a wide range of sterile and non-sterile drug products

Well established quality control unit and storage facilities

Orientation of Trainee Students

Prior to starting the training, the trainee students are given an orientation by the College Preceptors and Training coordinator. The objective of the orientation is to familiarize the students on the entire training process. The typical orientation for a training course includes below details:

   • Course learning outcomes

   • Weekly objectives

   • Activities to be performed by the students (daily/weekly)

   • Templates for filling daily logs

   • Attendance policy

   • Feedback to students

   • Marks distribution with detailed breakdown

   • Transportation details

- Dress code

- Contact details of preceptors

- Do's and Don'ts during the training process

- Medical tests and vaccination needed to be performed prior to start of the training (as it is needed in few cases)

- MOH permission (as and when needed in few of the cases)

Before the commencement of the Pharmaceutical Technology training, students are given an orientation lecture, as well as a number of studio sessions, to make them ready for their training clerkship. The studio corresponds to 1 Credit Hour, which is equivalent to 30 Contact Hours. Students shall complete 80 Contact Hours of on-site industrial training over a period of 2 weeks. Each week is equivalent to 40 Contact Hours. The training shall be conducted in a well-established pharmaceutical company, under the supervision of the course instructor, academic preceptor, and an on-site preceptor. The training orientation includes the followings:

- Course Overview

- Learning Outcomes

- Training Program Outline and Schedule

- Assessment Tools and Mark Distribution

- Training Instructions and Guidelines

Training Site Visit by Academic Preceptor

For the Community Pharmacy related trainings, the College Preceptors visits on a weekly basis and for the Hospital and Clinical Pharmacy trainings, the College preceptors are physically present for 4 hours at the site during the training days. For the Pharmaceutical Technology training, the academic preceptor daily accompanies the students during their industrial training throughout the two-week training period.

Daily logs

As a part of the daily activities, trainee students are required to fill the daily log templates which are provided to them and available in the Moodle. For the Community pharmacy related trainings, the filled templates are to be uploaded in the Moodle which are evaluated by the College preceptors. For the Hospital and Clinical Pharmacy trainings the reports are submitted the students on a daily basis while the College Preceptors are present with them. For the Pharmaceutical Technology Training, the training facility provides students with the training logbook at the beginning of the training period, and will be then submitted back to them for marking.

Internship Assessment by Field Supervisor

As mentioned in the Section 6, the Field Supervisor (onsite preceptor) observe the students on a regular basis and at the end perform the final student assessment using the 'Preceptor evaluation forms. [Appendices A,B, and M]

Internship Assessment by Academic Supervisor

At the end of the training period, the College Preceptors will evaluate the student trainee's performance based on the marks distribution as mentioned in Section 6.

Appendix A

Preceptor evaluation form for Introductory Pharmacy Practice Experiences I

- EVALUATION OF STUDENT PERFORMANCE

Introductory practice experience (Hospital Pharmacy part)

Onsite preceptor evaluation form (25% of total assessment scores)

Name of the student: **Student ID:**

Name of the Hospital: **Training dates:**

Competencies (Each competency has maximum score of 4; Total maximum score=20)	Criteria	Exceeding (4) The student consistently performs the competency above expectations and requires minimal guidance and supervision from the preceptor. Exceeds expectations.	Meeting (3) The student frequently performs the competency within expectations and requires minimal guidance and supervision from the preceptor. Progressing well.	Developing (2) The student sometimes performs the competency within expectations and requires regular guidance and supervision. Needs improvement.	Not Meeting (1) The student rarely performs the competency and requires constant guidance and supervision. Needs significant improvement.	Comment For scores of 4, describe what merits this assessment. For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
The student can describe the place that pharmacy plays within the healthcare system.	Accurately describes the place that hospital pharmacy plays within the healthcare system					
The student recognizes professional roles and professionalism, and develop professional skills	Clearly recognizes the professional roles of the pharmacists in a hospital and strives to develop professional skills					

The student is familiar with onsite operation activities relating to medication acquisition, purchasing, inventory control and patient information systems.	Clearly describes the process involved in acquisition, purchasing, inventory control and patient information systems in the hospital					
The student can communicate with other health care professionals and patients effectively	Clearly communicates with patients and healthcare professionals					
The student recognizes Hospital pharmacy position and role in healthcare setting and the regulatory requirements to practice Hospital pharmacy	Able to recognize the role and position of hospital pharmacy in healthcare system					
Total marks (out of 20)						

Name and Signature of the student   Date:

Name and Signature of the Onsite Preceptor   Date:

Student Strengths:

Suggestions for improvements:

[Note: The form has to be filled by the onsite preceptor and submitted to the Coordinator of the Office of Experiential learning, College of Pharmacy and Health Sciences, Ajman University]

Introductory practice experience (Community Pharmacy part)

Onsite preceptor evaluation form (25% of total assessment scores)

Name of the student: **Student ID:**

Name of the Community Pharmacy: **Training dates:**

Assessment in the preceptor Evaluation (Each competency has maximum score of 4; Total maximum score=20)	Criteria	Exceeding (4) The student consistently performs the competency above expectations and requires minimal guidance and supervision from the preceptor. Exceeds expectations.	Meeting (3) The student frequently performs the competency within expectations and requires minimal guidance and supervision from the preceptor. Progressing well.	Developing (2) The student sometimes performs the competency within expectations and requires regular guidance and supervision. Needs improvement.	Not Meeting (1) The student rarely performs the competency and requires constant guidance and supervision. Needs significant improvement.	Comment For scores of 4, describe what merits this assessment. For scores of 1 or 2, provide instructive feedback and recommendations to improve performance
The student can describe the place that pharmacy plays within the healthcare system.	Accurately describes the place that community pharmacy plays within the healthcare system.					
The student recognizes professional roles and professionalism, and develop professional skills	Clearly recognizes the professional roles of the pharmacists in a community pharmacy and strives to develop professional skills					
The student is familiar with onsite operation activities relating to medication acquisition, purchasing, inventory control and patient information systems.	Clearly describes the process involved in acquisition, purchasing, inventory control and patient information systems in the community pharmacy					
The student can communicate with other health care professionals and patients effectively	Clearly communicates with patients and healthcare professionals					

The student recognizes community pharmacy position and role in healthcare setting and the regulatory requirements to practice community pharmacy	Able to recognize the role and position of community pharmacy in healthcare system		390		
Total marks (out of 20)					

Name and Signature of the student   Date:

Name and Signature of the Onsite Preceptor   Date:

Student Strengths:

Suggestions for improvements:

[Note: The form has to be filled by the onsite preceptor and submitted to the Coordinator of the Office of Experiential learning, College of Pharmacy and Health Sciences, Ajman University]

Appendix B

Professional Practice Experience - I (Internal Medicine)

- **Onsite preceptor assessment tool**

Professional Practice Experience - I (Internal Medicine)

Onsite preceptor evaluation form (40% of total assessment scores)

Name of the student: **Student id:**

Training site: **Training period:**

Part I: Professional competencies

Professional Competencies demonstrated by the student on following aspects (Each competency has maximum score of 4; Total maximum score=28)	Criteria	Exceeding (4) The student consistently performs the competency above expectations and requires minimal guidance and supervision from the preceptor. Exceeds expectation	Meeting (3) The student frequently performs the competency within expectations and requires minimal guidance and supervision from the preceptor. Progressing well.	Developing (2) The student sometimes performs the competency within expectations and requires regular guidance and supervision. Needs improvement	Not Meeting (1) The student rarely performs the competency and requires constant guidance and supervision. Needs significant improvement	Did not meet (Unable to do)
Collect patient specific information from patient medical records, patient medication chart, lab reports, and through communications with patient/ patient attendants or other health professionals.	Accurately performs history taking to understand the patient's relevant medical/medication history and clinical status					
Assess current medication therapy of patient in relation to patient, disease, drug and treatment specific aspects	Competently customize rational pharmacotherapy for patients					
Performs medication reconciliation on patient admission or transfer to another unit	Accurately performs medication reconciliation					

Interpret and apply standard treatment guidelines	Able to discuss accurately the treatment guidelines and apply it in patient care					
Recommend pharmacotherapy to patients considering patient specific scenarios such as allergies, potential drug interactions; dosage adjustments etc	Identifies suitable drug therapy for individual patients					
Monitor patients, as assigned by preceptor	Designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psycho-social, ethical-legal, and financial data.					
Performs discharge counseling	Accurately performs discharge counselling following all steps involved and utilizes suitable verbal and non-verbal communication skills					

Part II: Professional behavior

Professional behavior demonstrated by the student on following aspects (Each professional behavior has maximum score of 3; Total maximum score=15)	Criteria	Meeting (3) Student exhibited acceptable professional behavior	Developing (2) Student's professional behavior needs improvement.	Not Meeting (1) Student's professional behavior is unacceptable	Comments For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
Attendance and punctuality (attend all the days of rotation punctually and report on time)	Attends all the days of rotation punctually and report on time				
Fulfillment of tasks and willingness to learn (complete all the tasks assigned without any delay)	Completes all the tasks assigned without any delay				
Updating with latest scientific developments (regularly reads articles published in journals and shows deep interest in acquiring new knowledge on drug therapy related developments)	Regularly reads articles published in journals and shows deep interest in acquiring new knowledge on drug therapy related developments				
Concern towards patients (treats patients with respect, maintains confidentiality, shows compassion towards patients)	Treats patients with respect, maintains confidentiality, shows compassion towards patients				
Interprofessional collaboration and team work	Whenever possible collaborates with other healthprofesisonals on patient related issues				

Max marks: 43

Name and Signature of the student   Date:

Name and Signature of Preceptor   Date:

Name and Signature of the Lecturer   Date:

Student Strengths:

Suggestions for improvements:

[Note: The form has to be filled by the onsite preceptor and submitted to the Coordinator of the Office of Experiential learning, College of Pharmacy and Health Sciences, Ajman University]

Appendix C [Student feedback on orientation]

| 394 |

Dear student,

Kindly fill in your feedback on the Orientation provided to you on the below aspects of your training:

	Yes	No
Training site and its location		
Dress code		
Training timing, attendance and duration		
Daily activities		
Process of filling daily log		
Details of the person (s) evaluating my performance		
Grading of my performance and the marks distribution		
I have been provided with a copy of the Course syllabus		
I have been provided with a copy of the Training manual		
I have been informed on the MOH requirements (while undergoing in Sharjah)		

Name of the student with signature:

Name of the Lecturer:

Date:

Appendix D [Onsite student attendance sheet]

Name of Rotation: **Site:**

Name of the Student: Roll. No:

Week	Date	Time in	Time out	Time spent in hours	Student sign	Preceptor sign	Lecturer sign
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							

Total number of posting hours completed:_____

Date of Submission: _____

Signature of Onsite receptor: Signature of College preceptor:

Appendix E [Prescription analysis form]

Read the given prescription carefully and fill the following Form

Prescriber information	
Prescriber Name	
Prescriber Specialty	
Prescription Type	
Appropriate Y/N	
Address	
Telephone Number	
Clinic/hospital Logo	
Physician stamp	
Physician signature	
Patient Information	
Patient age	
Patient Gender	
If patient is female, pregnant/ lactating?	

C. Medication Information (Medication available in the Prescription)

No	Trade Name	Generic Name	Dosage Form	Physician's Instructions

FOR THIS CASE, PLEASE DEVELOP A COUNCILLING PLAN MENTIONING THE MAIN ISSUES THAT MUST BE DISCUSSED DURING COUNCELLING SESSION AS FOLLOWS:

- What would be most probable **indication** for each of the drugs?

Drug a………………………………………………………………………………………

Drug b………………………………………………………………………………………

Drug c………………………………………………………………………………………

Drug d……………………………………………………………………………………..

Drug e……………………………………………………………………………………..

- Are there any clinically significant **drug- drug interactions** between drugs in the prescription? Give your justification?

- Upon reviewing drug information profile what are the **ADRs** that you would council patient about?

- For the above prescription, do you think that it contains **the right drugs for right patient in right dose, right dosage form, right duration? Provide Rationale?**

- According to this prescription, please list down the **missing data** (if any)?

- Using the prescription information and your information resources, How would you council the patient **(e.g., side effects, precautions, with/without meal, best time of drug administration, drug food interaction such as Ca, Fe, etc.…..)**

Appendix F [Prescription analysis evaluation form]

Student:…………………………........I.D:…………………………Topic:……………

Case Presentation evaluation criteria:

Student for exceeds expectation	Extraordinary Performance	5
Student exceeds expectations	Very Good Performance	4
Student is at the level expected this point in the rotation	Competent Performance	3
Student demonstrates skills, but not at the level of competence/expectations	Needs Performance Improvement	2
Student demonstrate skills significantly below competence/expectations	Unacceptable Performance	1
Not able to assess	Not Assessable	NA

						Case Management
5	4	3	2	1	NA	Evaluate validity & clarity of the prescription
5	4	3	2	1	NA	Medication Indications are covered
5	4	3	2	1	NA	Dosage of each medication prescribed is covered
5	4	3	2	1	NA	Possible diagnoses for the patient
5	4	3	2	1	NA	Possible medication errors discussed
5	4	3	2	1	NA	Possible drug/drug interactions covered
5	4	3	2	1	NA	Possible drug/food interactions covered
5	4	3	2	1	NA	Appropriate counseling including:
5	4	3	2	1	NA	Instruction of how to take medications/devices
5	4	3	2	1	NA	Side effects of what to do with them
5	4	3	2	1	NA	Precautions e.g. separating medications or separating food with medications
5	4	3	2	1	NA	Written information (e.g. brochure) are suggested to be given to the patient

						Organization
5	4	3	2	1	NA	Logical information sequence
5	4	3	2	1	NA	Appropriate continuity of presentation
5	4	3	2	1	NA	Appropriate balance of emphasis
5	4	3	2	1	NA	Appropriate utilization of time allotted
5	4	3	2	1	NA	References in correct format and complete
5	4	3	2	1	NA	
						Verbal Presentation/Delivery
5	4	3	2	1	NA	Clear, audible speech (rate was easy to understand)

5	4	3	2	1	NA	Distracting mannerisms
5		3	2	1	NA	Eye contact with audience
5	4	3	2	1	NA	Ability to handle questions

Comments and Suggestions for Improvement

Total Score/Grade_____Evaluator_____

Signature of Evaluator _____   Date _____

Appendix G [Student evaluation of training site]

Student Name: _____

Onsite preceptor name: _____

Site: _____

Date: _____

Part One: Site Assessment:

Please complete the following evaluation of your pharmacy practice experience in accordance with the following scale:

5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree, N/A=Not Applicable

Score							Assessment Categories
1	2	3	4	5		N/A	I was oriented to the facilities and introduced to other personal and provided directions early.
1	2	3	4	5		N/A	This site provided an opportunity to collaborate with other professionals and I was introduced to the other health care professionals with whom I would work
1	2	3	4	5		N/A	Resource was adequate and readily to complete the rotation objectives
1	2	3	4	5		N/A	Pertinent policies and procedures were explained.
1	2	3	4	5		N/A	Active student participation was encouraged.
1	2	3	4	5		N/A	Assignments (readings, papers, projects) were pertinent to the subject and helpful in learning it. (only applicable if assignments were made)
1	2	3	4	5		N/A	I received constructive feedback on my efforts.
1	2	3	4	5		N/A	My confidence level has increased as a result of this experience
1	2	3	4	5		N/A	My onsite preceptor was easily approachable when I had questions or concerns and I was treated with respect
1	2	3	4	5		N/A	Overall, this pharmacy practice experience was worthwhile.

The onsite preceptor was able to spend _____ hours / week with me.

Additional comments:

Part Two: Self-Assessment:

| 401 |

1. What do you see as **your** strengths and weaknesses in this rotation?

Strengths:

Weaknesses:

2. Discuss whether or not this rotation is what you expected and why?

3. Please describe the most important things you have learned during this rotation about:

    a) **yourself**
    b) **the pharmacy profession**
    c) **the health care profession**

4. The most difficult aspect of this rotation was:

5. What recommendations would you make to improve the placement? :

6. How will this clerkship experience impact your future practice? Advice for other students

Appendix H [Case presentation evaluation form]

Student:…………………………..........I.D:……………………….…Topic:……………

Case Presentation evaluation criteria:

Student for exceeds expectation	Extraordinary Performance	5
Student exceeds expectations	Very Good Performance	4
Student is at the level expected this point in the rotation	Competent Performance	3
Student demonstrates skills, but not at the level of competence/expectations	Needs Performance Improvement	2
Student demonstrate skills significantly below competence/expectations	Unacceptable Performance	1
Not able to assess	Not Assessable	NA

						Case Management
5	4	3	2	1	NA	Patient details and demographics of disease
5	4	3	2	1	NA	Medication history covered (conditions, medications with dose & regimens)
5	4	3	2	1	NA	Relevant signs and symptoms covered
5	4	3	2	1	NA	Relevant tests and diagnostic procedures covered
5	4	3	2	1	NA	Drug Therapy (drug product, appropriate dosage form, duration) covered
5	4	3	2	1	NA	Appropriateness of drug choice/ dose/ duration
5	4	3	2	1	NA	A complete drug therapy problem list developed
5	4	3	2	1	NA	Rational interventions for therapeutic intervention were recommended
5	4	3	2	1	NA	Outcome or monitoring plan covered
5	4	3	2	1	NA	Counseling points covered
5	4	3	2	1	NA	Appropriate clinical practice guidelines were used
5	4	3	2	1	NA	

						Organization
						Logical information sequence
5	4	3	2	1	NA	Appropriate continuity of presentation
5	4	3	2	1	NA	Appropriate balance of emphasis
5	4	3	2	1	NA	Appropriate utilization of time allotted
5	4	3	2	1	NA	References in correct format and complete

						Verbal Presentation/Delivery
5	4	3	2	1	NA	Clear, audible speech (rate was easy to understand)
5	4	3	2	1	NA	Distracting mannerisms
5		3	2	1	NA	Eye contact with audience
5	4	3	2	1	NA	Ability to handle questions

Comments and Suggestions for Improvement

Total Score/Grade_____Evaluator_____

Signature of Evaluator _____   Date _____

Appendix I [Student attendance sheet]

AJMAN UNIVERSITY

College of Pharmacy of Pharmacy and Health Sciences

Attendance Record Completed by the Student and the Preceptor

Preceptor Details

Preceptor Name: …………………………………Phone/Mobile No. :……………………

Preceptor Qualification: …………………………E-mail Address: ……………………….

Preceptor Position: …………………………………………………..

Establishment Name and Address: ………………………………….

Student's Details:

Student's Name: ………………………………………………..

Students I.D.: ………………………………………………….

Date	Day	AM		PM		Total Hrs	Comments and Signature
		In	Out	In	Out		
	S						
	Su						
	M						
	T						
	W						
	Th						
	S						
	Su						
	M						
	T						
	W						
	Th						
	S						
	Su						
	M						
	T						

	W						
	Th						
Total Hrs							

This form should be completed by the student and signed by the preceptor at the training site every day.

Appendix J [Training course exit survey]

Course Exit Survey

Dear student,

The purpose of this survey is to assess the degree to which you feel you have academically benefited from having taken this course. The information that you provide in this survey will be very helpful in the continuous improvement process of our undergraduate programs. Thank you for your cooperation

Course: Pharmaceutical Technology Training	Course Instructor Name:
Program: Bachelor of Pharmacy (B. Pharm.)	Academic Year: Semester:

Please evaluate the level to which you believe each outcome was met by this course during your training, using the following scale:

CLO Number	CLO Statement (By completing this course, I am able to)	1= Poor, 2= Fair, 3= Good, 4= Very Good, 5= Excellent				
		1	2	3	4	5
1	Describe the functions of the different company departments with detailed description of production, quality control, cGMP, and quality assurance					
2	Apply skills related to quality assurance aspects, cGMP guidelines, as well as validation of the manufacturing processes for both sterile and non-sterile products					
3	Practice the role of the pharmacist in the different production lines (sterile and non-sterile products), raw material handling and storage, quality control, labeling and packaging					
4	Present professional reports related to different pharmaceutical productions lines, quality control, quality assurance, and cGMP					

Additional comments: Please use the space provided below to provide more detailed comments on this course. Please comment on outcomes, recommendations for changes, adequacy of prerequisite courses, etc.

