



جامعة العلوم والتقنية في الفجيرة  
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

# Internship Manual

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## 1. Introduction

University of Science and Technology of Fujairah (USTF) has well-developed training programs for all students. The training programs exist to fulfill academic requirements of the students' study plans, and therefore the learning outcomes of internship are articulated by the respective colleges and aligned with the overall outcomes of the degree program and with the requirements of the national Qualifications Framework (QF Emirates). Depending on the program, students are required to successfully complete either internal training, external training, or both. The Training and Continuing Education Center (TCEC) in USTF, in consultation with the colleges, makes arrangement for students' external training at appropriate sites. The external training is supervised by a field supervisor at the training site in coordination with an academic supervisor from the college. The role and responsibilities of field and academic supervisors are defined and explained to students. Guidelines that define the training objectives and duties of trainee students, are included in the present Training Manual. The Manual also includes guidelines for writing practical training reports and how to prepare an oral presentation. A list of some training sites where USTF students are trained, copies of Training forms, and Training Agreements are provided in Appendices.

## 2. Internal Training Program

The purpose of the Internal Training is to equip the students with basic practical skills and to provide them with the theoretical information needed to help them gain maximum benefit from their external practical training.

The Internal Training period is determined by the college and usually takes place prior to the External Training. The successful completion of Internal Training is a prerequisite for starting the External Training. A student is eligible for the Internal Training after he/she has successfully completed the minimum number of credit hours defined by the college.

## 3. Training and Continuing Education Center

### 3.1. Training and Continuing Education Center Mission

The Training and Continuing Education Center (TCEC) supports the vision and strategic plan of USTF by bridging the gap between the academic realm, community and employment market. The TCEC achieves this aim through the supervision of on-campus training courses and field training in close cooperation with site training supervisor in community institutions. In doing so, the TCEC applies scientific criteria in the performance assessment and makes appropriate decisions that ensure the quality of training course learning outcomes.

### 3.2. Training and Continuing Education Center Objectives

**Objective 1:** Support student training in the university colleges. This will be done by:

- Coordinating with different colleges for distributing the training course syllabi on trainee students before the start of the training activities.
- Cooperating with concerned colleges to following-up the trainees
- Bridging the gap between UAE public and private institutions and USTF by increasing student involvement in the work environment to prepare them for the future work.

**Objective 2:** Provide an effective training environment for intern students, and appropriate work experiences that are suitable to their specializations. This will be done by:

- Choosing an appropriate training institution, UAE public and private institutions, that meet the training objectives.
- Ensuring that the prospective training sites are highly reputable and generally recognized as leading institutions in their line of work or practice on the basis of their known reputation or their record of achievement so that training here can be for the interns a valuable work experience.
- Verifying that the intended training sites endorse, practice, and uphold all the known federal employment laws and any other relevant regulations.
- Ensuring that the prospective internship sites represent safe and reputable environments where the university students can train without prejudice to their physical safety or their sense of security.
- Following up trainee students through personal visits or interviews, or by official mail.
- Overcoming the difficulties and problems that might face trainee students.
- Helping the concerned colleges in their search for new prospects for training institutions and corporations.
- Signing agreements with reputable training institutions.

**Objective 3:** Prepare intern students capable of demonstrating excellence and achieving distinction in their chosen fields. This will be done by:

- Providing sufficient and pertinent orientation for the students about their prospective training sites and the skills and knowledge they need to possess and the patterns of behavior they need to adopt in order to be able to cope with and succeed in the external work environment.
- Choosing an appropriate field supervisor such that he/she is aware of his/her responsibilities, which are defined in the internship manual of the college in which the student is enrolled.
- Choosing an appropriate training institution that meet the training objectives.
- Preparing supported internal training programs in cooperation with concerned colleges to enhance students' skills and knowledge.
- Allowing intern students to recognize the latest technologies and methodologies and how to apply them.
- Involving the colleges in the training processes to implement test-training plans and benefit from the outside training institutions related to the students' specialization.

**Objective 4:** Develop procedures that will ensure the achievement of training goals. This will be done by:

- Selecting training sites that are highly reputable and generally recognized as leading institutions in their line of work on the basis of their known reputation or their record of achievement so that training here can be a valuable and pertinent work experience.
- Applying scientific criteria in the performance assessment and making suitable decisions that ensure the quality of training output.

#### 4. External Training

External training is an important part of students' education. It helps students to apply the theoretical knowledge they learn in classrooms to the solutions of real-world problems,

experience the working environment before graduation, and learn how to act responsibly and efficiently in carrying out assigned tasks.

At USTF, the external training is centrally controlled by the Training and Continuing Education Center. Registration, financing and official work is performed by the Training and Continuing Education Center. Academic supervision and evaluation of external training is the responsibility of the College.

## 4.1 External Training Implementation

### 4.1.1. Training and Continuing Education Center Tasks:

1. Publishing the registration notice in each semester.
2. Registering students through the center's registration forms during the registration specified period.
3. Communicating with the training sites and securing their acceptance of the students.
4. Announcing the final training schedules, with copies to the concerned college and the Office of Admissions and Registration before the commencement of training.
5. Following-up the students at their training sites to ensure the implementation of the training plan.
6. Preparing the questionnaires, in coordination with the concerned college, to evaluate the performance of the center and the trainee students, collecting the filled-in questionnaires and sending them to the Office of Institutional Planning and Effectiveness (OIPE).
7. Carrying out research study, in coordination with the concerned college, to ensure the quality of the training process at the training sites. The studies will help to:
  - Determine the labor market needs and ensure the fulfillment of these needs in the curriculum.
  - Count the activities carried out at the University (such as participation in seminars) as part of the student's training period in accordance with specific regulations.
  - Determine the training institutions of the highest reputation and whose work matches with the specialization of the students enrolled in their training programs
  - Prepare a database for companies to be used by the TCEC whenever needed.
  - Follow the student's training plan during the training period as designed by the college to fulfill the aims of the training based on the University vision, and send this duly to the training institution to adapt to its own situation.

### 4.1.2. Tasks of the College Dean

- Supervision of overall students' training.
- Approval of the college trainees' list issued by the Head of Department.
- Approval of the evaluation results

### 4.1.3. Tasks of the Head of Department

- Ensuring the suitability of the training site
- Ensuring the quality of the supervision and the appropriateness of the training institutions upon achievement of the training outcomes.
- Issuing the list of students who will register in the internship well before the start of the internship.
- Dividing the intern students into groups taking into account the location of the training institutions at which the students will do their internship.



- Assigning an academic supervisor, on a rotation basis as far as possible, to each group of intern students
- Scheduling of students' oral presentations

#### 4.1.4. Tasks of the Academic Supervisor

- Ensure that the students understand and appreciate the aims of the training, the skills, and patterns of behavior necessary for the achievement of the training outcomes.
- Arrange regular meetings with the students, at least once every 2-weeks, for guidance to improve their performance and to discuss difficulties they encountered.
- Guide students to the technicalities of the writing the final training report and the contents of the presentation to be made before the evaluation committee.
- Follow-up the students' weekly reports duly signed by the field supervisor.
- Submit the final report and presentation to the evaluation committee and coordinate with the training site to establish proper contact between the student, the field supervisor, and the TCEC
- Use of email telephone, fax, or audio-visual communication, in addition to the weekly report, in the case of following up students training outside the country.

#### 4.1.5. Tasks of the Field Supervisor

- Ensuring the high quality of the field supervision.
- Approving the weekly report filled by the student in accordance with tasks specified in the plan.
- Submitting the final grade of the trainee student.

## 4.2. External Training Reports

### 4.2.1. Student's Report

The student's report consists of the following:

1. The training institution.
2. Work done during the training period.
3. The relation between the work done during the training and the student's specialization (the relation between theory and practice).
4. The benefits of training.
5. The extent of academic supervisory follow-up during the training period.

### 4.2.2. Field Supervisor Report

The field supervisor report includes:

1. The extent of the student's awareness of the quality of the training facilities used.
2. The appropriateness of the training institution to the specialization of the student.
3. The extent of academic supervisory follow-up during the training period.
4. Skills and abilities acquired during the training period.
5. The extent to which the student has achieved the training outcomes.

### 4.2.3 Academic Supervisor Report

The academic supervisor report includes:

1. The extent of the student's awareness of the quality of the training facilities used.
2. The appropriateness of the training site to the specialization of the student.
3. The extent of achievement of the topics of training.

4. The extent of benefiting from the follow-up during the training period.
5. The extent of satisfaction with the evaluation mechanism.
6. The extent to which the student has achieved the training objectives.