……
……
……
……
……
……

Appendix K [Student's evaluation of preceptors and training site]

College of Pharmacy and Health Sciences

Onsite preceptor & Site Evaluation by Students

Course: **Pharmaceutical Technology Training**	**Company Name and Address:**
Program: Bachelor of Pharmacy (BPharm)	**Academic Year:** **Semester:**

Please provide feedback by circling your level of agreement with the following statements:

On-site Preceptor:

Item Number	Statement	1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree				
		1	2	3	4	5
1	Preceptors demonstrated high and up-to-date knowledge during their professional practice					
2	Preceptor provided a role model of essential attitudes and skills during their professional practice					
3	A preceptor was allocated to me in each of the company's department					
4	Preceptors showed enthusiasm and high level of responsibility for teaching and training pharmacy students					
5	Preceptors gave students opportunity to ask, discuss and exchange opinions					
6	Preceptors were accessible when help is needed					
7	Preceptors demonstrated sensitivity and supportiveness to students					
8	Preceptors provided feedback and evaluation to the student's performance in an educational manner					

Training Site:

Item Number	Statement	1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree				
		1	2	3	4	5
1	The site had adequate facilities (e.g. different production lines, quality control unit, R&D unit, storage and quarantine areas etc.)					
2	The site has adequate space for the trainee to interact effectively with the preceptor and staff in each unit					
3	The site had adequate number of specialized staff members to provide variety of experiences					
4	The site allocated an appropriate workload for the trainee to get a feel of real-life experience					
5	The site applies cGMP					
6	In general, the practice site was suitable for training purposes					

Please, describe any issues, comments, suggestions or recommendations that may help in improving preceptor supervision and the practice site.

………
………
………
………
………
………
………
………
………
………
………
……………………………………………

Appendix L [Student self- assessment form]

1. What do you see as your strengths and weaknesses in different company departments?

Strengths:

………
………
………
………
………
………
………
………
………
………………………………………………………………………

Weaknesses:

………
………
………
………
………
………
………
………
………
………………………………………………………………………

2. Discuss whether or not the rotation in the different company departments is what you expected and why?

………
………
………
………
………
………
………
………
………
………………………………………………………………………

3. Please describe the most important things you have learned during the company rotation in different department about:

I. Yourself:

………
………
………
………
………
………
………
………
………
…………………………………………………………………………

II. The Pharmacy Profession:

………
………
………
………
………
………
………
………
………
……………………………………………………………………………

III. The Pharmaceutical Industry Profession:

………
………
………
………
………
………
………
………
………
……………………………………………………………………………

IV. The most difficult aspect of the pharmaceutical technology training was:

…………………………………………………………………………|…………………………………………………………………………………
………
………
………
………
………
………
………
………
……………………………………………………………………………

V. What recommendations would you make to improve the placement at the training site?

………
………
………
………
………
………
………
………
………
……………………………………………………………………………

VI. How will this clerkship experience impact your future practice? Advise other students.

………
………
………
………
………
………
………
………
………
………………………………………………………………………

[Appendix M: From 2 – Onsite Preceptor Evaluation Form of Student Performance]

Preceptor Details

Name: …………………………………………. Qualification: ………………………………………………………….

Position: ……………………………………… Establishment Name and Address: ……………………………

Contact Number: …………………………… E-mail Address: ……………………………………………………

Student's Details:

Name: ……………………………………………… Students ID Number: ………………………………………………

Description	Assessment Rubric: 1= Poor, 2= Fair, 3= Good, 4= Very Good, 5= Excellent				
	1	**2**	**3**	**4**	**5**
Adherence to the predetermined training program timetable					
Confidentiality					
Professional awareness					
Accuracy					
Attention to details					
Welcoming responsibilities					
Working in a team and interaction at work					
Evaluation of cGMP Practice within the industry					
Preparation and operation of clean room and all validation and monitoring tests conducted to confirm that the room meets the required design specifications					
Enumerate the various types of packaging materials and test done to ensure their safety					
Explain procedures adopted for new product registration					
Formulation and manufacturing of sterile and non-sterile products					
Ways of conducting stability testing and their importance.					
Enumerate the different types of stores and quarantine areas in the manufacturer sites					
Show the skills to use sophisticated equipment within the quality control department such as HPLC, GC, mass spectrophotometer					
Explain marketing policies and strategies adopted for proper drug promotion					

Total mark is out of 80, but will contribute to 10% of the student's final marks

Master of Science in Clinical Pharmacy

Introduction

The training manual of the MSc in Clinical Pharmacy College program at the Pharmacy, Ajman University is designed to train the students to practice clinical pharmacy in institutional settings. It also covers an elective course on community pharmacy rotation. It provides students with advanced skills in optimizing medication therapy, detection and prevention of medication errors and solving drug therapy-related problems. The training is designed to be implemented in hospitals/clinics with clinical pharmacy services and community pharmacies with facilities to offer advanced training. Cooperation between the experiential learning coordinator at the college and the onsite preceptor is the basis of successful training. The students will be expected to participate in and successfully complete all activities and projects required by this training program.

Office of experiential learning

The Office of experiential learning coordinates the training activities in the university and provides a formal channel for communication between the University and the trainers. The main task of the office is to provide quality training opportunities for students with premier organizations in order to get hands-on experience in their fields of study so that when they graduate they will be more marketable in the workplace. It also represents the university in local, national, and international meetings and events related to student training and development.

The office provides its services exclusively to students enrolled in the University, prepares a list of training candidates in the respective college, and starts contacting organizations to raise training positions for these candidates. The candidates will then be assigned to these training facilities based on factors like geographical location, and field of work, etc.

Student's regular responsibilities

Each student will be assigned an academic preceptor and onsite preceptor and require accomplishing the following:

1. Follow training protocols set by the university and the training sites (Hospital and community pharmacies)

2. Attend rounds and morning medical meetings if available

3. Get exposed to outpatient clinics

4. Monitor and follow up patients assigned by the preceptor

5. Follow preceptor's recommendations and orientations

6. Participate in oral presentations and medical lectures

7. Update onsite preceptor and academic preceptor on daily activities

8. Read guidelines and clinical material provided by the preceptor and coordinator

6. Attend Grand-Hospital Meetings (depends on the hospital)

7. Report certain number of cases required by the preceptor and coordinator

8. Adhere to code of ethics and confidentiality of the training sites and patients information

Professional expectations of the student

Upon joining the Training program, each student (male / female) is expected to:

- Accomplish the workshop training program step by step.

- Adhere to the scheduled training period.

- Adhere to, and stick to the work ethics, and professional rules.

- Be committed to perform all the tasks assigned to the student by his/ her direct supervisor.

- Comply with the regulations and rules applied in the work site.

- Respect and maintain confidentiality with all sensitive organization information

- Inform the college supervisor and the field supervisor in case of any illness as promptly as possible, any days missed during the Training will need to be made up toward the end of their Training

In case there is any violation or breach of the above-stated regulation, committed by the student, then both the college and the training organization are authorized to cancel the training program.

Professional expectation of the organization

- Ensure the availability of suitable projects and tasks for the trainee to engage in for the period of Training.

- Provide facilities and resources for the interns to enable them to accomplish their assigned tasks and learning outcomes

- Monitor the progress of the interns and communicate frequently with them to offer constructive feedback.

- Provide safe and clean work environment to enable the interns to conduct their work safely.

- Will not engage the interns in any significant or sensitive additional assignments without formal approval by the university college supervisor.

- Provide academic preceptor with all intern documents upon the completion of the Training.

Both the onsite preceptor and the university intern hereby confirm that the above terms and conditions have been reviewed, understood and accepted as professional guidelines to ensure a successful Training for both the intern and the organization

Preceptor duties and responsibilities

Duties and responsibilities of onsite preceptor

1. Follow training guidelines provided by the university and the hospital

2. Be responsible for all of clinical activities carried out by the student

3. Responsible for student follow-up on daily basis

4. Communicate with the student and introduce him/her to other healthcare professionals

5.   Follow training manual, if any suggestion is made it should be through the university coordinator

6. Student evaluation based on learning outcomes in coordination with the academic preceptor

Duties and responsibilities of academic preceptor

1. Conduct orientation to the onsite preceptors

2. Conduct orientation to the students

3. Assess the students in coordination with the onsite preceptors

Orientation

Orientation of students by academic preceptor

The academic preceptor should conduct orientation for all trainee students prior to start of each rotation. During the orientation, the academic preceptor provides information on following things:

- Start date of the rotation

- Overview of the rotation

- Course learning outcomes

- Daily logs submission process

- Case study form templates

- Assessment tools with rubrics

- Expectations form the students

- Role and responsibilities of the onsite preceptor

- Reference textbooks, treatment guidelines, etc

- Use of Ajman University eLibrary and login requirements (https://library.ajman.ac.ae/)

- Attendance and punctuality

- Evaluation process (Mid rotation and end rotation)

- Any other matters pertaining to student training

Orientation of students by onsite preceptor

Students have to attend orientation program before they pursue their training. During this orientation they will be introduced to hospital departments and their scopes and functions, they will make hospital rounds and meet key hospital staff, and they will review hospital policies and procedures. Fire safety, disaster awareness, customer service, quality and, infection control matters are all reviewed in the general hospital orientation.

During orientation, students need to be familiar with the following:

1. Meeting with the head and assistant head of the department

a. Hospital Mission, Vision and Values

b. Department Mission, Vision and Values

c. Department Scope of Service

d. Hospital organizational chart

e. Department Organizational Chart

f. Chain of command / preceptors / supervisor / QI coordinator

g. Training hours

2. Directed to the whereabouts of following manuals and reviewing the necessary ones:

a. Administration Policies and Procedures

b. Hospital Quality Management plan

c. Pharmacy Infection Control Program

d. Handling of hazardous material IPP

e. Hospital Safety Plan

f. Incident reporting and Medication error reporting

g. Medical Emergency 'CODE'

h. Department internal policies and procedures

i. Hospital formulary

j. Aseptic techniques and IV admixture

k. Pharmacy clinical services

3. Meeting with the departmental secretaries for the following issues:

a. Location of office supplies

b. Operation of copy machines

c. Personal information matters:

  i. Dress Code

  ii. Smoking

  iii. Absenteeism

d. Requisition of following items:

  i. Inter/ intranet access

  ii. Security access to doors (if applicable)

  iii. Student badge

  iv. Computer access (coordinated with supervisor)

  v. (In-patient / out-patient / inventory / MedTech)

  vi. Phone directories

  vii. Locker

e. Introduction to all department sections and staff

f. Tour in the different department areas

g. Scope of continuing education

h. Medication management Use and JCI standards

i. Occurrence / Variance (incident) report policy

j. Evaluation after training course

k. Patient rights and confidentiality issues

l. Pharmacy safety and disaster plan.

m. Pharmacy hours (weekdays, weekend, holiday, breaks) and after-hours services.

n. Students must be also told about the rubrics of assessment.

Orientation for onsite preceptors

Preceptor orientation are to be conducted prior to start of each rotation. This orientation is expected to orient the onsite preceptors towards the rotations in terms of contents, expectations, assessment process etc. The orientation must incorporate following aspects of student training:

- Start date of the rotation

- Overview of the rotation

- Overview of course syllabus with emphasis on course learning outcomes

- Assessment tools with rubrics

- Expectations form the students

- Role and responsibilities of the onsite preceptor

- Evaluation process (Mid rotation and end rotation)

- Minimum number of cases to be followed and presented by each student

- Any other matters pertaining to student training

Training duration

Trainings will be distributed over the two academic semesters of the study. Each training has to finish with in the particular semester. Each one of the rotations require 160 contact hours.

Course Code	Course Name	Credit hours	Contact hours
PHM635	Internal Medicine - 1	2	160
PHM636	Internal Medicine – 2 (Infectious disease)	2	160
PHM637	Pediatrics	2	160
PHM641	Ambulatory Care	2	160
PHM642	Critical Care	2	160
Any one elective rotation from the basket below*		2	160

*Elective rotations:

PHM643 - Nephrology (Elective)

PHM644 - Surgery (Elective)

PHM645 - Pain Management (Elective)

PHM646 - Drug Information (Elective)

PHM647 - Community Pharmacy (Elective)

PHM648 - Pharmacy Administration (Elective)

Supervisor/student ratio

The supervisor-student ratio should not exceed 3:1.

Clinical training description

Students are expected to become involved in the provision of primary care, medication maintenance activities and improvement of rational drug therapy in the practice environment. Strong emphasis is placed on patient counseling and interviewing skills. Develop student's skills to provide pharmaceutical care to a variety of patients. While interacting with health care professionals to optimize drug therapy outcomes, students will develop an advanced inter-professional relationship with all medical teams. For the detail course description, refer to the course syllabus.

Assessment of the rotations

The trainee students are assessed by the onsite preceptor and academic preceptor using well defined assessment process as mentioned below:

Assessment	Assessment date	Weight (%)
Onsite preceptor assessment	At the end of the rotation	30
Daily logs	Every day	10
Pharmaceutical care plan development	Week 2 and Week 4	20
Journal club	Week 3	10
Projects/ presentations	Week 4	15
Case presentation	Every week	15
Total		100

Note: There can be a slight change in the assessment weightage for the Community Pharmacy rotation and the Pharmacy Administration rotation.

The onsite preceptor assessment accounts for total 30% of the entire rotation. The Onsite preceptor evaluation form has to be used for each rotation independently. Students have to pass all of the eight competency-based evaluations in order to pass the rotation. If a student fails any competency for a specific rotation, he/she has to repeat that particular competency for 3 days in the hospital and undergo a reassessment. If a student fails more than twice in a particular competency then the entire rotation has to be repeated. For the detail assessment process, refer to the Course syllabus.

Quality Assurance

For the purpose of continuous improvement, the following points should be considered:

- All students have to evaluate their preceptors and practice sites using the preceptor "preceptor and practice site evaluation form", see appendix 6.

- All preceptors are required to evaluate the course using "course evaluation by preceptors" form, see appendix 7.

Training sites

Training sites are places in which MSc in Clinical Pharmacy students undergo their rotations. Following are standard requirements for the training sites:

- They should be safe and reputable environments for intern students

- They should provide pertinent experiences for interns

- They should provide facilities and resources for the interns to enable them to accomplish their assigned tasks and learning outcomes

- They should monitor the progress of the interns and communicate frequently with them to offer constructive feedback.

Official agreements

The Office of Experiential Learning at College of Pharmacy coordinates with the AU Chancellor Office and arranges agreement with the training sites (Hospital and community pharmacies). The agreements define the responsibilities of both parties and are updated to suit the university and the placement sites.

Appendices

Appendix 1: Onsite preceptor evaluation form for Clinical Pharmacy rotations

(30% of total assessment scores)

[This form should be used by onsite preceptors to assess the following Clinical Pharmacy rotations; PHM 635, PHM 636, PHM 637, PHM 641, PHM 642, PHM 643, PHM 644, PHM 645]

Student name   :………………………………………………………………………….…………

Student ID   : …………………………………………………………………………………

Preceptor name   : ……………………………………………………………………………………

Name of rotation: …………………………………………………………………………………

Training site: ………………………………………………………………………………….

Date of final assessment …………………………………………………………………………………

1. The Onsite preceptor evaluation form has to be used for each rotation independently

2. The student has to pass all of the nine competency-based evaluations to pass the rotation

3. If the student fails any competency for a specific rotation, he/she has to repeat that particular competency for 3 days in the hospital and undergo a reassessment

4. If student fails more than twice in a particular competency then the entire rotation has to be repeated

5. The expectations to fulfill 'consistently', 'frequently', 'sometimes' and 'rarely' will be defined by the onsite preceptor at the beginning of the rotation

Rubric:

Exceeding/Commendable (4): The student **consistently** performs above expectations and requires minimal guidance and supervision.

Meeting/Acceptable (3): The student **frequently** performs within expectations and requires minimal guidance and supervision.

Developing/Needs Improvement (2): The student **sometimes** performs within expectations and requires regular guidance and supervision.

Not Meeting/Unacceptable (1): The student **rarely** performs within expectations and requires constant guidance and supervision.

Disclaimer: This form is developed by referring to the JCCP Pharmacists' Patient care Process and customizing to the course learning outcomes of the rotation(s).

Part I. Professional competencies

Competencies (Each competency has maximum score of 4; Total maximum score=32)	Criteria	Exceeding (4) The student consistently performs the competency above expectations and requires minimal guidance and supervision from the preceptor. Exceeds expectations.	Meeting (3) The student frequently performs the competency within expectations and requires minimal guidance and supervision from the preceptor. Progressing well.	Developing (2) The student sometimes performs the competency within expectations and requires regular guidance and supervision. Needs improvement.	Not Meeting (1) The student rarely performs the competency and requires constant guidance and supervision. Needs significant improvement.	Comment For scores of 4, describe what merits this assessment. For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
1. Discuss the current treatment guidelines (both local and international) on selected diseases	Accurately discuss the treatment guidelines and apply them in patient care	4	3	2	1	
Specific comments during mid rotation assessment: --- --- Specific comments during final evaluation: --- --- **Grade:** …../4						
2. Collect subjective and objective information about the patient in order to understand the patient's relevant medical/medication history and clinical status	Accurately performs history taking to understand the patient's relevant medical/medication history and clinical status	4	3	2	1	
Specific comments during mid rotation assessment: --- --- Specific comments during final evaluation: --- --- **Grade:** …../4						

3. Assess the pharmacotherapeutic options in the context of appropriateness, effectiveness, safety, and patient adherence	Identifies suitable drug therapy for individual patients	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

4. Develop an individualized patient-centered care plan in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost effective.	Designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

5. Implement the care plan in collaboration with other health care professionals and the patient or caregiver	Identifies and suggests appropriate therapeutic endpoints for the patient (cure, maintenance, or prophylaxis).	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

| 6. Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals and the patient or caregiver as needed | Designs and evaluates treatment regimens for optimal outcomes using disease states and previous or current drug therapy as well as including psycho-social, ethical-legal, and financial data. | 4 | 3 | 2 | 1 | |

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

| 7. Demonstrate effective communication skills | Communicates clearly using proper pronunciation, and volume, and adequately uses nonverbal skills | 4 | 3 | 2 | 1 | |

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

----

8. Assess safe medication use system in the hospitals	Assess the medication use system in the hospital and identify processes for preventing, identifying and managing medication-related misadventures	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: ...../4

Part II: Professional behavior

Professional behavior demonstrated by the student on following aspects (Each professional behavior has maximum score of 3; Total maximum score=21)	Meeting (3) Student exhibited acceptable professional behavior	Developing (2) Student's professional behavior needs improvement.	Not Meeting (1) Student's professional behavior is unacceptable	Comments For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
1. Attendance and punctuality (attends all the days of rotation punctually and report on time)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: ...../3

2. Fulfillment of tasks and willingness to learn (completes all the tasks assigned without any delay)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: ...../3

3. Accountability and Initiative (accepts personal responsibility; demonstrates reliability and follow through with commitments in a timely manner; accountable for his/her performance; recognizes limitations and seeks help when necessary; addresses individuals who demonstrate unacceptable behaviors)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: ...../3

4. Concern towards patients (treats patients with respect, maintains confidentiality, shows compassion towards patients)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: ...../3

5. Compassion and respect for others (displays empathy; considerate; cooperative; sensitive; respectful of different socioeconomic backgrounds and cultural traditions; avoids promoting gossip and rumor; respects authority)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

6. Self-directed learning skills (possess self-directed learning skills and applies information from evidence-based resources. Participates in peer presentations)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:
----

7. Ethical practices in patient care (respects patients and their health care decisions and maintains patient privacy and confidentiality)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

Student strengths:

Student weakness:

Final grade:

Total grade out of 53……………………………..

Final grade out of 30…………………………..

Signature of the preceptor: …………………………………….…………………

[Note: The form has to be filled by the onsite preceptor and submitted to the Coordinator of the Office of Experiential learning, College of Pharmacy and Health Sciences, Ajman University]

Appendix 2: Onsite preceptor evaluation form for Community Pharmacy rotation PHM 647

(30% of total assessment scores)

Student name :……………………………………………………………………….…………

Student ID   : ………………………………………………………………………………….