### 4.3 External Training Grading:

1. The grade for the student's training will be assigned jointly but independently by the field supervisor and the academic supervisor according to the grading mechanism below and not on a pass/fail basis.
2. 40% assigned to the field supervisor's evaluation (distributed in accordance with the TCEC's student performance report)
3. 60% awarded by the academic supervisor's evaluation (distributed as follows: 20% for the academic supervisor, 20% for the final report, and 20% for the oral presentation).
4. The academic supervisor records the mark and the number of training hours in the form prepared for this purpose.
5. The mark will be approved by the College Dean, Head of Department, and Academic Supervisor.
6. An original copy of the final grade is to be sent to the Office of Admissions and Registration to be included in the student's record at the end of the semester in which the student performed the training, with a copy for keeping at the Training and Continuing Education Center.
7. Marks are to be submitted to the Office of Admissions and Registration within two or three weeks of the end of training, or the end of the semester so that they can be entered together with marks for other courses, provided that separate lists for male and female students are provided.

### 4.4 Special Cases

1. Depending on the approval of the College, it is possible to transfer part of the external training provided that the duration of the transferred training does not exceed half the entire period of the training.
2. In the case of the students' transfer from other colleges where they had done the training, the dean of the new college will, on the basis of the student's academic record, decide the equivalent number of hours and deduct this from the total of the college's training hours. The student will be required to complete the number of academic hours remaining (if such is the case) and pay the stipulated fees.

## 5. Guidelines for Trainee Students

### 5.1. Introduction

Practical training is an important part of a student's education. It helps the student to relate the theoretical knowledge learned in classrooms to solutions of real-world problems, experience the working environment before graduation, and learn how to act responsibly and efficiently in carrying out assigned tasks.

This section provides some guidelines to help the student to realize the objectives of practical training; learn about his/her responsibilities and what is expected of him/her during external training. By understanding and following guidelines, the student will be able to achieve the objectives of practical training in the best possible manner.

## 5.2. Training Objectives

Like any other course, there are specific objectives for practical training and the student must understand and appreciate these objectives to get the maximum benefit from the training sessions. Also, evaluation of the student's training will be based on how well he/she achieved these objectives.

During the practical training it is required from the student to:

1. Correlate the theoretical knowledge with professional practice.
2. Acquire additional technical knowledge concerning the field of training.
3. Improve his/her communication skills, both oral and in writing.
4. Show initiative and develop self-confidence in handling the assigned tasks in real-life.
5. Learn the significance of teamwork and act as a responsible member of the team working with.
6. Develop his/her personality by learning about self-control, punctuality, professional responsibility, and time management.
7. Demonstrate at the training site that USTF students are serious learners with positive attitudes and are capable of making contribution to the ongoing jobs at the training sites.

## 5.3. Duties of Trainee Students

A Field Supervisor will guide and supervise the student's work at the site of practical training. He/she will assign tasks to the student on a daily or weekly basis in accordance with a training plan and evaluate the student performance in accomplishing those tasks. An Academic Supervisor from the college will direct the student to achieve the desired objectives of practical training and will also monitor the student's progress. The field supervisor will also provide guidance during the course of the training and instruct the student on how to make an effective presentation of his/her work, both orally and in writing. The student will play the most important role in his/her training program. As a trainee student, he/she must fulfill a number of duties in the most effective manner. These duties must be taken very seriously to get the maximum benefit out of the practical training. It is the student's responsibility to perform the following tasks in addition to any other tasks specified by the student Academic Supervisor, Field Supervisor, or the Training Coordinator.

1. After the student gets a confirmed placement at a training site, he/she must inform the Academic Supervisor and provide him/her with all necessary details.
2. Before the student starts the practical training, he/she must attend the "Training Preparation Meeting (TPM)" with the student 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 in particular.
3. The student will be tested by the academic supervisor to determine the student proficiency and in case the student is found to be weak in practical aspects, he/she must attend some orientation sessions before he/she attends the training site.
4. The student's Academic Advisor will evaluate the student basic knowledge in the area of the student's training. In case the student is lacking in basic knowledge, the academic advisor will be asked to refresh the student theoretical knowledge in that area before going to the training site. The student will not be assigned to the training site unprepared.