Preceptor name : …………………………………………………………………………………

Name of rotation: Community Pharmacy

Training site: ………………………………………………………………………………………….

Date of final assessment ……………………………………………………………………………………

1. The Onsite preceptor evaluation form has to be used for each rotation independently

2. The student has to pass all of the nine competency-based evaluations to pass the rotation

3. If the student fails any competency for a specific rotation, he/she has to repeat that particular competency for 3 days in the hospital and undergo a reassessment

4. If student fails more than twice in a particular competency then the entire rotation has to be repeated

5. The expectations to fulfill 'consistently', 'frequently', 'sometimes' and 'rarely' will be defined by the onsite preceptor at the beginning of the rotation

Rubric:

Exceeding/Commendable (4): The student **consistently** performs above expectations and requires minimal guidance and supervision.

Meeting/Acceptable (3): The student **frequently** performs within expectations and requires minimal guidance and supervision.

Developing/Needs Improvement (2): The student **sometimes** performs within expectations and requires regular guidance and supervision.

Not Meeting/Unacceptable (1): The student **rarely** performs within expectations and requires constant guidance and supervision.

Disclaimer: This form is developed by referring to the JCCP Pharmacists' Patient care Process and customizing to the course learning outcomes of the rotation(s).

Part I. Professional competencies

Competencies (Each competency has maximum score of 4; Total maximum score=32)	Criteria	Exceeding (4) The student consistently performs the competency above expectations and requires minimal guidance and supervision from the preceptor. Exceeds expectations.	Meeting (3) The student frequently performs the competency within expectations and requires minimal guidance and supervision from the preceptor. Progressing well.	Developing (2) The student sometimes performs the competency within expectations and requires regular guidance and supervision. Needs improvement.	Not Meeting (1) The student rarely performs the competency and requires constant guidance and supervision. Needs significant improvement.	Comment For scores of 4, describe what merits this assessment. For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
1. Collect subjective and objective information about the patient in order to understand the patient's relevant medical/medication history and clinical status	Accurately performs history taking to understand the patient's relevant medical/medication history and clinical status	4	3	2	1	
Specific comments during mid rotation assessment: --- --- Specific comments during final evaluation: --- --- **Grade: …../4**						
2. Assess the pharmacotherapeutic options in the context of appropriateness, effectiveness, safety, and patient adherence	Identifies suitable drug therapy for individual patients	4	3	2	1	

Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: --						
3. Recommend over-the-counter medications for common ailments	Identifies and suggests appropriate therapeutic endpoints for the patient (cure, maintenance, or prophylaxis).					
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation:						
4. Inventory control and marketing of products and services	Able to perform inventory control measures and design strategies to market the products and community pharmacy services					
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- --						
Grade: …../4						

5. Collaborate with coworkers, other health care professionals and the patient or caregiver as needed.	Effectively collaborates with coworkers, other health care professionals and the patient or caregiver as needed.	4	3	2	1	
6. Insurance billing, prescription handling and dispensing	Handle and dispense prescription medicines in a proper manner.	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

7. Demonstrate effective communication skills with	Communicates clearly using proper pronunciation, and volume, and adequately uses nonverbal skills	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

8. Assess safe medication use system in the community pharmacies	Assess the medication use system in the community pharmacy and identify processes for preventing, identifying and managing medication-related misadventures	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

Part II: Professional behavior

Professional behavior demonstrated by the student on following aspects (Each professional behavior has maximum score of 3; Total maximum score=21)	Meeting (3) Student exhibited acceptable professional behavior	Developing (2) Student's professional behavior needs improvement.	Not Meeting (1) Student's professional behavior is unacceptable	Comments For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
1. Attendance and punctuality (attends all the days of rotation punctually and report on time)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

2. Fulfillment of tasks and willingness to learn (completes all the tasks assigned without any delay)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

3. Accountability and Initiative (accepts personal responsibility; demonstrates reliability and follow through with commitments in a timely manner; accountable for his/her performance; recognizes limitations and seeks help when necessary; addresses individuals who demonstrate unacceptable behaviors)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

4. Concern towards patients (treats patients with respect, maintains confidentiality, shows compassion towards patients)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

5. Compassion and respect for others (displays empathy; considerate; cooperative; sensitive; respectful of different socioeconomic backgrounds and cultural traditions; avoids promoting gossip and rumor; respects authority)	3	2	1	

Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- -- **Grade:** …../3				
6. Self-directed learning skills (possess self-directed learning skills and applies information from evidence-based resources. Participates in peer presentations)	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- --				
7. Ethical practices in patient care (respects patients and their health care decisions and maintains patient privacy and confidentiality)	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- -- **Grade:** …../3				

Student strengths:

Student weakness:

---|-435-------------------------------------

Final grade:

Total grade out of 53…………………………..

Final grade out of 30…………………………..

 Signature of the preceptor: …………………………………………………………

[Note: The form has to be filled by the onsite preceptor and submitted to the Coordinator of the Office of Experiential learning, College of Pharmacy and Health Sciences, Ajman University]

Appendix 3: Onsite preceptor evaluation form for Pharmacy Administration rotation PHM 648

(30% of total assessment scores)

Student name   :………………………………………………………………………..…………

Student ID   : ………………………………………………………………………………

Preceptor name   : ……………………………………………………………………………

Name of rotation   : Pharmacy Administration

Training site: ………………………………………………………………………………….

Date of final assessment ………………………………………………………………..…………

1. The Onsite preceptor evaluation form has to be used for each rotation independently

2. The student has to pass all of the nine competency-based evaluations to pass the rotation

3. If the student fails any competency for a specific rotation, he/she has to repeat that particular competency for 3 days in the hospital and undergo a reassessment

4. If student fails more than twice in a particular competency then the entire rotation has to be repeated

5. The expectations to fulfill 'consistently', 'frequently', 'sometimes' and 'rarely' will be defined by the onsite preceptor at the beginning of the rotation

Rubric:

Exceeding/Commendable (4): The student **consistently** performs above expectations and requires minimal guidance and supervision.

Meeting/Acceptable (3): The student **frequently** performs within expectations and requires minimal guidance and supervision.

Developing/Needs Improvement (2): The student **sometimes** performs within expectations and requires regular guidance and supervision.

Not Meeting/Unacceptable (1): The student **rarely** performs within expectations and requires constant guidance and supervision.

Disclaimer: This form is developed by referring to the JCCP Pharmacists' Patient care Process and customizing to the course learning outcomes of the rotation(s).

Part I. Professional competencies

Competencies (Each competency has maximum score of 4; Total maximum score=32)	Criteria	Exceeding (4) The student consistently performs the competency above expectations and requires minimal guidance and supervision from the preceptor. Exceeds expectations.	Meeting (3) The student frequently performs the competency within expectations and requires minimal guidance and supervision from the preceptor. Progressing well.	Developing (2) The student sometimes performs the competency within expectations and requires regular guidance and supervision. Needs improvement.	Not Meeting (1) The student rarely performs the competency and requires constant guidance and supervision. Needs significant improvement.	Comment For scores of 4, describe what merits this assessment. For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
1. Evaluate organizational chart for hospital pharmacy operations	Accurately evaluates an organizational chart for hospital pharmacy operations	4	3	2	1	
Specific comments during mid rotation assessment: --- --- Specific comments during final evaluation: --- --- **Grade: …../4**						
2. Assess personnel policies and institution procedures that assure productivity and accountability	Effectively evaluates policies and procedures in promoting productivity and accountability	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

| 3. Participate in therapeutic review process, and drug utilization review | Adequately participates in therapeutic review and drug utilization evaluation and formulary management | 4 | 3 | 2 | 1 | |

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

| 4. Perform inventory control measures including expiry handling | Accurately performs inventory control measures including expiry handling, prepares and reviews both routine and emergency purchase orders. | 4 | 3 | 2 | 1 | |

Specific comments during mid rotation assessment:

---| 439 |---------------------------------

Specific comments during final evaluation:

Grade: …../4

5. Schedule work hours and staff evaluation of pharmacy personnel	Prepares work hour schedule for pharmacy personnel and assesses personnel performance evaluation procedures	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

6. Monitor, detect and report adverse drug reactions	Effectively engages in monitoring, detecting and reporting adverse drug reactions within the institution, nationally and globally	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

7. Demonstrate effective communication skills	Communicates clearly using proper pronunciation, and volume, and adequately uses nonverbal skills	4	3	2	1

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

----

8. Assess safe medication use system in the hospitals	Assesses the medication use system in the hospital and identify processes for preventing, identifying and managing medication-related misadventures	4	3	2	1

Specific comments during mid rotation assessment:

--|-------------------------------------

Specific comments during final evaluation:

Grade: …../4

Part II: Professional behavior

Professional behavior demonstrated by the student on following aspects (Each professional behavior has maximum score of 3; Total maximum score=21)	Meeting (3) Student exhibited acceptable professional behavior	Developing (2) Student's professional behavior needs improvement.	Not Meeting (1) Student's professional behavior is unacceptable	Comments For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
1. Attendance and punctuality (attends all the days of rotation punctually and report on time)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

2. Fulfillment of tasks and willingness to learn (completes all the tasks assigned without any delay)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

3. Accountability and Initiative (accepts personal responsibility; demonstrates reliability and follow through with commitments in a timely manner; accountable for his/her performance; recognizes limitations and seeks help when necessary; addresses individuals who demonstrate unacceptable behaviors)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

4. Concern towards patients (treats patients with respect, maintains confidentiality, shows compassion towards patients)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

5. Compassion and respect for others (displays empathy; considerate; cooperative; sensitive; respectful of different socioeconomic backgrounds and cultural traditions; avoids promoting gossip and rumor; respects authority)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

6. Self-directed learning skills (possess self-directed learning skills and applies information from evidence-based resources. Participates in peer presentations)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

----

7. Ethical practices in patient care (respects patients and their health care decisions and maintains patient privacy and confidentiality)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

Student strengths:

Student weakness:

Final grade:

Total grade out of 53…………………………..

Final grade out of 30…………………………..

 Signature of the preceptor: ……………………………………………………

[Note: The form has to be filled by the onsite preceptor and submitted to the Coordinator of the Office of Experiential learning, College of Pharmacy and Health Sciences, Ajman University]

Appendix 4: Onsite preceptor evaluation form for Drug Information rotation PHM 646

(30% of total assessment scores)

Student name :…………………………………………………………………………….…………

Student ID : ………………………………………………………………………………

Preceptor name : …………………………………………………………………………………

Name of rotation: Drug Information

Training site: …………………………………………………………………………………….

Date of final assessment …………………………………………………………………………………

1. The Onsite preceptor evaluation form has to be used for each rotation independently

2. The student has to pass all of the nine competency-based evaluations to pass the rotation

3. If the student fails any competency for a specific rotation, he/she has to repeat that particular competency for 3 days in the hospital and undergo a reassessment

4. If student fails more than twice in a particular competency then the entire rotation has to be repeated

5. The expectations to fulfill 'consistently', 'frequently', 'sometimes' and 'rarely' will be defined by the onsite preceptor at the beginning of the rotation

Rubric:

Exceeding/Commendable (4): The student **consistently** performs above expectations and requires minimal guidance and supervision.

Meeting/Acceptable (3): The student **frequently** performs within expectations and requires minimal guidance and supervision.

Developing/Needs Improvement (2): The student **sometimes** performs within expectations and requires regular guidance and supervision.

Not Meeting/Unacceptable (1): The student **rarely** performs within expectations and requires constant guidance and supervision.

Disclaimer: This form is developed by referring to the JCCP Pharmacists' Patient care Process and customizing to the course learning outcomes of the rotation(s).

Part I. Professional competencies

Competencies (Each competency has maximum score of 4; Total maximum score=32)	Criteria	Exceeding (4) The student consistently performs the competency above expectations and requires minimal guidance and supervision from the preceptor. Exceeds expectations.	Meeting (3) The student frequently performs the competency within expectations and requires minimal guidance and supervision from the preceptor. Progressing well.	Developing (2) The student sometimes performs the competency within expectations and requires regular guidance and supervision. Needs improvement.	Not Meeting (1) The student rarely performs the competency and requires constant guidance and supervision. Needs significant improvement.	Comment For scores of 4, describe what merits this assessment. For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
1. Discuss the current treatment guidelines (both local and international) on selected diseases	Accurately discuss the treatment guidelines and apply them in patient care	4	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- -- **Grade: …../4**						
2. Gather evidence-based drug information from standard resources tailored to specific patient conditions	Gathers evidence-based drug information for individual patients	4	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- -- **Grade: …../4**						
3. Respond to drug information queries from healthcare professionals	Adequately responds to drug information queries from healthcare professionals	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

| **4. Synthesize drug information from primary, secondary and tertiary drug information sources** | Adequately synthesize drug information from primary, secondary and tertiary drug information sources | 4 | 3 | 2 | 1 | |

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

| **5. Formulation of the answer to drug information queries** | Able to formulate the answer to drug information queries from health professionals and patients by referring to standard resources | 4 | 3 | 2 | 1 | |
| **6. Problem solving and decision making** | Able to critically evaluate medical literature and product information in choosing the best possible drug therapy for the patient | | | | | |

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

6. Collaborate with other health care professionals and the patient or caregiver as needed.	Effectively collaborates with other health care professionals and the patient or caregiver as needed.	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../4

7. Demonstrate effective communication skills	Communicates clearly using proper pronunciation, and volume, and adequately uses nonverbal skills	4	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Part II: Professional behavior

Professional behavior demonstrated by the student on following aspects (Each professional behavior has maximum score of 3; Total maximum score=21)	Meeting (3) Student exhibited acceptable professional behavior	Developing (2) Student's professional behavior needs improvement.	Not Meeting (1) Student's professional behavior is unacceptable	Comments For scores of 1 or 2, provide instructive feedback and recommendations to improve performance.
1. Attendance and punctuality (attends all the days of rotation punctually and report on time)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

2. Fulfillment of tasks and willingness to learn (completes all the tasks assigned without any delay)	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- -- **Grade:** …../3				
3. Accountability and Initiative (accepts personal responsibility; demonstrates reliability and follow through with commitments in a timely manner; accountable for his/her performance; recognizes limitations and seeks help when necessary; addresses individuals who demonstrate unacceptable behaviors)	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- -- **Grade:** …../3				
4. Concern towards patients (treats patients with respect, maintains confidentiality, shows compassion towards patients)	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- -- **Grade:** …../3				
5. Compassion and respect for others (displays empathy; considerate; cooperative; sensitive; respectful of different socioeconomic backgrounds and cultural traditions; avoids promoting gossip and rumor; respects authority)	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- -- **Grade:** …../3				
6. Self-directed learning skills (possess self-directed learning skills and applies information from evidence-based resources. Participates in peer presentations)	3	2	1	
Specific comments during mid rotation assessment: -- -- Specific comments during final evaluation: -- --				

7. Ethical practices in patient care (respects patients and their health care decisions and maintains patient privacy and confidentiality)	3	2	1	

Specific comments during mid rotation assessment:

Specific comments during final evaluation:

Grade: …../3

Student strengths:

Student weakness:

Final grade:

Total grade out of 53…………………………..

Final grade out of 30…………………………..

Signature of the preceptor: ……………………………………………………

[Note: The form has to be filled by the onsite preceptor and submitted to the Coordinator of the Office of Experiential learning, College of Pharmacy and Health Sciences, Ajman University]

Appendix 5: Case Presentation Evaluation Form

Student Name   :…………………………………….|………………………………………………………

Student ID   : …………………………………………………………………………………………

Preceptor Name   : …………………………………………………………………………………………

Name of Training : …………………………………………………………………………………………

Evaluation Criteria	Unsatisfactory (0)	Satisfactory (1)	Very good (2)	Exceptional (3)
1. The presentation included an appropriate discussion of the disease state(s).				
2. The presentation included an appropriate discussion of the drug therapy.				
3. The presentation included an appropriate critique of the therapy and a discussion of alternative treatments specific to the patient.				
4. The presentation was well researched and appropriately referenced.				
5. The presentation was delivered in the allotted time.				
6. The presenter demonstrated professional presentation skills (eye contact, vocal inflection, posture, gesturing).				
7. The presenter answered all questions appropriately.				
8. The presentation was clear.				
Total				

Remarks: The students have to pass all of the components of the presentation. In case of failure, student has to repeat the presentation.

Final Mark:

Preceptor Name   :…………………………………………………

Signature   : …………………………………………………

Appendix 6: Preceptor and site evaluation by Students

Course:	Section: ___NA_____
Program: MSc in Clinical pharmacy	Semester/Year:

Please provide feedback by circling your level of agreement with the following statements:

	1: strongly disagree 2: disagree 3: neutral 4: agree 5: strongly agree					
	Preceptor	1	2	3	4	5
1	The preceptor demonstrated high and up-to-date knowledge during their professional practice	☐	☐	☐	☐	☐
	The preceptor provided a role model of essential attitudes and skills during their professional practice	☐	☐	☐	☐	☐
	The preceptor demonstrated sensitivity towards patient's needs and was highly motivated to meet those needs	☐	☐	☐	☐	☐
	The preceptor showed enthusiasm and high level of responsibility for teaching and training pharmacy students	☐	☐	☐	☐	☐
	The preceptor gave students opportunity to ask, discuss and exchange opinions	☐	☐	☐	☐	☐
	The preceptor was accessible when help is needed	☐	☐	☐	☐	☐
	The preceptor demonstrated sensitivity and supportiveness to students	☐	☐	☐	☐	☐
	The preceptor provided feedback and evaluation to the student's performance in an educational manner	☐	☐	☐	☐	☐
	Practice Site	1	2	3	4	5
	The site had adequate facilities (e.g. dispensing software, prescription only area, counseling area,…….etc.)	☐	☐	☐	☐	☐
	had adequate space for the trainee to interact effectively with patients and pharmacy staff	☐	☐	☐	☐	☐
	had adequate number of patients/customers to provide a variety of experiences	☐	☐	☐	☐	☐
	had an appropriate work load for the trainee to get a feel of real-life experience	☐	☐	☐	☐	☐
	In general, the practice site was suitable for training purposes	☐	☐	☐	☐	☐

Please, describe any issues, comments, suggestions or recommendations that may help in improving preceptor supervision and the practice site.

………
………
………
………
………

Appendix 7: Preceptor Evaluation of Clinical Training Course

Preceptor (name/title):--

Agency: _____

Course Name:_____

Semester: _____   Year _____

Thank you so much for providing your opinion about our training course. We deeply appreciate your contributions to our program.

	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
1. The students' responsibilities were well defined					
2. The responsibilities of the preceptor were well defined					
3. The objectives of the course were well defined					
4. The training course helped to advance the student's knowledge in pharmacy practice and therapeutics					
5. The training course helped the students to communicate effectively with patients and health care providers					
6. The training course allowed students to advance their counseling and drug information skills					
7. The training course increased the students' skills in the process of evaluating different therapeutic options					
8. The training course gave the students the opportunity to advance their skills in identifying and resolving therapeutic interventions					
9. The training course helped in advancing students knowledge in understanding clinical pharmacy operations inside the hospital					
10. The training course encouraged students to be self-learners					

Additional comments: Please use the space provided below to provide more detailed comments on this course.

| 453 |

_____
_____
_____
_____
_____
_____
_____

Appendix 7: Rubrics for assessment of Drug Information query answering

Part I: Drug information answering process

Steps followed while answering the query	Marks (1-5)
Step I: Secure Demographics of Requestor	
Step II: Obtain Background Information	
Step III: Determine and Categorize the Ultimate Question	
Step IV: Develop Strategy and Conduct Search	
Step V: Perform Evaluation, Analysis, and Synthesis	
Step VI: Formulate and Provide Response	
Step VII: Conduct Follow-Up and Documentation	

Part II: Documentation of drug information query answered

Documentation components	Yes/No
Name of the requestor	
Requester department	
Purpose of the query	
References consulted	
Reference source for the information provided	
Time taken to answer the query (in mins)	
Name of the Pharmacist	

Comments:

Appendix 8: Journal club evaluation rubrics

| 455 |

<u>**Article title/citation**</u>

1.   What is the professional background of the investigators? Do they have the appropriate qualifications to conduct the study?

----

2.   Who funded the investigation? Could this lead to bias?

----

3.   What role (if any) did the drug manufacturer have in the study (such as authorship, investigator, collection/analysis of study data)? Could this lead to bias?

<u>**Introduction**</u>

1.   Are the objectives clear, unbiased, specific, and achievable?

----

2.   Does the author provide an adequate literature review?

----

3.   Are hypotheses or specific research questions identified?

<u>**Methodology**</u>

1.   Are participants described, including the method of sample selection if appropriate?

----

2.   Are the inclusion and exclusion criteria specific enough and is there a logical rationale for these criteria? Are additional criteria needed?

----

3.   Is the study intervention (and control group) feasible and relevant in today's practice?

----

4.   Do any evident biases or ethical considerations arise in relation to the methodology?

----

5.   Did the authors explain how they determined the number of patients to study?

----

6.   Was the level to determine significance stated?

Results

1.   Were treatment and control patient groups similar at the beginning of the study?

----

2.   Are the results of the study statistically significant? How is statistical significance determined/reported? (e.g., p value)

----

3.   How clinically important are the reported differences between the experimental and control groups?

Author's discussion/conclusions

1.   Were the study results interpreted appropriately?

----

2.   Did the investigators explain study limitations?

----

3.   Do the conclusions follow logically from the data?

Appendix 9: OSCE Student assessment tool (sample checklist)

| 457 |

Topic: Herbal and nutritional supplements

Case Name: Patient with insomnia asking for an herbal medicine

Part I: Case history

	YES/NO
1. Greets the patient and introduces her/himself (no specific phrasing).	
2. Asks about the onset of the insomnia (triggers e.g. any changes in recent activities that might contribute:).	
3. Asks about the duration of Insomnia	
4. Asks about severity of Insomnia	
5. Asks if there is any disturbance in routine sleep schedule (E.g., duty shift etc.)	
6. Asks about associated symptoms:	
7. Asks the patient if he/she travelled recently.	
8. Asks about any other medical condition.	
9. Asks if is using any medications.	
10. Asks is he/she used anything for insomnia	
11. Asks if has an allergy to any medications	

Part II: Option/Management Strategies (including patient education)

12. Prescribes suitable herbal medications	
13. Advices about food, diet and any other lifestyle changes such as sleep schedule	

Monitoring/Follow-up

14. Refers the patient to the doctor for overall management	
15. The student closed interaction and asked if any questions	

Bachelor of Science in Nursing

Introduction

Clinical training is an integral part of the nursing student's teaching and learning in the undergraduate nursing program. In order to assist the student and faculty during the clinical experience, Ajman University (AU) College of Pharmacy and Health Sciences (COPHS)– Nursing Department has developed this training manual to provide student, and clinical faculty and instructors with clearly defined roles and expectations of each party during clinical experiences. This manual also provides the details of the various clinical courses, various aspects of the training including the training activities performed by student and the role of preceptors. As an experiential learning process, evaluation of outcomes is a huge part of the clinical experience. This manual has been developed to equip student and faculty with practical guidance and tools for a successful learning experience and its appropriate and holistic assessment and evaluation.

The guidelines outlined in this manual serve to assist in promoting positive student outcomes, enhancing socialization skills, refining critical thinking ability, and developing interpersonal communication skills. Additionally, it is hoped the instructions set forth will outline expectations, improve skills and knowledge development, increase self-confidence, and reduce anxiety and stress during clinical experiences.

About Ajman University

Mission

Ajman University is a multicultural academic institution that offers a broad range of high quality and relevant undergraduate and graduate academic programs. The University strives to fulfill the needs of student, alumni, employers, and society through a learner-centric development journey, quality education, hands-on experience, research as well as community engagement. AU develops well- rounded, career-ready graduates who are professionally competent, socially responsible, innovative and active contributors to the sustainable development of the UAE and beyond.

Vision

Ajman University aims to be studentationally recognized as one of the leading universities in the Arab world for its cutting-edge learning environment, innovative career support, impactful research, responsible outreach and community engagement.

Core Values

EXCELLENCE

All AU activities are conducted with strong emphasis on outstanding quality standards.

INTEGRITY

AU adheres to the principles of honesty, trustworthiness, reliability, transparency and accountability.

INCLUSIVENESS

AU embraces shared governance, inspires tolerance, and is committed to diversity, equity, and inclusion.

SOCIAL RESPONSIBILITY

AU promotes community engagement, environmental sustainability and global citizenship. It also promotes awareness and support for the needs and challenges of the local and global communities.

INNOVATION

AU supports creative activities that approach challenges and issues from multiple perspectives in order to find solutions and advance knowledge

BSN Program:

Bachelor of Science in Nursing (BSN) Program is a four-year degree program. BSN Program at Ajman University is designed with the aim of preparing competent nurses to meet the health care demands of UAE and the global population. The program prepares highly skilled nurses for generalist nursing practice including nursing research and management. Student enrolled in BSN program will be trained to practice nursing in different health care settings with the competencies prescribed by "UAE National Competency and Professional Practice Framework for BSN Graduates".

Goals

The Goals of the BSN Program are:

1. **Goal 1**: Execute and sustain a dynamic academic program adaptive to local and studentational market requirements.

2. **Goal 2**: Supply healthcare industry with competent and qualified nurses with the capacity for lifelong professional development.

3. **Goal 3**: Become a hub attracting high caliber studentational nursing academics with high profile in research and leadership.

4. **Goal 4**: Seek and maintain meaningful bonds with local, regional and studentational parties, to advance academic and career paths to our graduates.

5. **Goal 5**: Adopt plans aimed at attracting and graduating diversified student equipped with the professional and personal credentials that enable them to have positive impact on the nursing profession.

Program Learning Outcomes

The Program Learning Outcomes (PLOs) are also referred to as Student Learning Outcomes (SLOs). To combine both terminologies, these outcomes may also be referred to as Student/Program Learning Outcomes. The BSN Program has seven PLOs as stated below.

On the successful completion of the BSN Program, graduates will be able to:

1. Develop a core set of required professional, studentational-standard competencies for person-centered and community-based nursing practice (PLO1).

2. Utilize latest health informatics and tele-health care in the provision of nursing care (PLO2).

3. Apply ethical and holistic care in a framework of professional accountability to promote the wellbeing of individuals and the public (PLO3).

4. Demonstrate responsibility for building foundation necessary to establish a lifelong capacity for professional development, creative management, knowledge integration, and promoting positive work environment (PLO4).

5. Integrate innovations and entrepreneurship and advanced technology for optimum safe and quality nursing practice (PLO5).

6. Enhance leadership qualities, professional communication and effective collaboration within an interdisciplinary learning environment that enables smooth care transition (PLO6).

7. Acquire evidence-based and research skills and competencies in the provision of nursing holistic care (PLO7).

Program Competency

Competency represents the acquisition and integration of knowledge, skills, values and attitude required for safe and quality nursing care. BSN Program at AU adopts the "UAE National Competency and Professional Practice Framework for BSN Graduates" to prepare their student for entry to practice. The framework has 7 competency domains and 38 competency standards. The competency domains are;

1. Person-Centered Care

2. Ethical and Legal Practice

3. Communication and Collaboration

4. Research and Evidence Based Practice

5. Community and Public Health

6. Leadership and Management

7. Informatics and Technology

Patient-Centered Practice

The BSN graduate provides therapeutic, holistic care that recognizes an individual's preferences, values, and needs. It also respects the person and provides treatment as a full partner in providing compassionate, coordinated, culturally appropriate, safe, and effective care.

Ethical and Legal Practice

The BSN graduate incorporates knowledge about ethical, legal, and professional implications of the code of conduct and scope of practice when providing nursing care.

Communication and Collaboration

The BSN graduate functions professionally within the nursing and the inter-disciplinary healthcare teams using inter and intra-professional communication and collaborative skills to foster mutual respect, civility and deliver evidence-based care to achieve quality outcomes.

Research and Evidence Based Practice

The BSN graduate integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care
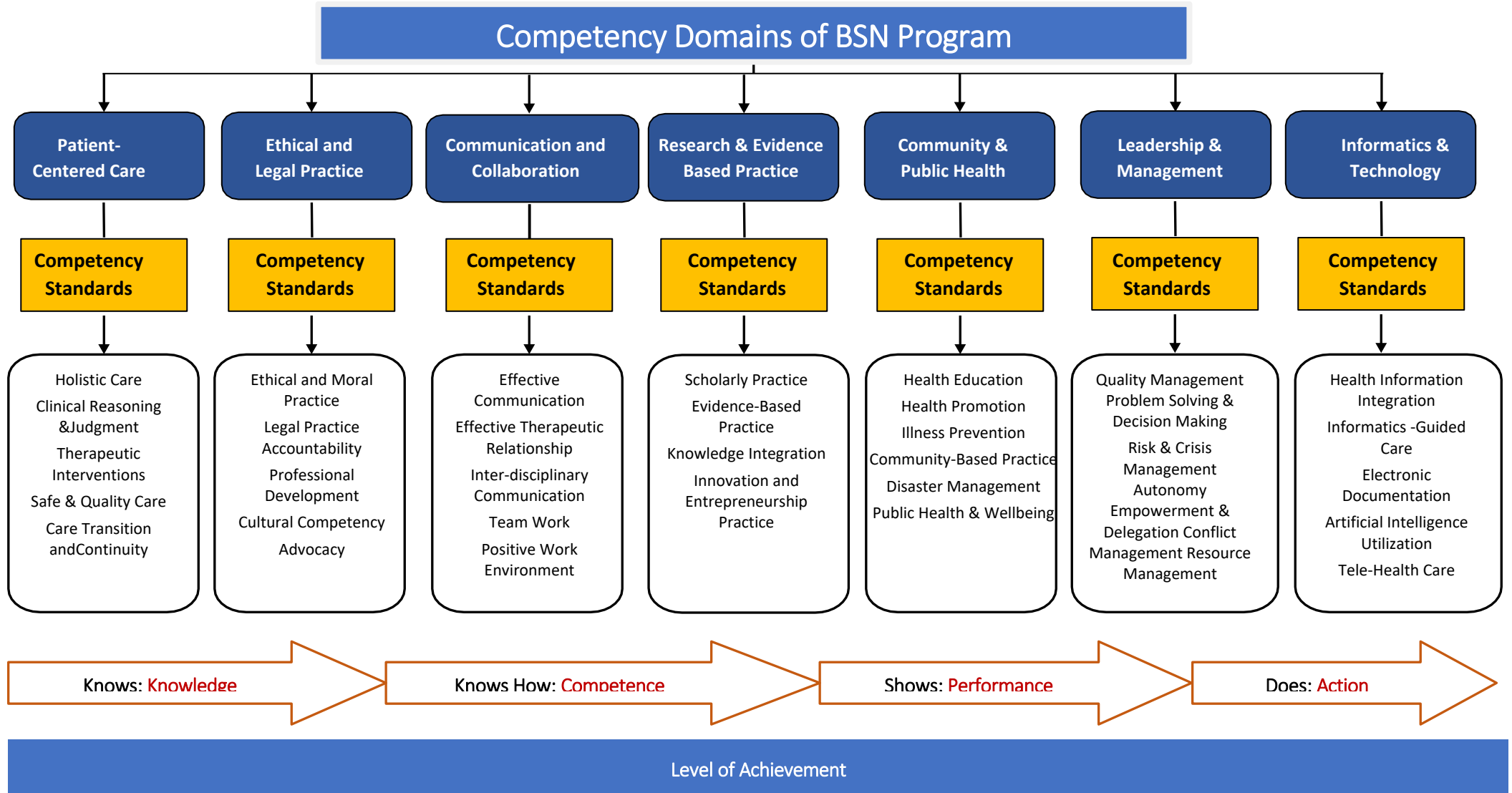
Community and Public Health

The BSN graduate provides public and community-based care through the practice of promotive, preventive, curative, and restorative health services to individuals, families, and communities.

Leadership and Management

The BSN graduate promotes autonomous nursing practice through change management that influences the healthcare system, resources, environment, and policies with the aim of improved patient outcomes and evidence-based practice in a collegial and respectable environment.

Informatics and Technology

The BSN graduate integrates nursing, information, computer, and cognitive sciences to manage and communicate data, information, knowledge, and wisdom in nursing practice.

Competency Domains of BSN Program

Patient-Centered Care	Ethical and Legal Practice	Communication and Collaboration	Research & Evidence Based Practice	Community & Public Health	Leadership & Management	Informatics & Technology
Competency Standards	Competency Standards	Competency Standards	Competency Standards	Competency Standards	Competency Standards	Competency Standards
Holistic Care Clinical Reasoning &Judgment Therapeutic Interventions Safe & Quality Care Care Transition andContinuity	Ethical and Moral Practice Legal Practice Accountability Professional Development Cultural Competency Advocacy	Effective Communication Effective Therapeutic Relationship Inter-disciplinary Communication Team Work Positive Work Environment	Scholarly Practice Evidence-Based Practice Knowledge Integration Innovation and Entrepreneurship Practice	Health Education Health Promotion Illness Prevention Community-Based Practice Disaster Management Public Health & Wellbeing	Quality Management Problem Solving & Decision Making Risk & Crisis Management Autonomy Empowerment & Delegation Conflict Management Resource Management	Health Information Integration Informatics -Guided Care Electronic Documentation Artificial Intelligence Utilization Tele-Health Care

Knows: Knowledge → Knows How: Competence → Shows: Performance → Does: Action →

Level of Achievement

Adopted from theUAE Professional Practice Framework for BSN Graduates.

Clinical Training Program:

Learning Outcomes of the Clinical Training Program:

Person-Centered Care

- Apply the knowledge and practice of nursing sciences in provision of holistic care, therapeutic interventions and safe and quality care to patients.

- Demonstrates effective utilization of strategies to reduce risk of harm to self and others and the effective utilization of standardized practice and technology that support safety and quality of care.

- Provides priority nursing care to optimize person's physical, psychological, emotional, and spiritual healthcare needs.

- Employ the best use of clinical reasoning and judgment in provision of patient care.

- Caries out effective therapeutic nursing interventions to alleviate illness related symptoms that would help the person cope or illness management.

Ethical, Legal and Professionalism

- Apply legal and ethical principles within all aspects of nursing.

- Demonstrate professional standards in every aspects of nursing care.

- Demonstrate accountability and provide culturally congruent care

- Engages in self-reflection and other activities that foster lifelong learning and professional growth.

Communication and Collaboration

- Communicate effectively in a respectful manner with patient, patient's family, and health care professionals.

- Demonstrate collaboration and respect for the perspective and experiences of other team members to optimize healthcare and strengthen patient outcomes.

Research and Evidence-Based Practice

- Engage in supervisory nursing and inter-disciplinary research.

- Integrate best evidences, clinical expertise and patient values to enhance healthcare outcomes.

Shows the ability and skills to propose articulated innovative ideas related to patient, family, and community care and satisfaction.

Community and Public Health

- Demonstrates the ability to practice health education and health promotion activities in a variety of community-based settings.

- Provides priority-based care to individuals, families, and groups through independent and collaborative interdisciplinary care.

- Demonstrates the ability to implement the disaster preparedness and management skills with available resources.

Leadership and Management

- Reflects effective decision making skills on daily patient care

- Demonstrates group dynamics and team building for advancing and continual quality improvement within the context of potential constraints.

- Practices tasks delegation to enable effective teamwork following the scope of practice and the institutional policies and procedures while maintaining the overall responsibility of the plan of care and patient outcome.

- Manages effectively available resources and advocates for sufficient resources to conduct professional bedside care, research and continual professional development.

Informatics and Technology

- Demonstrates the effective and appropriate use of health informatics in a variety of healthcare settings.

- Applies the information technology in advancing nursing knowledge and improving nursing care.

- Displays confidence in the integration of the use of electronic documentation and evaluation of information systems in practice settings according to the institutional policies for ongoing patient care.

- Engages in relevant professional networking to enhance innovative patient care and outcomes and promote entrepreneurship.

Table of practical courses:

Placement	Course Code	Course Name	Clinical Credit	Contact Hr./Week	Contact Hr./Sem	Pre-req
Sem-5	BSN302	Adult Health Nursing (Clinical)	4	40	160	BSN301 (Pre-req. or co-req.); Valid BLS Certificate (AHA)
Sem-5	BSN304	Maternity and Newborn Health Nursing(Clinical)	4	40	160	BSN303 (Pre-req. or co-req.); Valid BLS Certificate (AHA)
Sem-6	BSN306	Advanced Adult Health Nursing (Clinical)	4	40	160	BSN305 (Pre-req. or co-req.); Valid BLS Certificate (AHA)
Sem-6	BSN308	Pediatric Health Nursing (Clinical)	4	40	160	BSN307 (Pre-req. or co-req.); Valid BLS Certificate (AHA)
Sem-7	BSN402	Community Health Nursing (Clinical)	4	40	160	BSN401 (Pre-req. or co-req.); Valid BLS Certificate (AHA)
Sem-7	BSN404	Psychiatric and Mental Health Nursing (Clinical)	4	40	160	BSN403 (Pre-req. or co-req.); Valid BLS Certificate (AHA)
Sem-8	BSN406	Adult Health Nursing Rotation	4	40	160	BSN302; BSN405; Valid BLS Certificate (AHA)
Sem-8	BSN 407	Critical Care Nursing Rotation	3	40	120	BSN306; BSN405; Valid BLS Certificate (AHA)
Sem-8	BSN 408	Maternity and Newborn Nursing Rotation	3	40	120	BSN304; BSN405; Valid BLS Certificate (AHA)
Sem-8	BSN 409	Pediatric Health Nursing Rotation	3	40	120	BSN308; BSN405; Valid BLS Certificate (AHA)
Sem-8	BSN 410	Community and Mental Health Nursing Rotation	3	40	120	BSN403, BSN407, BSN409 Valid BLS Certificate (AHA)
Total			40		1600	

- 1 Clinical Credit = 40 Contact Hours
- Each Semester is scheduled for 16 weeks of clinical practice (Total No. of weeks of clinical practice in last 2 years are 40 weeks)

Mapping Clinical Courses with UAE's Competency Framework and PLOs of the BSN Program:

| Code | Course | Program Learning Outcomes | | | | | | | UAE National Competency Framework for Nursing Education | | | | | | |
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	Competency1	Competency2	Competency3	Competency4	Competency5	Competency6	Competency7
BSN302	Adult Health Nursing (Clinical)	√	√	√			√	√	√	√	√	√			√
BSN304	Maternity and Newborn Health Nursing (Clinical)	√	√	√			√	√	√	√	√	√			√
BSN306	Advanced Adult Health Nursing (Clinical)	√	√	√			√	√	√	√	√	√			√
BSN308	Pediatric Health Nursing (Clinical)	√	√	√			√	√	√	√	√	√			√
BSN402	Community Health Nursing (Clinical)	√	√	√	√		√	√		√	√	√	√		√
BSN404	Psychiatric and Mental Health Nursing (Clinical)	√	√	√			√	√	√	√	√	√			√
BSN406	Adult Health Nursing Rotation	√	√	√			√	√	√	√	√	√			√
BSN407	Critical Care Nursing Rotation	√	√	√			√	√	√	√	√	√			√
BSN408	Maternity and Newborn Nursing Rotation	√	√	√			√	√	√	√	√	√			√
BSN409	Pediatric Health Nursing Rotation	√	√	√			√	√	√	√	√	√			√
BSN410	Community and Mental Health Nursing Rotation	√	√	√	√		√	√		√	√	√	√		√

CLOs of each course with its short description and clinical requirements:

BSN302 | Adult Health Nursing (Clinical)

4 CH (1 CH = 40 contact hours)

This course is a hands-on course where student have the opportunity to apply their theoretical knowledge and develop practical skills in providing nursing care to adult patients. Under the guidance of experienced clinical instructors, student will gain valuable clinical experience in various healthcare settings. The course focuses on assessing the health needs of adult patients, implementing nursing interventions, and evaluating patient outcomes. Student will develop critical thinking, communication, and clinical decision-making skills as they provide direct patient care, administer medications, and collaborate with the healthcare team.

Pre-requisite or co-req: BSN301; Student must have a valid BLS provider certificate upon starting this course.

Course Learning Outcomes:

1. Perform general health assessment of adult and older adult patients to identify common medical/surgical health alterations. (CLO1)

2. Integrate knowledge of pathophysiology, pharmacology, nutrition and behavioral sciences to establish safe provision of care for adult and older adult patients with common medical/surgical health alterations. (CLO2)

3. Apply ethical, legal and professional guidelines in the delivery of care that culturally appropriate to adult and older adult patients with common medical/surgical health alterations. (CLO3)

4. Apply an evidence-based nursing plan of care interventions for adult and older adult patients with common medical/surgical health alterations. (CLO4)

5. Demonstrate clinical judgment and critical thinking skills teamwork, therapeutic communication, to provide appropriate nursing interventions for adult and older adult patients with diverse healthcare needs. (CLO5)

6. Use health information systems/electronic charting and patient care technologies in an effective and secure manner when assessing and monitoring patients. (CLO6)

List of Procedural Skills:

The following procedural skills are expected to be attained by the student on completion of the BSN 303-Adult Health Nursing (Clinical)

Sl. No	Name of the procedural skill
	Administration of Medication
1.	Oral
2.	Intramuscular
3.	Subcutaneous
4.	Intradermal
5.	Rectal Suppositories
	Intravenous therapy
6.	IV cannulation

7.	Administration of IV medication and infusions
8.	Maintaining Intake and output chart
9.	Making intravenous infusion plan
10.	Blood transfusion
11.	Care of patient with Central Line
Preparation, assisting, and after-care of patients undergoing diagnostic procedures	
12.	Radiological procedure X- ray Computed Tomography Magnetic Resonance Imaging Special Radiological procedure
13.	Thoracentesis
14.	Abdominal paracentesis
15.	Biopsy
16.	Specimen collection (Blood/Urine/ Sputum/ Feces)
17.	Blood sugar assessment with glucometer
Respiratory System	
18.	Assessment of the Respiratory system
19.	Oxygen therapy
20.	Nebulization
21.	Chest Physiotherapy / Deep breathing and coughing exercises / Incentive spirometry
22.	Oropharyngeal suctioning
23.	ABG sampling and interpretation
24.	Care of patients with chest tubes
Cardiovascular System	
25.	Assessment of CVS
26.	ECG recording and Basic interpretation of the ECG
27.	Administration of cardiac drugs
28.	Preparation and after care of patient undergoing cardiac catheterization
29.	Performing BCLS
Gastrointestinal System	
30.	Preparation, assisting and aftercare of patient with barium studies
31.	Preparation, assisting and aftercare of patient with OGD scopy
32.	Preparation, assisting and aftercare of patient with colonoscopy
33.	Preparation, assisting and aftercare of patient with Liver biopsy
34.	Preparation, assisting and aftercare of patient with ERCP
35.	Nasogastric tube feeding
36.	Jejunostomy feeding
37.	Care of patient with colostomy
38.	Care patient with ileostomy

	Nephrology& Urology	
39.	Renal assessment	
40.	Assisting with Intravenous pyelogram	
41.	Assisting with Intravenous cystoscopy	
42.	Urinary catheterization and catheter care	
43.	Preparation, assisting and aftercare of patient with renal biopsy	
44.	Care of patient with urinary diversions	
45.	Care of patient undergoing hemodialysis and peritoneal dialysis	
46.	Assisting with lithotripsy procedures	
	Neurology	
47.	History taking, neurological Examination – Use of Glasgow Coma Scale (GCS)	
	EYE /ENT	
48.	Eye irrigation	
49.	Application of eye bandage	
50.	Instillation of eye drops/medication	
51.	Examination of ear, nose& throat	
52.	Application of bandages to Ear & Nose	
53.	Tracheostomy care	
	Integumentary System & Burns	
54.	Medicated bath/sitz bath	
55.	First aid of burns	
56.	Fluid & electrolyte replacement therapy in burns	
57.	Care of Burn wounds	
58.	Caring of skin graft and post- cosmetic surgery	
	Surgical procedure	
59.	Pre-operative care	
60.	Immediate Post-operative care	
61.	Post-operative management and exercises	
62.	Pain assessment and management	
63.	Wound dressing	
64.	Scrubbing procedures	
65.	Assisting in major and minor surgical procedures	
66.	Assisting with sterilization and disinfection of surgical instruments	
67.	Assisting with setting up of a trolley for surgical procedure	
	Geriatrics	
76	Assessment of Geriatric patient	
77	Geriatric counseling	

List of Clinical Assignments (To be collected in student's clinical portfolio):

The following Clinical Assignments are the course requirements which needs to be completed on or before week-14 of the semester:

Assessment Tool[1]	Assessment Date	Weight (%)
Continuous Assessment Components:		
Professionalism+	Ongoing	5%
Daily Logs (to be filled each day)	Ongoing	5%
Mini-CEX (Nursing Care Plans) total of 4 (2 medical and 2 surgical cases)	Ongoing	20%
DOPS/DOCS: total of 4 (2 medical and 2 surgical cases)	Ongoing	20%
Summative Assessment Components:		
Final Presentation of Clinical Case Analysis*	Week 13	20%
Final Mini-CEX+DOPS/DOCS of a selected case**	Week 14	30%

+Professional Conduct and Responsibility of the student; for more details, please check the Clinical Manual, section 8.

*Final presentation of Clinical Case Analysis will include one Drug Presentation.

**Final Mini-CEX+DOPS will include Patient Health Education.

---

[1] Other assessment tools may be added/changed, as appropriate for the course.

BSN304 | Maternity and Newborn Health Nursing (Clinical)

4 CH (1 CH = 40 contact hours)

On this course, student have the opportunity to apply their theoretical knowledge and develop practical skills in providing nursing care to women during pregnancy, childbirth, and the postpartum period, as well as care for newborns. Under the guidance of experienced clinical instructors, student will gain valuable clinical experience in various healthcare settings, such as maternity wards, labor and delivery units, and neonatal intensive care units.

Pre-requisite or co-req: BSN303; Student must have a valid BLS provider certificate upon starting this course.

Course Learning Outcomes:

1. Perform general health assessment for maternal and newborn cases with health care needs and problems. (CLO1)

2. Integrate knowledge of pathophysiology, pharmacology, nutrition and behavioral sciences to establish safe provision of care for maternal and her newborn with health problems. (CLO2)

3. Apply ethical, legal and professional guidelines in the delivery of care that culturally appropriate for maternal and her newborn with health problems. (CLO3)

4. Apply an evidence-based nursing plan of care interventions for maternal and her newborn with health problems. (CLO4)

5. Demonstrate clinical judgment and critical thinking skills teamwork, therapeutic communication, to provide appropriate nursing interventions for maternal and her newborn with health problems. (CLO5)

6. Use health information systems/electronic charting and patient care technologies in an effective and secure manner when assessing and monitoring patients. (CLO6)

List of Procedural Skills:

The following procedural skills are expected to be attained by the student on completion of the BSN308- Maternity and Newborn Health Nursing (Clinical):

Sl.No	Name of the procedural skill
	I. Antenatal Care
	Health Assessment of Antenatal Woman
1	History Taking including Obstetrical score, Calculation of EDD, Gestational age
2	Physical Examination (Head to Foot)
3	Obstetrical Examination
	Diagnostic tests
4	Urine Pregnancy test
5	Urine testing for Albumin and Sugar
6	Glucose Challenge Test/Glucose Tolerance Test
7	Preparation of mother for USG

8	DFMC (Daily Fetal and Maternal Chart)
9	Preparation and recording of CTG/NST
Antenatal Counseling	
10	Antenatal counseling for each trimester
11	Birth Preparedness and Complication readiness counseling
II. Intranatal Care	
12	Assessment of woman in Labor
13	Vaginal Examination during Labor
14	Plotting and interpretation of partograph
15	Preparation for delivery– physical and psychological
16	Setting up of delivery unit and Newborn Care area
17	Supporting normal birth/conduct normal childbirth
18	Management of third stage of labor
19	Examination of placenta
20	Initiation of breast feeding and lactation management
III. Postnatal Care	
21	Postnatal Assessment
22	Perineal/episiotomy care
23	Breast Care
24	Postnatal counseling-diet, exercise & breast feeding
IV. Newborn Care	
25	Assessment of Newborn
26	Anthropometric measurement of Newborn
27	Neonatal resuscitation
28	Kangaroo Care
29	Assisting in neonatal diagnostic procedures
30	Administration of Vitamin K
31	Neonatal Immunization
32	Neonatal Drug Calculation
33	Administration of medication – Oral/Parenteral
34	Feeding of High-risk Newborn – EBM
35	Care of Neonate under radiant warmer
36	Care of Neonate on phototherapy
V. Care of Women with Perinatal Complications	
37	High risk assessment – identification of antenatal complications
38	Identification and Management of fetal distress
39	Administration of MgSo4
40	Assisting with Medical induction of labor

41	Assisting with Surgical induction – stripping and artificial rupture of membranes
42	Assisting with episiotomy and repair
43	Preparation for caesarean section
44	Assisting in caesarean section
45	Preparation of mother and assist in vacuum delivery
46	Assisting in Manual removal of the placenta
47	Identification and first aid management of PPH
48	Assisting in management of obstetric shock
49	Identification and assisting in management of puerperal sepsis
50	Management of breast engorgement and infections
51	Management of thrombophlebitis

List of Clinical Assignments (To be collected in student's clinical portfolio):

The following Clinical Assignments are the course requirements which needs to be completed on or before week-14 of the semester:

Assessment Tool[2]	Assessment Date	Weight (%)
Continuous Assessment Components:		
Professionalism+	Ongoing	5%
Daily Logs (to be filled each day)	Ongoing	5%
Mini-CEX (Nursing Care Plans) total of 3: antenatal, postnatal, and newborn cases	Ongoing	20%
DOPS/DOCS: total of 3: antenatal, postnatal, and newborn cases	Ongoing	20%
Summative Assessment Components:		
Final Presentation of Clinical Case Analysis*	Week 13	20%
Final Mini-CEX+DOPS/DOCS of a selected case**	Week 14	30%

+Professional Conduct and Responsibility of the student; for more details please check the Clinical Manual, section 8.

*Final presentation of Clinical Case Analysis will include one Drug Presentation. For more details please check the Clinical Manual.

**Final Mini-CEX+DOPS will include Patient/Family Health Education. For more details please check the Clinical Manual.

---

[2] Other assessment tools may be added/changed, as appropriate for the course.

BSN306 | Advanced Adult Health Nursing (Clinical)

4 CH (1 CH = 40 contact hours)

This course is a hands-on course that provides student with the opportunity to apply and further develop their nursing skills in the care of adult patients with complex health conditions. Under the guidance of experienced clinical instructors, student will engage in direct patient care in a variety of healthcare settings. By the end of the course, student will have enhanced their clinical competence and be better prepared to provide advanced, patient-centered care to adult patients in a variety of complex healthcare situations.

Pre-requisite or co-req: BSN305; Student must have a valid BLS provider certificate upon starting this course.

Course Learning Outcomes:

1. Perform general health assessment of adult patients with comprehensive care. (CLO1)

2. Integrate knowledge of pathophysiology, pharmacology, nutrition and behavioral sciences to establish safe provision of care for adult patients with comprehensive care. (CLO2)

3. Apply ethical, legal and professional guidelines in the delivery of care that culturally appropriate for adult patients with comprehensive care. (CLO3)

4. Apply an evidence-based nursing plan of care interventions for adult patients with comprehensive care. (CLO4)

5. Demonstrate clinical judgment and critical thinking skills teamwork, therapeutic communication, to provide appropriate nursing interventions for adult patients with comprehensive care. (CLO5)

6. Use health information systems/electronic charting and patient care technologies in an effective and secure manner when assessing and monitoring patients. (CLO6)

List of Procedural Skills:

The following procedural skills are expected to be attained by the student on completion of the BSN306-Advanced Adult Health Nursing (Clinical):

Sl.No	Name of the procedural skill
	Emergency Care
1.	Practicing 'triage'
2.	Primary and secondary survey in emergency
3.	Examination, investigations & their interpretations, in emergency & disaster situations
4.	Emergency care of medical and traumatic injury patients
	General Critical Care
5.	Assessment of critically ill patients
6.	ABG analysis and interpretation –Acid Base Imbalances
7.	Arterial Puncture
8.	Setting up of infusion pump
9.	Application/maintenance of sequential compression device
10.	Management of the dying patient in the ICU

11.	ICU care bundle
12.	Administration of drugs via infusion, intra thecal, epidural in CCU
13.	Assessment of pressure points and pressure ulcer
14.	Care of pressure points
15.	Back care
16.	Positioning and change of positions
Respiratory Critical Care	
17.	Airway management: Assisting with ET intubation and tracheostomy
18.	Bag and mask ventilation
19.	Tracheostomy care
20.	ET suctioning
21.	Care of patient in mechanical ventilator
22.	Care of patient with NIV
Cardiac Critical Care	
23.	ACLS
24.	Assisting with starting and maintenance of central and peripheral lines
25.	Use of defibrillator /cardioverter
26.	Monitoring and maintenance of pacemaker
Neuro Critical Care	
27.	Continuous monitoring the patients with neuro emergencies
28.	Care of patient with head injury
Oncology	
29.	Assisting with chemotherapy
30.	Assisting with radiation therapy
Endocrine Emergency	
31.	Care of patient with diabetes ketoacidosis
Critical Care Nutrition	
32.	Assisting with TPN

List of Clinical Assignments (To be collected in student's clinical portfolio):

The following Clinical Assignments are the course requirements which needs to be completed on or before week-14 of the semester:

Assessment Tool[3]	Assessment Date	Weight (%)
Continuous Assessment Components:		
Professionalism+	Ongoing	5%
Daily Logs (to be filled each day)	Ongoing	5%
Mini-CEX (Nursing Care Plans) total of 3.	Ongoing	20%
DOPS/DOCS: total of 3.	Ongoing	20%
Summative Assessment Components:		
Final Presentation of Clinical Case Analysis*	Week 13	20%
Final Mini-CEX+DOPS/DOCS of a selected case**	Week 14	30%

+Professional Conduct and Responsibility of the student; for more details please check the Clinical Manual, section 8.

*Final presentation of Clinical Case Analysis will include one Drug Presentation. For more details please check the Clinical Manual.

**Final Mini-CEX+DOPS will include Patient/Family Health Education. For more details please check the Clinical Manual.

---

[3] Other assessment tools may be added/changed, as appropriate for the course.

BSN308 | Pediatric Health Nursing (Clinical)

4 CH (1 CH = 40 contact hours)

The course will provide the opportunity for student to apply their theoretical knowledge and develop essential skills in providing nursing care to infants, children, and adolescents. Under the guidance of experienced clinical instructors, student gain hands-on experience in assessing the unique healthcare needs of pediatric patients, implementing age-appropriate nursing interventions, and promoting their well-being. Student will have the opportunity to participate in pediatric assessments, medication administration, health promotion activities, and collaboration with the healthcare team and families.

Pre-requisite or co-req: BSN307; Student must have a valid BLS provider certificate upon starting this course.

Course Learning Outcomes:

1. Perform general health assessment for pediatric patients to identify common alterations in health. (CLO1)

2. Integrate knowledge of pathophysiology, pharmacology, nutrition and behavioral sciences to establish safe provision of care for pediatric cases. (CLO2)

3. Apply ethical, legal and professional guidelines in the delivery of care that culturally appropriate for pediatric patients with health problems. (CLO3)

4. Apply an evidence-based nursing plan of care interventions pediatric patients with health problems. (CLO4)

5. Demonstrate clinical judgment and critical thinking skills teamwork, therapeutic communication, to provide appropriate nursing interventions for pediatric patients with health problems. (CLO5)

6. Use health information systems/electronic charting and patient care technologies in an effective and secure manner when assessing and monitoring patients. (CLO6)

List of Procedural Skills:

The following procedural skills are expected to be attained by the student on completion of the BSN308-Pediatric Health Nursing (Clinical):

Sl.No	Name of the procedural skill
	Health Assessment – Taking History, Physical & Nutritional Assessment of
1	Infant
2	Toddler
3	Preschooler
4	Schooler
5	Adolescent
	Administration of medication/fluids – Calculation, preparation and administration of medication
6	Oral
7	Intramuscular
8	Intravenous

9	Intradermal
10	Subcutaneous
11	Suppositories
Administration of Oxygen by different methods	
12	Nasal Catheter/Nasal Prongs
13	Mask
14	Oxygen Hood
Hygiene & Safety measures	
15	Baby bath/Sponge bath
16	Application of restraints
Collection of specimens for common investigations	
17	Urine
18	Stool
19	Blood
Feeding Children	
20	Naso-gastric
21	Gastrostomy
22	Jejunostomy
Meeting elimination needs	
23	Urinary catheterization &drainage
24	Administration of enema
Care of wounds	
25	Wound dressing
26	Suture removal
Growth and Developmental assessment of children (Pediatric OPD/Immunization Room)	
27	Infant
28	Toddler
29	Preschooler
30	Schooler
31	Adolescent
32	Administration of vaccination
Pediatric Intensive Care	
33	Insertion of Naso/Oro-gastric tube
34	Removal of Naso/Oro-gastric tube
35	Assisting in exchange transfusion
36	Care of a child on ventilator/CPAP
37	Endotracheal Suction
38	Chest Physiotherapy

39	Administration of fluids with infusion pumps
40	Total Parenteral Nutrition
41	Cardiopulmonary Resuscitation –PLS

List of Clinical Assignments (To be collected in student's clinical portfolio):

The following Clinical Assignments are the course requirements which needs to be completed on or before week-14 of the semester:

Assessment Tool[4]	Assessment Date	Weight (%)
Continuous Assessment Components:		
Professionalism+	Ongoing	5%
Daily Logs (to be filled each day)	Ongoing	5%
Mini-CEX (Nursing Care Plans) total of 3.	Ongoing	20%
DOPS/DOCS: total of 3.	Ongoing	20%
Summative Assessment Components:		
Final Presentation of Clinical Case Analysis*	Week 13	20%
Final Mini-CEX+DOPS/DOCS of a selected case**	Week 14	30%

+Professional Conduct and Responsibility of the student; for more details please check the Clinical Manual, section 8.

*Final presentation of Clinical Case Analysis will include one Drug Presentation. For more details please check the Clinical Manual.

**Final Mini-CEX+DOPS will include Patient/Family Health Education. For more details please check the Clinical Manual.

---

[4] Other assessment tools may be added/changed, as appropriate for the course.

BSN402 | Community Health Nursing (Clinical)

4 CH (1 CH = 40 contact hours)

This course is a practical course where student apply their theoretical knowledge and develop essential skills in providing nursing care to individuals, families, and communities in various community settings. Under the guidance of experienced instructors, student gain hands-on experience in assessing community health needs, planning and implementing health promotion activities, and providing comprehensive care to diverse populations.

Pre-requisite or co-req: BSN401; Student must have a valid BLS provider certificate upon starting this course.

Course Learning Outcomes:

1. Conduct needs assessment to variable community settings. (CLO1)

2. Educate individuals, families, groups and communities from a variety of cultural backgrounds about health promotion, health protection and disease prevention. (CLO2)

3. Apply principles of disaster management in their nursing care plan (NCP) to a selected community. (CLO3)

4. Apply ethical, legal and professional guidelines when dealing with community settings. (CLO4)

5. Apply an evidence-based nursing plan of care that guide culturally appropriate interventions for a selected group of community in need. (CLO5)

List of Procedural Skills:

The following procedural skills are expected to be attained by the student on completion of the BSN403-Community Health Nursing (Clinical):

Sl.No	Name of the procedural skill
1	Identify the health needs of the individual/ family/community
2	Home visiting
3	Plan comprehensive care and implement it using the nursing process.
Nutritional Assessment	
4	Anthropometric measurement
5	Biochemical measurement (Hb)
6	Clinical examination
7	Dietary assessment
8	Recording and interpretation of growth chart
Health assessment in Primary/Community Health Center	
9	Antenatal mother
10	Infant
11	Preschooler
12	Schooler
13	Adult

14	Elderly
Organizing and Participation in Community Health Clinics	
15	Antenatal Clinic
16	Immunization Clinic
17	School Health Clinic
18	Non-Communicable Disease Clinic
19	Communicable Disease Clinic
Organizing and Participation in Community Health Camps	
20	School Health Camp
21	Industrial Health Camp
22	National Health Program Camp
Field Visits	
23	Water purification plant
24	Milk pasteurization plant
25	Sewage treatment plant
26	Slaughter house
27	Geriatric Home
Organizing and conducting Health Education	
28	Health Education to individuals
29	Health Education to Groups

List of Clinical Assignments (To be collected in student's clinical portfolio):

The following Clinical Assignments are the course requirements which needs to be completed on or before week-14 of the semester:

Assessment Tool[5]	Assessment Date	Weight (%)
Continuous Assessment Components:		
Professionalism+	Ongoing	5%
Daily Logs (to be filled each day)	Ongoing	5%
Field Visits (assessments and reports)	Ongoing	20%
Organizing and Participation in a Community Health Camp (one)	Week 12	20%
Summative Assessment Components:		
Final Presentation of Community Case Analysis*	Week 13	20%
Final Mini-CEX (NCP) of a selected case**	Week 14	30%

+Professional Conduct and Responsibility of the student; for more details please check the Clinical Manual, section 8.

*Final presentation of Clinical Case Analysis will include elements of Disaster Management for a selected community.

**Final Mini-CEX+DOPS will include Patient/Family Health Education. For more details please check the Clinical Manual.

---

[5] Other assessment tools may be added/changed, as appropriate for the course.

BSN404 | Psychiatric and Mental Health Nursing (Clinical)

4 CH (1 CH = 40 contact hours)

This course is a practical course where student apply their theoretical knowledge and develop essential skills in providing nursing care to individuals with psychiatric and mental health disorders. Under the guidance of experienced clinical instructors, student gain hands-on experience in various psychiatric and mental health settings, such as inpatient units, outpatient clinics, and community mental health centers. The course focuses on assessment, therapeutic communication, medication administration, and the implementation of evidence-based interventions for individuals with mental health challenges.

Pre-requisite or co-req: BSN403; Student must have a valid BLS provider certificate upon starting this course.

Course Learning Outcomes:

1. Utilize DSM-5-TR in the clinical assessment of psychiatry and mental patients. (CLO1)

2. Apply ethical, legal and professional guidelines in the delivery of care to psychiatry and mental health clients. (CLO2)

3. Demonstrate clinical reasoning, teamwork, therapeutic communication in the provision of care to patients experiencing psychiatric and mental health conditions. (CLO3)

4. Apply an evidence-based nursing plan of care that guide culturally appropriate interventions for patients experiencing psychiatric and mental health conditions. (CLO4)

List of Procedural Skills:

The following procedural skills are expected to be attained by the student on completion of the BSN407-Psychiatric and Mental Health Nursing (Clinical):

Sl.No	Name of the procedural skill
I. Psychiatry OPD	
1	History taking
2	Mental Status Examination (MSE)
3	Psychometric assessment
4	Neurological Examination
5	Assisting in therapies
6	Family Psychoeducation
II. Child Guidance Clinic	
7	History taking and Mental Status Examination
8	Psychometric assessment
9	Assisting in various therapies
10	Parental teaching for child with mental deficiency
III. In-Patient Psychiatric Unit	
11	History taking
12	Mental Status Examination (MSE)
13	Assisting in Psychometric assessment

14	Neurological Examination
15	Assisting and participating in therapies
16	Recording therapeutic communication
17	Administration of medications
18	Preparation of patients for Activities of Daily Living (ADL)
19	Conducting admission and discharge counseling
20	Counseling and teaching patients and families

List of Clinical Assignments (To be collected in student's clinical portfolio):

The following Clinical Assignments are the course requirements which needs to be completed on or before week-14 of the semester:

Assessment Tool[6]	Assessment Date	Weight (%)
Continuous Assessment Components:		
Professionalism+	Ongoing	5%
Daily Logs (to be filled each day)	Ongoing	5%
Mini-CEX (Nursing Care Plans) total of 3	Ongoing	20%
DOPS/DOCS: total of 3.	Ongoing	20%
Summative Assessment Components:		
Final Presentation of Psychiatric Clinical Case Analysis*	Week 13	20%
Final Mini-CEX+DOPS/DOCS of a selected psychiatric case**	Week 14	30%

+Professional Conduct and Responsibility of the student; for more details please check the Clinical Manual, section 8.

*Final presentation of Psychiatric Clinical Case Analysis will include one Psychiatric Drug Presentation. For more details please check the Clinical Manual.

**Final Mini-CEX+DOPS will include Patient/Family Psychiatric/ Mental Health Education. For more details please check the Clinical Manual.

---

[6] Other assessment tools may be added/changed, as appropriate for the course.

Clinical Training Monitoring and Preceptorship:

Direct supervision, immediate constructive feedback and 1:1 preceptorship and guidance; all are important aspects of experiential learning and formative evaluation process. During the clinical training the trainee student will be supervised officially in the clinical settings by a designated clinical preceptor. Each clinical preceptor will be committed to supervise and monitor around 10 to 15 student during each rotation, and will be selected according to the following criteria:

1. Registered nurse with a minimum of Bachelor's degree in nursing science

2. Minimum of three years of work experience in clinical nursing practice

The standards outlined in the Clinical Training Manual (CTM) and the clinical course syllabus will be followed by all clinical training sites to ensure uniformity of clinical training. The preceptor will accompany and guide the student to learn and observe/practice nursing care skills within the hospital unit/bedside. The preceptor ensures that the student are punctual to attend the clinical nursing practice and maintains daily activity logs which are duly approved by the preceptor. The preceptor will jointly appraise the clinical performance of the student along with the clinical instructor, twice in a semester (one in middle of the semester and the other one on completion of 16th week), or as per directed by the course syllabus. Any violation of the rules/misconduct by the student will be reported to the clinical instructor.

Prior to starting the training for the first time and henceforth onwards, the BSN Program will organize the "Onsite Preceptor Training" to prepare the clinical preceptor with the clinical training program. In this meeting, the preceptor will receive explanation about the course learning outcomes, assessment process and feedback system. In this activity, there will be a further discussion between the BSN Program and the clinical preceptor with their expertise and provide feedback for the program and the session as well.

Responsibilities of clinical instructor:

- Plan and prepare clinical practice schedule of the concerned course as per the CLOs.

- Discuss with the student about the procedural skills to be learned, completion of clinical requirements and maintenance of clinical portfolio.

- Organize an orientation to the student about the clinical placement site, policies, rules and regulations of the organization.

Collaborate with the preceptors and discuss with them about the CLOs and clinical course requirements.

- Orient the preceptors about the daily activity log, procedure log and clinical portfolio.

- Evaluate the clinical requirements as listed under each course and record the student' performance.

- Documents and maintains record of student' attendance and absence.

- Appraise student' clinical performance jointly with the preceptor twice in a semester (one in middle of the semester and the other one on completion of 16th week).

- Provide feedback on the student' performance towards meeting CLOs and clinical requirements.

- Prepare and conduct OSCE, OSPE, DOPSE and Mini-CEX

- Report any deviations and student misconduct to the Program chair.

Clinical Placement Requirement:

The following criteria are required to be fulfilled before student start their clinical training program:

1. Pass the pre-requisite courses.

2. Register for the co-requisite courses.

3. Complete the Orientation program of the Hospital which includes Infection Control, Fire safety program and National Patient Safety Goals; etc.

4. Submit the vaccination/screening record.

5. Submit a valid AHA- Basic Life Support (BLS) certification.

Professional Conduct and Responsibility of the student (Professionalism):

To be assessed by the Clinical Preceptor under "**Professionalism**" for each clinical course. The overall mark is 5%, and to earn these 5 grades, student must adhere to the below conducts and responsibilities detailed under this section.

Responsibilities of student:

- Read the clinical manual and be oriented with the regulations of the program, college and clinical area.

- Attend all clinical rotations as scheduled by the college.

- Enter the clinical area on time.

- Report the preceptor, unit manager and clinical instructor while entering and leaving the clinical site.

- Inform the clinical requirement and its deadline to the preceptor.

- Complete assignments and perform all duties assigned by preceptor and clinical instructor in a diligent, thorough, and responsible manner.

- Maintain daily activity log and get it approved by the preceptor.

- Submit the daily activity log at the end of every week to the clinical instructor.

- Complete Clinical Site Evaluation and submit to studentship coordinator.

- Maintain the record of attendance and absence duly signed by the preceptor.

- Observe and learn the clinical procedure performed by the nurses, preceptor and doctors.

- Perform the clinical procedure and documentation only when directly supervised by the preceptor and/or clinical instructor.

- Perform the clinical procedure which are practiced well in lab/simulation and for which the student is confident to perform on a patient.

- Maintain the clinical procedure log duly signed by the preceptor.

- Prepare, maintain and submit clinical portfolio as per the submission cut-off specified in the course syllabus.

- Add and file the following documents which are duly approved by the preceptor and/or clinical instructor in the clinical portfolio.

  - ✓ Clinical performance appraisal

  - ✓ Daily activity log

  - ✓ Clinical procedure log

  - ✓ Clinical assignments as listed under each clinical practice course.

  - ✓ All the evaluation and feedback provided by preceptor and clinical instructor.

Student posted in the hospitals for clinical training is required to comply with the following: "Do's" and avoid the following "Don'ts":

DO'S:

- Obtain and carry their own Student Clinical Training Manual

- Wear the student ID badge and hospital access card at all times in the hospital.

- Follow the appropriate dress code as stated in the student handbook.

- Maintain punctuality, professional and ethical behavior at all times when posted in the hospital.

- Attend the Orientation program of the hospital and comply with the Infection control & Fire safety guidelines.

- Complete the vaccination / screening record for Hepatitis B & C Virus and other infectious diseases.

- Complete BLS Certification requirement

- Complete Arabic Language Certification requirement *(for non-Arab student preferable)*

- Attend all the CME/CPD programs conducted at the hospital.

- Follow all the hospital rules and regulations to safeguard patient safety and patient care.

- Be responsible for one's personal belongings and be committed when posted in the clinics and wards.

- Report to the Office of Academic Affairs for any clarifications towards one's learning when faced with a problem.

DON'TS:

- DO NOT involve in activities that endanger patient care and safety.

- DO NOT use mobile phones in the clinics and wards.

- DO NOT access the patient information without prior approval. No entries are to be made in the patient's file.

- DO NOT take history or examine a patient without taking prior consent and approval of the patient and the directions from the supervising faculty.

DO NOT prescribe medications.

- DO NOT show bias or favors to any patient against the rules of the hospital.

- DO NOT discuss the patient information in public places or outside the classroom.

- DO NOT try to complete on your own any clinical rotation that was missed without approval of the Academic Affairs Office

- DO NOT loiter in the hospital during the nights and other timings after scheduled training hours.

- DO NOT violate any rules of the hospital.

Violation Warnings:

- First violation of the code of conduct will lead to a verbal warning.

- Second violation will lead to a written warning.

- Third violation will be discussed in the Student Disciplinary Committee and may lead to suspension / discontinuation of the clinical training.

GENERAL RULES AND REGULATIONS:

National Patient Safety Goals have to be followed at all times while interacting with patients. It is very important that student should take special care to follow the rules and regulations mentioned below.

Dress Code:

- Student should wear their scrubs at all times when in the outpatient and inpatient settings.

- Student should wear their ID cards at all times when in the hospital premises.

- Student should be well turned out and dressed in a manner appropriate for the profession.

- Sports attire and canvas shoes or slippers are not permitted in the hospital.

- Women student should dress modestly. Clothes should not be tight or revealing and should cover *down* to the ankle level. They should take care to keep their hair arranged and tied properly at the neck and should not leave it loose.

- The hospital authorities and faculty reserve the right to deny permission to any student who does not satisfy the required dress code.

In the Hospital:

- Maintain decorum and dignity in the hospital premises in a manner worthy of the profession.

- Treat patients with respect, concern, and empathy irrespective of their nationality, gender, religion or socio-economic status.

- Be ethically and culturally aware in all patients and interprofessional interactions.

- Do not argue with or challenge patients or their relative.

- Respect and treat professionally all the members of the healthcare team.

- Interpersonal relations among student, student and patients, student and staff must not violate the moral and cultural standards of the hospital and country.

- Men and women student should not be seen together in the hospital corridors, cafeteria or in the hospital complex.

- Do not sit on the steps of the hospital entrance or on the sides of the building. You are requested to spend leisure hours in the library or common room.

- Since hospital premises has been declared as `No Smoking Zone', smoking is not permitted anywhere inside the hospital.

ATTENDANCE POLICIES:

Student are expected to attend all clinical rotations as per the schedule notified by the college. Student shall be regular and punctual at lectures, demonstrations, seminars, grand clinics, clinical rotations, practical, fieldwork and other academic exercises. They shall be required to attend all the allotted working periods in each of the prescribed courses / clinical rotations.

All leave applications must be approved by Dean/HoD of the BSN Program for attendance consideration. The dean's office reserves the right to accept or reject medical certificates after scrutiny of its authenticity.

Health and Safety Policies and Procedures

Specific policies and procedures in relation to health and safety are essential in order to safeguard the patients, clients, student/students, staff and faculty. The student/students must ensure that they do not harm and breach the safety of all stakeholders while they are practicing in the clinical site. The student should abide the policies and procedures of the college and the respective clinical sites to uphold the health and safety of all stakeholders.

Aims:

The aims of this policy are stated to enable student/students to:

- Establish and maintain safe environment for patients and others.

- Carry out safe nursing procedure and care.

- Prevent the transmission of cross infections and Health Care Associated Infections

- Safeguard the patient from the physical and chemical hazards.

- Provide emergency care during the life-threatening conditions/situations.

All student/student are expected to:

- Submit the immunization certificate/card with complete vaccination taken including Hepatitis B and COVID-19 vaccines as per the vaccination schedule of United Arab Emirates

- Be free from communicable disease during the clinical practice/studentship.

- Not to enter the clinical practice/studentship sites if they have any communicable disease and to produce a fitness certificate stating the student is non-infectious/non-communicable to enter the site after the treatment for communicable disease.

- Submit a valid BLS certificate.

- Not to smoke anywhere in the clinical site/hospital premises

- Follow standard precaution for the prevention and control of infections (https://www.who.int/publications/i/item/WHO-UHL-IHS-IPC-2022.1) from patient to student and vice versa. The standard precaution to be followed are:

  ✓ Hand hygiene

  ✓ Gloves

  ✓ Mask, Goggles and Face shield

  ✓ Gown

  ✓ Respiratory hygiene and Cough etiquette

  ✓ Environment and Environmental cleaning

  ✓ Injection safety

  ✓ Discard needles and other sharps in appropriate puncture-resistant containers

  ✓ Waste management

- Safeguard the patient safety by following National Patient Safety Goals (https://www.jointcommissionstudentational.org/standards/studentational-patient-safety-goals/) such as;

  ✓ Goal 1: Identify patients correctly.

  ✓ Goal 2: Improve effective communication.

  ✓ Goal 3: Improve the safety of high-alert medications.

  ✓ Goal 4: Ensure correct site, correct procedure, correct patient surgery.

  ✓ Goal 5: Reduce risk of Health Care Associated Infections

  ✓ Goal 6: Reduce the risk of patient harm resulting from fall.

- Obtain patient consent before any procedure.

- Carry out the patient care procedure only under the supervision of preceptor.

- Refrain from doing any procedure unless he/she is confident in the procedure.

- Practice the procedures well in simulation lab up to the satisfaction of the faculty before doing it on patients in the clinical site.

- Follow all the principles and all the rights of medication administration with supervision of preceptor.

- Report any needle prick injury and body fluid exposure and take the Post Exposure Prophylaxis as per the institutional protocol.

- Not to ambulate immobile patients without the knowledge of preceptor and without any assistance.

- Assess the fall risk before ambulating the immobile patient.

- Use side rails and restrains appropriately as indicated for the patient.

- Handle the machines and equipment only after the training and with the supervision of competent staff.

- Report any emergency to the preceptor/unit manager without delay.

- Observe all the safety rules of the hospital.

Clinical Courses Rotation

The Clinical Courses Rotation of the 4-year BSN Program exists within the academic program during Semester-8. It consists of 7 clinical rotation sites with different credit hours (CH) and clinical contact hours. Credit hours varies between 3-4 CH with 1 CH = 40 contact clinical hours. In total, student will meet the 640 contact hours during the semester 8 in 16 weeks. It facilitates student to apply knowledge and skills acquired in the last 3 ½ years of the program to the clinical settings.

Table 9.1 below shows the details.

Course Code	Nursing specialty area	Clinical Credit	Duration (week)	Contact Hr./Week	Contact Hr./Sem
BSN406	Adult Health Nursing Rotation	4	4	40	160
BSN 407	Critical Care Nursing Rotation	3	3	40	120
BSN 408	Maternity and Newborn Nursing Rotation	3	3	40	120
BSN 409	Pediatric Health Nursing Rotation	3	3	40	120
BSN 410	Community and Mental Health Nursing Rotation	3			
	Psychiatric Nursing Rotation		1	40	40
	Mental Health Nursing Rotation		1	40	40
	Community Health Nursing Rotation		1	40	40
Total Contact Hours			16 weeks		640

Specific features of Clinical Course Rotation:

- Unlike the training received as a BSN student, the knowledge and skill acquired during this period are essentially experiential as they demand and involve direct contact of the learner with the patient.

- Acquisition of skill and knowledge is facilitated in a milieu in which the student is engaged in providing care to the patient while learning the art and science of nursing.

- The students get opportunities to assess and provide comprehensive care under the supervision and guidance of clinical preceptor. This allows them to be fully involved in patient care without the need to shoulder the burden of responsibility for his/her clinical decisions.

The clinical rotation is to be considered as the final part of undergraduate nursing training. During this period, the student is subjected to a series of formative assessments throughout the studentship program and summative assessment at the end of semester.

Objectives of Clinical Course Rotation:

- Prepare student to enter the healthcare industry.

- Prepare nursing undergraduates to the Qualifying Exit Exam (QEE) at the end of the course, which in turn prepares them to MOHAP certification exam.

- Provide student with an opportunity to intensively strengthen their clinical and leadership nursing skills, while fostering professionalism and communication skills.

- Provide student with an opportunity to apply their knowledge in various clinical settings, and demonstrate competency in practical skills and procedures while under supervision.

- Provide a "buffer" and effective transition between undergraduate studies and work settings as Registered Nurses.

- Familiarize student with day-to-day activities of various clinical settings.

- Entitle student to get engaged in the professional market with networking opportunities.

Clinical Courses Rotation and Intended Learning Outcomes (CLOs)

BSN406| Adult Health Nursing Rotation

4 CH (1 CH = 40 contact hours)

This course will help student gain more hands-on experience in Adult Health Nursing Clinical Practice in providing nursing care to adult patients with medical-surgical conditions. During the rotation, student learn to assess adult patients, implement nursing interventions, administer medications, and provide comprehensive care to individuals with acute and chronic health conditions. They develop skills in critical thinking, clinical decision-making, and effective communication while collaborating with the healthcare team. The course emphasizes the importance of patient-centred care, cultural sensitivity, and evidence-based practice. Student also have the opportunity to enhance their clinical reasoning abilities and develop proficiency in documentation and patient education.

Pre-requisite or co-req: BSN302; BSN409; Valid BLS certificate (AHA).

Course Learning Outcomes (CLOs)

1. Perform general health assessment of adult and older adult patients to identify common medical/surgical health alterations. (CLO1)

2. Integrate knowledge of pathophysiology, pharmacology, nutrition and behavioral sciences to establish safe provision of care for adult and older adult patients with common medical/surgical health alterations. (CLO2)

3. Apply ethical, legal and professional guidelines in the delivery of care that culturally appropriate to adult and older adult patients with common medical/surgical health alterations. (CLO3)

4. Apply an evidence-based nursing plan of care interventions for adult and older adult patients with common medical/surgical health alterations. (CLO4)

5. Demonstrate clinical judgment and critical thinking skills teamwork, therapeutic communication, to provide appropriate nursing interventions for adult and older adult patients with diverse healthcare needs. (CLO5)

6. Use health information systems/electronic charting and patient care technologies in an effective and secure manner when assessing and monitoring patients.

BSN407| Critical Care Nursing Rotation

3 CH (1 CH = 40 contact hours)

This course provides student with a comprehensive understanding of caring for critically ill patients in various critical care settings such as intensive care units (ICUs) and cardiac care units (CCUs). They will gain proficiency in advanced nursing interventions, such as ventilator management, hemodynamic monitoring, and administration of specialized medications. The course emphasizes the development of critical thinking skills to make rapid and effective decisions in emergency situations by learning to work closely with a multidisciplinary team, including physicians, respiratory therapists, and other healthcare professionals, to provide comprehensive and collaborative care.

Pre-requisite or co-req: BSN306; BSN409; Valid BLS certificate (AHA).

Course Learning Outcomes (CLOs)

1. Perform general health assessment of adult patients with comprehensive care. (CLO1)

2. Integrate knowledge of pathophysiology, pharmacology, nutrition and behavioral sciences to establish safe provision of care for adult patients with comprehensive care. (CLO2)

3. Apply ethical, legal and professional guidelines in the delivery of care that culturally appropriate for adult patients with comprehensive care. (CLO3)

4. Apply an evidence-based nursing plan of care interventions for adult patients with comprehensive care. (CLO4)

5. Demonstrate clinical judgment and critical thinking skills teamwork, therapeutic communication, to provide appropriate nursing interventions for adult patients with comprehensive care. (CLO5)

6. Use health information systems/electronic charting and patient care technologies in an effective and secure manner when assessing and monitoring patients. (CLO6)

BSN408| Maternity and Newborn Health Nursing Rotation

3 CH (1 CH = 40 contact hours)

This course will help student learn to assess the health of expectant mothers, monitor fetal well- being, and support women during labor and delivery. They also gain skills in newborn assessment, breastfeeding support, and postpartum care for mothers. The course emphasizes the importance of providing holistic and family-centred care, promoting maternal-infant bonding, and addressing the psychosocial needs of the family. Student also learn about common complications and medical interventions associated with pregnancy, childbirth, and newborn care. They will be equipped to provide safe, compassionate, and evidence-based care to individuals in various maternity settings.

Pre-requisite or co-req: BSN306; BSN409; Valid BLS certificate (AHA).

Course Learning Outcomes (CLOs)

1. Perform general health assessment for maternal and newborn cases with health care needs and problems. (CLO1)

2. Integrate knowledge of pathophysiology, pharmacology, nutrition and behavioral sciences to establish safe provision of care for maternal and her newborn with health problems. (CLO2)

3. Apply ethical, legal and professional guidelines in the delivery of care that culturally appropriate for maternal and her newborn with health problems. (CLO3)

4. Apply an evidence-based nursing plan of care interventions for maternal and her newborn with health problems. (CLO4)

5. Demonstrate clinical judgment and critical thinking skills teamwork, therapeutic communication, to provide appropriate nursing interventions for maternal and her newborn with health problems. (CLO5)

6. Use health information systems/electronic charting and patient care technologies in an effective and secure manner when assessing and monitoring patients. (CLO6)

BSN409| Pediatric Health Nursing Rotation

3 CH (1 CH = 40 contact hours)

The course provides student with hands-on experience in caring for infants, children, and adolescents. During the rotation, student learn to assess the unique developmental and health needs of paediatric patients, administer age-appropriate medications, and provide comprehensive care to children with acute and chronic conditions. They develop skills in paediatric nursing interventions, such as paediatric medication calculation, paediatric assessment techniques, and paediatric therapeutic communication that will prepare student to provide safe and compassionate care to paediatric patients in various healthcare settings.

Pre-requisite or co-req: BSN308; BSN409; Valid BLS certificate (AHA).

Course Learning Outcomes (CLOs)

1. Perform general health assessment for pediatric patients to identify common alterations in health. (CLO1)

2. Integrate knowledge of pathophysiology, pharmacology, nutrition and behavioral sciences to establish safe provision of care for pediatric cases. (CLO2)

3. Apply ethical, legal and professional guidelines in the delivery of care that culturally appropriate for pediatric patients with health problems. (CLO3)

4. Apply an evidence-based nursing plan of care interventions pediatric patients with health problems. (CLO4)

5. Demonstrate clinical judgment and critical thinking skills teamwork, therapeutic communication, to provide appropriate nursing interventions for pediatric patients with health problems. (CLO5)

6. Use health information systems/electronic charting and patient care technologies in an effective and secure manner when assessing and monitoring patients. (CLO6)

BSN410| Community and Mental Health Nursing Rotation

3 CH (1 CH = 40 contact hours)

This practical course provides student to gain hands-on experience in providing nursing care to individuals, families, and communities in community and mental health settings. During the rotation, student learn to assess the health needs of individuals and families in the community, develop care plans, and provide health promotion and disease prevention interventions. They also gain skills in mental health assessment, crisis intervention, and therapeutic communication with clients experiencing mental health challenges. The course emphasizes the importance of holistic care, cultural competence, and collaboration with interdisciplinary teams in community and mental health nursing. They will be equipped to promote health and well-being, advocate for clients, and contribute effectively to the healthcare team in community and mental health nursing practice.

Pre-requisite or co-req: BSN402; BSN404; BSN409; Valid BLS certificate (AHA).

Course Learning Outcomes (CLOs)

1. Conduct needs assessment in variable community settings. (CLO1)

2. Educate individuals, families, groups, and communities from a variety of cultural backgrounds about health promotion, health protection, and disease prevention. (CLO2)

3. Apply ethical, legal, and professional guidelines in the delivery of care to psychiatry and mental health clients and when dealing with community settings. (CLO3)

4. Demonstrate clinical reasoning, teamwork, and therapeutic communication in the provision of care to a selected group of community in need. (CLO4)

5. Apply an evidence-based nursing plan of care that guide culturally appropriate interventions for patients experiencing psychiatric and mental health conditions in the community setting. (CLO5)

Expectation from Students:

- The Student should follow the policies, procedures, rules, regulations and standards of the training facility.

- The Student must recognize his/her sphere of responsibility and function only in the role of an student.

- The Student will function under supervision of the designated preceptor during the Studentship Program, especially invasive procedures.

- The Student must respect the rights of the patient.

- The Nurse Student will not function outside the scope of her practice.

- The Student may NOT at any time:

  a. Administer any medication without utilizing the rights of medication administration and without the supervision of the preceptor.

  b. Take verbal or telephone orders.

- Nursing department and the Nurse Student are all sharing a joint accountability to provide safe quality patient and family care.

- The Nurse Student will accept personal responsibility for being able to provide safe quality nursing care, and for knowledge and skill necessary to provide this care.

- The Nurse Student will follow patterns of behavior, which follow the standards for nursing practice.

- The Nurse Student is expected to meet performance criteria to achieve clinical placement objectives and competencies by the end of each clinical rotation.

- The Nurse Student will progress to take on larger caseload and work with decreasing levels of supervision as the Studentship progresses.

- Relationships between the students, patients and the hospital staff must always be maintained at a professional level and within the therapeutic and professional boundaries.

- The student must be honest and well behaved in the practical training area.

- Students must consider safety precautions during the practical training in order to protect himself/herself and the patient.

- The Nurse Student is expected to participate actively in unit-based hospital quality improvements activities.

Nursing Practice Studentship Prerequisite:

- Successful completion of all undergraduate courses up to semester 7
- A valid BLS certificate from the AHA

General Rules for Students:

- The student must follow the scheduled rotation in the assigned hospital as approved by the studentship coordinator.
- Any changes in the student's hospital placement must be coordinated and approved through the studentship coordinator. Changes in the hospital without official permission will not be accepted.
- The student must follow the rules, regulations and the policies of the training hospital, also considering the rules and regulations of the College and the University.
- The student must keep the studentship coordinator in the college informed about any problem that may arise during the training.

Students Responsibilities:

- Attends orientation program.
- Submits clinical training requirements on a regular basis based on the rotation to the college's studentship coordinator.
- Students are responsible for reporting any absenteeism and leave to the Nurse Preceptor and studentship coordinator.
- Maintains weekly activity log duly signed by the preceptor and submits to the studentship coordinator at the end of every month.
- Writes Reflective journals on clinical experience and submits at the end of every week to the studentship coordinator.
- Maintains record of attendance and record of absence duly signed by the preceptor and submit to the studentship coordinator at the end of every month.
- Provides each Nurse Preceptor with all required assessment/evaluation tools forms
- Reports to the unit manager/preceptor and asks for permission before leaving the assigned area for breaks, lunch, pray, or a meeting.
- Accepts patient assignments, which complement the nursing studentship clinical objectives.
- Reports any unusual incidents/occurrence in the duty, according to hospital policy.
- Adheres to the studentship regulations of the hospital.
- Completes the studentship site evaluation and submits it to the Studentship Coordinator after conclusion of each rotation.

Studentship Coordinator Responsibilities:

- Arranges clinical placements for the student, communicates with the nursing training department at each facility, coordinates placements and receives monthly follow up reports from the clinical coordinator.

- Schedules the students, clinical rotations

- Provides orientation to preceptors about their roles and responsibilities in meeting the studentship learning outcomes and evaluation of students.

- Visits the student and nurse preceptor monthly in the clinical setting.

- Receives and review each student's clinical assessments.

- Approves the clinical evaluation of the nursing students submitted by the hospital training department on completion of each rotation.

- Reports any variance in student schedule or unusual behaviors to the college's studentship coordinator.

- Monitors the implementation of the policies and guidelines of the nursing studentship program.

- Maintains accurately all nurse student's personal data and files.

- Documents and maintains record of students' attendance and absence.

- Coordinates counseling of nurse students if needed.

- Act as a resource person for all nursing students.

- Collaborates and coordinates the implementation and appraisal of the studentship program with the hospital nursing coordinator.

Clinical Preceptors Responsibilities:

A preceptor is a Registered Nurse assigned from the hospital to train student with demonstrated competence in a specific area who serves as a teacher, leader, facilitator, evaluator, and role model to improve and corroborate the competencies of another person.

- Nurse Preceptors will orient, supervise, mentor, and assess student' daily work, advice and support Student, report Student absenteeism or unusual behaviors to the Nursing Training Department.

- Uses good communication skills in the interactions with the student.

- Makes himself/herself available to the Nurse Student for assistance with assigned activities.

- Monitors and assesses the Nurse Student, in completing of the competency skill as listed in Student Clinical Evaluation form.

- Maintains daily records about the nurse student' performance.

- Considers the safety and well-being of the patient in planning the learning experience.

- Assesses and monitors the Nurse Student' performance in specific unit and in certain duration relating to knowledge, skills and attitude.

- Performs clinical evaluation and approves daily activities of student.
- Reports the clinical evaluation of student to the studenthip coordinator.

Clinical Rotation Regulations:

Student' working hour.

- The clinical rotation period extends for 16 weeks.
- Student shall be scheduled to work 24 hours/week (five 8 hours days).
- Students are authorized to have break as per the nursing department policy of the hospital where they are doing studentship.
- Student shall report duty on time and leaves the area when "hand-over" is completed.
- Student shall complete their "attendance logbook" on a daily basis.

Leave/Absence

- 100% attendance is required collectively at the end of 16 weeks and individually in each segment of the Studentship.
- Students, with prior notice may be permitted for short periods of absence for reasonable reasons like sickness as follows:
  o A total of 5 days in a period of 16 weeks.
  o Not more than 2 days of continuous leave in a month.
  o Students should inform about their absence in advance to studentship coordinator and their preceptor.
  o The period of absence to be compensated at the end of studentship period in order to make up 100% attendance in studentship.

Clinical Dress Code

- Dress according to the College Uniform policy and demonstrate good personal hygiene.
- Uniforms should be clean and neat.
- Students must wear their identifications card at all times while at college and hospital.
- Wear a watch with second hand; bring stethoscope and pen torch.
- Fingernails must be short and clean. Nail polish and artificial nails should not be worn.

Use of mobile phones

- Mobile phones are not allowed in clinical areas of the hospital.
- A violation report will be issued to any student who uses mobile phone during duty hours.

Clinical misconduct

Clinical misconducts include, but not limited to the following:

- Jeopardizing patient safety will not be tolerated and may result in immediate dismissal from the program.

- Threatening the physical and/or psychological well-being of a patient.

- Inappropriate verbal or non-verbal behavior in the presence of the patient or the patient's

    family.

- Inadequate preparation for the clinical procedure/assignment.

- Administration of wrong medication or wrong dosage.

- Inability to properly administer medications.

- Breach of confidentiality.

Disciplinary proceedings for clinical misconduct

Acts of professional misconduct may result in an investigation by the College, followed by disciplinary proceedings.

- Clinical misconduct can warrant termination from the nursing practice studentship if that behavior is such that it poses a serious threat to the physical and/or psychological well-being of patients, faculty, or students.

- Three (3) clinical misconducts are grounds for the student's immediate termination from the Nursing program. Readmission to the program will be on an individual basis, with consideration of the seriousness of the clinical misconduct. The disciplinary sanction for clinical misconduct is given by the Dean of the college/ HoD of the BSN Program.

Assessment and Grading Policies:

Assessment and Grading of Nursing Practice Studentship:

Assessment Tool[1]	Assessment Date	Weight (%)
Continuous Assessment Components:		
Clinical Performance Appraisal (Person-Centered Care, Ethical and Legal Practice, Professionalism, Communication and Collaboration, Research and Evidence-Based Practice, Community and Public Health, Leadership and Management, Informatics and Technology)	Ongoing	30%
Reflective Journal (Weekly)	Ongoing	20%
Summative Assessment Components:		
Qualifying Exit Exam (QEE)(Written)	Week 14	20%
Readiness to practice assessment (OSCE/OSPE)	Week 16	30%

Appendices:

A. Student/Student agreement form

B. Student/Student record of attendance

C. Student/Student record of absence

D. Rubrics for clinical performance appraisal

E. Case study format

F. Case study rubrics

G. Clinical presentation format

H. Clinical presentation rubrics

I. Drug presentation format

J. Drug presentation rubrics

K. Template for preparation of health education plan

L. Rubrics for evaluation of health education

M. Project, Presentation, and Group Work Rubric

N. Field visit assessment rubrics

O. Reflective journal template

P. Rubrics for assessment of reflective journal

Q. Rubrics for Mini-Clinical Evaluation Exercise (Mini-CEX)

R. DOPS evaluation rubrics

S. Daily activity log format

T. Clinical procedure log format

U. Student clinical site evaluation form

V. Student exit survey

Appendix A: Student/Student agreement form

Name: Reg.No.:

Course: Hospital/PHC Name:

Date of agreement: Period of training:

Name of the clinical instructor:

I_____Reg.No:_____

_____Registered for the_____Course during the _____semester of the Academic Year_____ _____. I have read the clinical training manual and the course syllabi and understood its content. I hereby assure and agree to abide the rules and regulations mentioned in the clinical training manual and curriculum regulations. I also agree for the following:

- Perform to the best of my ability of those tasks assigned based on the learning outcomes

- Follow all rules, regulations, and other standard requirements of the college and training institute

- Fulfill the Learning Contract under the direction of the Faculty Supervisor and the hospital Supervisor and consult with them as needed for guidance and evaluation

- Notify my Faculty Supervisor of any incidence, attendance and clinical requirements

- Responsible to achieve the intended learning outcomes for different nursing specialties as mentioned in this manual

Signature of the Student/Student   Signature of the faculty in-charge

Appendix B: Student/Student Record of attendance

Name: Reg.No.:

Course: Hospital/PHC Name:

Month & Year:

Date	Unit/Ward	Time in	Time out	Total Hours/Day	Signature of the preceptor

Total Working Hours:_____

Name & Signature of the clinical instructor

Appendix C: Student/Student Record of absence

Name: Reg.No.:

Course: Hospital/PHC Name:

Unit: Month & Year:

| Date | | No. of days absent | Reason | | | Signature of the Clinical Instructor |
From	To		Sick	Excused	Unexcused	

Total Hours Absent:_____

Name & Signature of the clinical instructor

Appendix D: Rubrics for Clinical Performance Appraisal

Name: Reg.No:

Year/Semester: Course:

Clinical Area: Duration:

Sl.No	Clinical Performance Criterion	1	2	3	4	5
	I. Person-Centered Care					
1	Builds up the ability to practice various nursing roles to promote holistic and specialized nursing care to clients					
2	Demonstrates effective assessment and analysis of patient's findings					
3	Plans comprehensive nursing care based on the nursing process approach					
4	Involves patient and family in care planning process					
5	Provides priority nursing care to optimize person's physical, psychological, emotional, and spiritual healthcare needs.					
6	Performs nursing interventions by following scientific principles					
7	Identifies appropriate therapeutic interventions to enhance the healthcare outcomes of a patient					
8	Caries out effective therapeutic nursing interventions to alleviate illness					
9	Compares knowledge-base from healthcare and other disciplines that can be utilized in carrying out quality nursing care					
10	Modifies patient nursing care as indicated by the evaluation outcomes					
11	Uses critical thinking strategies in decision-making, planning, and provision of care					
12	Ensures safety of the patient and practices safety techniques while rendering care					
13	Uses universal/standard precautions while rendering care					
14	Provides safe environment to the patients and their family					
15	Performs appropriate assessments prior to, during, and after Medication administration & any nursing procedure					
16	Collaborates with the person, family, caregiver, and the interdisciplinary team to develop an effective transition plan in accordance with the institutional policies and procedures					
17	Follows the standardized transition of care procedure for clear and timely transfer to maintain effective continuity of care					
	II. Ethical and Legal Practice					
18	Respects patient's rights for confidentiality					
19	Demonstrates ethical decision-making skills in clinical practice					
20	Practices professional judgment taking into consideration of legal obligations when caring for patients to avoid professional misconduct, potential malpractice, or negligent acts					
21	Promotes patient, public, and society rights and safety when providing care					

22	Accepts accountability for one's own professional judgment, actions, outcomes of care while caring for patients, caregivers, family members and the community					
23	Demonstrates the principles of cultural diversity and inclusion and social awareness in meeting the diverse patient and family beliefs and needs					
24	Applies positive attitude and integrity regarding equity, empathy, and communication toward cultural, spiritual, and social differences when providing ongoing nursing care for patient and family					
24	Serves as the person's advocate to assist in dealing with healthcare related challenges and negotiate to ensure optimal well-being and access to the required resources					
III. Communication and Collaboration						
25	Communicates and collaborates relevant and current knowledge effectively with diverse patients and healthcare professionals to provide high quality nursing care					
26	Applies the principles of therapeutic relationship with the patient and family through accepting, rapport, warmth, genuineness, giving recognition and active listening when providing daily care					
27	Applies effective hierarchical relationship with nurses and multidisciplinary healthcare professionals					
28	Collaborates with the interdisciplinary healthcare team to provide comprehensive nursing care					
29	Conveys mutual respect, trust, support, and appreciation for other team members					
IV. Research and Evidence-Based Practice						
30	Execute a supervised mini nursing or interdisciplinary research project					
31	Integrates the best evidence-based practice, clinical expertise, and patient values to enhance healthcare outcomes					
32	Engages in interdisciplinary knowledge exchange to improve nursing practice and overall healthcare outcomes					
33	Shows the ability and skills to propose articulated innovative ideas related to patient, family and community care					
V. Community and Public Health						
34	Demonstrates the ability to practice health education activities to individuals, families and groups					
35	Carries out activities to promote the wellbeing of individual and family					
36	Implements the appropriate strategies to reduce the burden of illness among patients and their families					
37	Demonstrates skills in coordinating care, prioritizing needs, preventing risks for individuals, caregivers, families					
38	Demonstrates the ability to implement the disaster preparedness and management skills with available resources					
VI. Leadership and Management						
39	Follows the prescribed standards of nursing care in every aspect of patient care and documentation					
	Demonstrates group dynamics and team building for advancing and continual quality improvement					

40	Demonstrates the self-governed practice toward self-directed authority to perform and manage the daily tasks that aligned with legal, ethical, and clinical standards					
41	Utilizes mutual teamwork responsibilities toward effective patient care and quality improvement					
42	Manages effectively available resources and advocates for sufficient resources to conduct professional bedside care					
VII. Informatics and Technology						
43	Demonstrates the effective and appropriate use of health informatics in a variety of healthcare settings					
44	Demonstrates effective use of the nursing informatics skills in planning and managing the health information toward safe and quality nursing practice					
45	Applies effective handling of electronic health information to preserve issues of privacy, confidentiality and security					
46	Engages in relevant professional networking to enhance innovative patient care and outcomes					
47	Demonstrates effective utilization of telecommunications technology with patient and the healthcare team for delivery, management, and coordination of nursing care services					
VIII. Professionalism						
48	Adheres to professional dress code prescribed by the institution					
49	Attend beginning & end of shift endorsement					
50	Addresses all individuals with dignity and respect without discrimination					
51	Apply code of ethics during clinical practice and while providing care to patients					
52	Accepts and reacts appropriately to constructive feedback					
53	Carries out all delegated responsibilities					
54	Actively seeks opportunities for learning					

1: Poor, 2: Average, 3: Good, 4: Very Good, 5: Excellent

Feedback by the preceptor   Feedback by the clinical instructor

Signature of the preceptor   **Signature of the clinical instructor**

Appendix E: **Case Study Format/ Template**

| 508 |

[Facing sheet]

NURSING CASE STUDY ON

A Patient

With ……………………………………………….

(*write the patient's diagnosis here***)**

Introduction

Health History

   a) Identification data

   b) Chief complaint on admission

   c) Present health history

   d) Past health history

   e) Family history

   f) Socio economic status

Physical Examination

   g) Head- Foot assessment

   h) System wise assessment

Medications & Drug file

Sl no	Trade Name	Pharmacological Name	Dose	Route	Frequency	Action	Side effects	Contra indications	Nurses Responsibilities

Investigations

Date	Investigations	Patient's value	Normal value	Inference

Special investigations with date and findings: (*if available*)

DISEASE CONDITION/DIAGNOSIS

   Name of the Diagnosis

     a) Definition

     b) Etiology/Risk factor

     Instruction: compare the literature about Etiology/Risk factor with your patient

Book Picture	Patient picture

Pathophysiology:

Instruction: Please describe the exact pathophysiology behind the disease condition

Clinical Manifestations:

Instruction: compare the literature about clinical manifestations with your patient

Book Picture	Patient picture

Diagnostic Studies:

Instruction: compare the literature about diagnostic studies with the diagnostic studies conducted

for your particularly for the diagnosis of the given disease condition.

Book Picture	Patient picture

Management:

1. Medical

Instruction: compare the literature about management protocols for the given disease condition with the treatment protocols planned or received by your patient

Pharmacological Management

Book Picture	Patient picture

Non-pharmacological Management

Book Picture	Patient picture

Dietary Management (if available)

Book Picture	Patient picture

Nursing management

Book Picture	Patient picture (*write the nursing interventions planned for your patient's here*)

Problems of your patient: 1.

Nursing diagnosis (as per priority) Nursing care plan

Assessment	Nursing Diagnosis	Goal/Expected outcome	Planning	Rationale	Implementation	Evaluation

Diet plan / sample menu for your patient:

Time	Menu/food item	Serving / Quantity	Ingredients	Total calories	Total protein and fat

Progress Report (Write the day to day progress of your patient from day1) Day 1: date

Day 2: date

Health Education

Prepare the health education plan for your patient

Conclusion

Bibliography

Appendix F: Case Study Rubrics

Name of the student: Reg. No.:

Clinical Area: Title:

Sl.No	Assessment criteria	1	2	3	4	5
1	Assessment					
2	Comparison of literature & Patient's data					
3	Nursing care plan					
4	Identification of nursing problems as per priority					
5	Implements care based on scientific principles					
6	Evaluation of nursing care provided					
7	Diet plan					
8	Organization, Neatness, Punctuality					
9	Progress notes					
10	Health education					
11	Conclusion & References					

1: Poor, 2: Average, 3: Good, 4: Very Good, 5: Excellent

Comments by the evaluator:

Signature of the evaluator:

Appendix G: **Clinical Presentation Format/Template**

[Facing sheet]

Clinical presentation on

………………………………………………………………………………………….

*(Write disease condition here***)**

Health History

    a)   Identification data

    b)   Chief complaint on admission

    c)   Present health history

    d)   Past health history

    e)   Family history

    f)   Socio economic status

Physical Examination

    g)   Head- Foot assessment

    h)   System wise assessment (describe only affected system)

Medications

Sl no	Trade Name	Pharmacological Name	Dose	Route	Frequency	Nurses Responsibilities

Investigations

Date	Investigations	Patient's value	Normal value	Inference

Special investigations with date and findings: (*if available*)

DISEASE CONDITION/DIAGNOSIS

Name of the Diagnosis

- Definition

- Etiology/Risk factor

Instruction: compare the literature about Etiology/Risk factor with your patient

Book Picture	Patient picture

Pathophysiology:

Instruction: Please describe the exact pathophysiology behind the disease condition

Clinical Manifestations:

Instruction: compare the literature about clinical manifestations with your patient

Book Picture	Patient picture

Diagnostic Studies:

Instruction: compare the literature about diagnostic studies specific to this condition with the diagnostic studies conducted for the patient.

Book Picture	Patient picture

Management:

Medical Instruction: compare the literature about management protocols for the given disease condition with the treatment protocols planned or received by your patient

Pharmacological Management

Book Picture	Patient picture

Surgical Management

Book Picture	Patient picture

Add surgical notes here:

Dietary Management (if available)

Book Picture	Patient picture

Nursing management

Book Picture	Patient picture (*write the nursing interventions planned for your patient's here*)

Problems of your patient:

Nursing diagnosis (as per priority wise) Nursing care plan

Assessment	Nursing Diagnosis	Goal/Expected outcome	Planning	Rationale	Implementation	Evaluation

Progress Report (Write the day to day progress of your patient from day1) Day 1: date

Day 2: date

Health Education /discharge advices

Prepare the health education plan for your patient

Conclusion

Bibliography

Appendix H: Clinical Presentation Rubrics

Name of the student: Reg. No.:

Clinical Area: Title:

Sl.No	ASSESSMENT CRITERIA	1	2	3	4	5
1	Introduction					
2	Presentation of patient's profile					
3	Presentation of the disease condition and comparison with the patient condition					
4	Discussion of nursing management based on nursing process approach					
5	Incorporating recent literatures or evidences in the presentation					
6	Audio Visual Aids used for the presentation					
7	Conclusion					
8	Presentation skills					
8	Organization, Neatness, &Punctuality					
10	Bibliography					

1: Poor, 2: Average, 3: Good, 4: Very Good, 5: Excellent

Comments by the evaluator:

Signature of the evaluator:

Appendix I: Drug Presentation Format

[Facing sheet]

DRUG PRESENTION ON

…..**(Name of the drug)**

CONTENTS

1. Generic / Pharmacological Name of the drug

2. Trade names – available

3. Drug Classification

4. Action

5. Indications

6. Dosage/strength available

7. Available forms

8. Side effects

9. Contra indications

10. Nurse's responsibilities

11. Conclusion

12. Bibliography

Appendix J: Drug Presentation Rubrics

Name of the student: Reg. No.:

Clinical Area: Date:

Name of the Drug:

Sl.No	ASSESSMENT CRITERIA	1	2	3	4	5
1	Details of the drug: Generic / Pharmacological and Trade Name of the drug					
2	Drug Classification					
3	Action					
4	Indications					
5	Dosage/strength					
6	Available forms					
7	Side effects & Contraindications					
8	Nurse's responsibilities					
9	Quality of Presentation					
10	Brining new evidences related to the medication for improving nursing practice and patient care					

1: Poor, 2: Average, 3: Good, 4: Very Good, 5: Excellent

Comments by the evaluator:

Signature of the evaluator:

Appendix K: Template for Preparation of Health Education Plan

Name of the Hospital/PHC:

Topic of Health education:

Number of participants:

A.V aids:

Central objective:

Specific objective:

Specific objective	Content	A.V aids

Conclusion

References

Appendix L: Rubrics for Evaluation of Health Education

Name of the student: Register No.:

Date: Name of the Hospital:

Topic: No. of Participants:

A. V aids used:

Sl. No	Assessment Criterion	1	2	3	4	5
1.	Identifies health need and plans for health education of patient and family					
2.	Clearly defines objectives of health education					
3.	Introduces the topic in an interesting manner and engages the audience					
4.	Organizes the content based on principles of health education					
5.	Demonstrates in-depth knowledge of the topic					
6.	Voice is audible and clear					
7.	Maintains eye contact with the audience and uses appropriate body language					
8.	Uses appropriate, informative and interesting Audio-visual aids					
9.	Interacts with the audience during the health talk. Asks questions at the end of the session/talk					
10.	Manages time appropriately					
	Total					

1: Poor, 2: Average, 3: Good, 4: Very Good, 5: Excellent

Remarks on overall performance:

Name and Signature of the Faculty

Appendix M: Project, Presentation, and Group Work Rubric

Course Name: …………………………………………………………. Course Section: ……………………………………………….

Student's Name: …………………………………………………… Student ID: ……………………………………………

Points component	Excellent 5	Very Good 4	Good 3	Average 2	Poor 1	Weight of grade	Score
Structure/ Methodology	Excellent structure of paper/answer with clear, well-formed and excellent transition between introduction, body, and conclusion	Very good structure of paper/answer with appropriate transition between introduction, body and conclusion	Availability of structure introduction, body, and conclusion, but transition is not sufficient nor convincing	One or more basic structure components is missing with no differentiation of different parts of the paper/answer	No clear structure of the paper/answer nor an acceptable transition between arguments	%	
Content — Appropriate, Accurate, and sufficient.	Precise, efficient information that is appropriately related to the topic. exceeded amount of information needed	Precise, organized information that is related to the topic. sufficient amount of information	Inorganized information, that may not be associated directly to the topic. Relatively sufficient amount of information	Questionable Information, relating to the topic, scarce information	Information that does not relate to the topic. Minimal information.	%	
Quality of Analysis	Outstanding analysis of the issue at hand with excellent use of critical thinking in discussing theories	Very good analysis of the issue. Student is able to demonstrate good construction of argument with minor use of critical thinking	less than average analysis of the issue. Absence of critical thinking. Present few ideas with acceptable linking	Undeveloped analysis with no link between thoughts or depth of understanding theories	Poor analysis that show lack of skills or understanding of theories	%	
Grammar and spelling	Excellent structured sentences with correct grammatical use. Absence of spelling mistakes.	Good structured sentences with appropriate grammatical use. Minor spelling mistakes	Acceptable structured sentences with lack of grammatical understanding, Some spelling mistakes	Poorly structured sentences with many grammatical errors, apparent spelling mistakes	Sentences are grammatical incorrect with many spelling mistakes	%	
Resources	Properly lists references in all cases	Acceptably lists references in most cases	Imprecise listing of references	Incorrectly lists references in most or all cases	No list of references	%	
Total Grade & Comments	Positive comments					%100	
	Points of improvement						

Appendix N: Field Visit Assessment Rubrics

Name of Student: Register No.:

Place of Visit: Date:

S.No	Criterion	1	2	3	4	5
1.	Identify the objectives of the visit					
2.	Participates actively in discussions during the visit					
3.	Participates actively in post visit discussions					
4.	Maintains good rapport with the field official					
5.	Prepares the visit report as per the objectives					
6.	Presents the report accurately					
7.	The report is well organized					
8.	The report is legible					
9.	The conclusion summarizes the visit and its relevance					
10.	The student is punctual in attending the visit and submitting the report					
	Total					

1: Poor, 2: Average, 3: Good, 4: Very Good, 5: Excellent

Remarks:

Name & Signature of the faculty

Appendix O: Reflective Journal template

(Using the following format, write your weekly reflective journal in 1000 words)

Name of the student: Reg.No.:

Name of the Hospital:

Ward/Unit: Date:

From_____To_____

No.of Patients Cared:

List the medical diagnoses of all patients (If undergone surgery, mention the surgery name and patient indication for the surgery)

Introduction

Mention the regular activities carried out

Narrate on the new/interesting experience gained

Brief something you did differently

Explain your strengths and weakness

Summarize the learning outcome met out of the experience gained during the weekand write the action plan for the forthcoming week

Appendix P: **Rubrics for Assessment of Reflective Journal**

Name of the student: | 526 | Reg.No.:

Period of reflection From_____To_____

Sl.No	Assessment Criterion	1	2	3	4	5
1	Describes specific setting, the ward, the patient and the precise procedure					
2	Uses narrative past simple/past continuous circumstantial information					
3	Uses impeccable grammar and spelling with carefully chosen vocabulary					
4	Presents the material in a compelling, persuasive and well-organized fashion					
5	Describes the event(s) that triggers the reflection					
6	Demonstrates initiative to actively reflect on own actions without need for prompting					
7	Demonstrates curiosity for further learning and additional inquiry					
8	Demonstrates evidence of adjustment in own attitude and believes while working within diverse communities and cultures					
9	Explains how the experience will inform future nursing practice					

1: Poor, 2: Average, 3: Good, 4: Very Good, 5: Excellent

Feedback by clinical instructor

Signature of Clinical Instructor

Appendix Q: Rubrics for Mini-Clinical Evaluation Exercise (Mini-CEX)

Evaluator: Date:

Student: Reg.No.:

Patient's diagnosis：

Grading Criteria	Not Applicable	Grading								
		Unsatisfactory			Satisfactory			Excellent		
		1	2	3	4	5	6	7	8	9
History Taking										
Physical Examination										
Intervention/ Therapeutic Skills										
Counseling Skills										
Nursing Professionalism										
Organization/ Efficiency										
Overall										

Duration: Observation time:_____ min Feedback time: _____ min

Other comments:

Evaluator Signature

Unsatisfactory ratings are defined as "extremely poor" (1 point), "poor" (2 points), and "nearly passing" (3 points). Satisfactory ratings are defined as "meets minimum expectations" (4 points), "average" (5 points), and "slightly above average" (6 points). Excellent ratings are defined as "meets most expectations and exceeds all others" (7 points), "exceeds most expectations and meets all others" (8 points), and "exceeds all expectations" (9 points).

Appendix R: DOPS Evaluation Rubrics

Name of the student: Reg.No.:

Clinical Area: Date:

Name of the Procedural Skill:

S.No	ASSESSMENT CRITERIA	1	2	3	4	5
1	Assess of the patient					
2	Obtains informed consent from patient					
3	Prepares the patient and environment					
4	Prepares of the necessary articles					
5	Follows universal precaution and IPSG					
6	Carries out the procedure skillfully without omission of any steps					
7	Follows scientific principles while doing the procedure					
8	Performs aftercare of the patient and equipment					
9	Documents and reports the procedure, patient condition and patient response					
10	Maintains good IPR & Professionalism					

Feedback by the evaluator:

Signature of the evaluator

Appendix S: Daily Activity Log Format

Name: Reg.No.:

Date	Time		Clinical area/unit	Activities of the day	Signature of the preceptor
	From	**To**			

Appendix T: Clinical Procedure Log Format

Student are advised to follow the clinical procedure log as per the format given below. For the name of procedural skills, please refer the list of procedural skills given under each clinical course.

S.No	Procedural Skills	Performs	Assists/ Observes (A/O)	Date		Signature of the preceptor/Faculty
				Skill Lab/Simulation	**Clinical Area**	

Appendix U: Student Clinical Site Evaluation Form

PURPOSE

After each student's clinical experience in each clinical site, the BSN Program at AU evaluates the affiliation and considers suggestions for improvement. Student' opinions are an important part of this evaluation process. Your positive, as well as negative, comments will be helpful to improve the student clinical experience.

INSTRUCTIONS

Please complete this evaluation at the end of your clinical education experience at this center. Place a tick mark (☑) on the most appropriate answer. Some questions may not apply to your clinical education experience because of the type of center or the length of time you spent at the center. In these instances, please use the not applicable (NA) response. Please share the completed evaluation with your Clinical Coordinator.

NAME OF STUDENT : _____ FACILITY : _____

DATES OF ASSIGNMENT (DD/MM/YYYY) __to_____

NAME OF CLINICAL CO-ORDINATOR _____

ORIENTATION

Are these items covered during orientation?	Yes	No	NA
Organization and administration of the Nursing department			
Nature and extent of Nursing services			
Student responsibilities and privileges			
Objectives of student clinical education program			
Physical facilities at center			
Orientation to other departments			

Comments:

STUDENT PROGRAM

Are these items covered during orientation?	Yes	No	NA
Did you have any input into the types of experiences provided for you?			
Were you conscious of a planned program for the clinical practice?			
Were there other Nursing student at the same time?			
If yes, how many? _____			
How did this affect your studentship?			

CLINICAL EXPERIENCES

How much exposure did you have in the following activities?	Sufficient	Some	None	NA
History Collection and Physical Examination of the patients				
Planning Nursing care and writing nursing care plans				
Implementing the planned nursing care				
Going for rounds with nurses, doctors and supervisors				
Assisting in various diagnostic and therapeutic procedures				
Application of critical thinking skills				
Application of nursing process and nursing theories				
Providing Health Education and Counseling the clients				

List briefly the nursing procedures that you have performed:

SUPERVISION

How was your Clinical Instructors supervision?	Excess	Sufficient	Deficient
Supervision in general			
If not sufficient, please describe:			
In terms of personal and professional growth			
If not sufficient, please describe:			
Clinical Instructors feedback			
If not sufficient, please describe:			
Given appropriate responsibilities			
If not sufficient, please describe:			
Pace of the facility			

STRENGTHS AND AREAS OF IMPROVEMENT NEEDED

Strengths of this site

Areas for further improvement need at this site

CURRICULUM

Was your academic preparation adequate for this assignment?   Yes   No

If not, what areas did you feel deficient?

ADDITIONAL COMMENTS

Appendix V: Student Exit Survey

Sl. No.	Please rate your satisfaction with your achievement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am able to assess the health status and identify problems of patients, families and communities					
2	I am able to prioritize nursing diagnosis based on the assessment data					
3	I am able to plan and implement appropriate nursing interventions based on the client 's need					
4	I am able to evaluate the outcomes of nursing care provided					
5	I am able to perform various nursing procedures appropriately and safely					
6	I am able to participate as an effective member of health team in the promotive, preventive, curative and restorative health care delivery system of the country					
7	I am able to communicate effectively with health care team, patients, family, and community					
8	I am able to maintain good interpersonal relationship with health care team, patients and family					
9	I am able to practice as a professional nurse in different roles					
10	I am able to take prompt and appropriate decisions in various clinical situations					
11	I am able to provide health teaching to individuals and groups in various settings					
12	I am able to exhibit managerial skills in hospital and community health care settings					
13	I am able to undertake research activities and utilize research findings to improve client care and needs					
14	I am able to exercise ethical values in my personal and professional life					
15	I am able to recognize the need for continuous professional learning to update myself for personal and professional growth					

Appendix W: Evaluation Weight (Academic Clinical Instructor vs. Preceptor)

Academic Clinical Instructor Weight	Preceptor Weight
All BSN Courses	
DOPS/DOCS: total of 3 (20%)	Professionalism (5%)
Mini-CEX (Nursing Care Plans) total of 3. (20%)	Daily activity log (5%)
Final Presentation of Clinical Case Analysis (20%)	Student' attendance and absence (no grades)
Final Mini-CEX+DOPS/DOCS of a selected case (30%)	
Community Health Nursing (BSN403)	
All assessments (90%- 100%)	Professionalism (5%) (depending on the setting)
	Daily activity log (5%) (depending on the setting)
Nursing Practice Studentship (BSN 404)	
Reflective Journal (20%)	Clinical Performance Appraisal (30%)
Readiness to practice assessment (OSCE/OSPE) (30%)	