5. Once the student starts the 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 the student to attend the training for a day or part of it, he/she must get the approval of the student's Field Supervisor in advance.
6. While at the training site, the student must follow all safety instructions and other guidelines from the student's Field Supervisor.
7. The student will elaborate and possibly show his/her work to the Academic Supervisor during his visits to the training site.
8. The student should pay special attention to improving his/her communication skills during the training period. The more he/she practices, the more confidence he/she will develop.
9. The student should acquire as much technical knowledge as possible about the type of work in which he/she is involved at the training site. For this, the student should try all possible ways to get the needed technical information from the Internet, manuals, reports, and catalogs. The student should also ask questions at the site to clarify his/her understanding of the subject matter. However, the student should not unnecessarily overburden his/her Field Supervisor by asking for information that he/she can get with little effort on his/her own.
10. For each day of the week, the student should enter a summary of the tasks he/she has performed in the Weekly Tasks Report (WTR) provided to him/her. These tasks must have been performed either by the student alone or as a member of a team. At the end of every week, the student will sign the WTR for that week and also get it signed by his/her Field Supervisor.
11. The student will prepare a Training Notebook containing the daily notes about the student work at the training site. The notes shall be brief but to the point. Any problems encountered and how they were solved must also be entered in the Training Notebook. It will prove quite useful when the student starts writing his/her training report at the end of the training period. Information contained in the Training Notebook shall be transferred to the report in a professional manner.
12. The student must attend the weekly meetings with his/her Academic Supervisor at the University. The purpose of such meetings is to evaluate the student accomplishments on a weekly basis. In these meetings the student will bring his/her Training Notebook for review by the Academic Supervisor.
13. The student should keenly observe how the tasks at the training site to be accomplished and try to understand the role of a practitioner and his contribution in successful completion of projects/assignments.
14. The student should not waste his/her time at the training site. Whenever there is some free time, the student should utilize it by reading and observing how others at the site are performing different tasks. During such times, the student may offer the services for an on-going technical task but never insist on doing it unless his/her Field Supervisor allows him/her to do so.
15. At the end of the training, the student must thank all those who helped him/her at the training site. The student shall also confirm that his/her Training Supervisor has signed the forms sent by the University. It is very important that the Field Supervisor has filled and signed these forms. No such forms will be accepted by the University without the seal (stamp) of the company and the signatures of the student's Field Supervisor.

16. The student should prepare a training report as well as an oral presentation at the end of the training session. Guidelines for preparing the student reports are provided in this Manual.

#### 5.4. Grading

At the end of his/her practical training period, the student will be given a grade based on the following:

1. The student performance at the site as reported by the student's Field Supervisor.
2. The student weekly meetings with the Academic Supervisor who will evaluate the student's efforts towards achieving the specified objectives. The main focus will be on the practical knowledge the student gained and how he/she would relate the theoretical classroom studies with practical applications in the field.
3. Technical report writing and oral presentation about the student's training.
4. Question/Answer session after the student's presentation.

## 6. Guidelines for Practical Training Report Writing

### 6.1 Introduction

This section has the objective of providing guidelines for USTF students on writing reports about their practical training. Accordingly, it addresses the students directly.

Communicating the practical information that the student gained during the student practical training in a clear, concise, and effective manner will contribute to the student's own intellectual development and improve the student's communication skills. No doubt, writing a good report is hard work. But if the student wishes to develop this skill, he/she must accept the challenge even if it is hard at the beginning.

Since this may be the student's first experience in writing a training report, he/she may be wondering how to prepare for writing such a report. Where does he/she start? What factors he/she must keep in mind for writing an effective report? On what basis will the academic supervisor evaluate the report? It is the intent of this section to answer these and other related questions and to suggest methods for preparation of a professional report.

### 6.2 Preparing the First Draft of the Report

The first important step in preparing the first draft of the report is to gather all relevant information. For this purpose, the student will primarily rely upon his/her Training Notebook that the student was asked to prepare during the training period. In addition, the student will need some technical manuals related to the student training work and other information gathered from the Internet or the student's textbooks or reference books. The main objective is for the student to have sufficient background material for final selection.

The next step is to start preparing the first draft of the report. For this, the student will define a logical order for the report. 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 logical order. The outline can be refined later as writing proceeds. The first draft of the report is merely an expansion of the outline, whose items serve as basic building blocks. While writing the first draft, the student may write at a fast pace without paying too much attention to grammar, punctuation, and spelling. The student's primary concern in writing the first draft should concentrate on developing ideas. As the student progresses, he/she decides where an illustration, block

diagram, schematic, graph, table or a photograph would help to clarify the point. The student's first draft should contain the following three major sections:

**1. Introduction:** This section, considered as Chapter 1 of the report, defines the nature of the training, its duration, and some background information about the company/industry/organization where the student was trained. The student should also highlight the main themes of the training and the topics he/she will discuss in the report.

**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 student training. For example, the first chapter of the main body (i.e., Chapter 2 of the report) may briefly present the theoretical background concerning the student area of training, while the other two chapters may describe the practical aspects of the student training. While writing these chapters, the student must make sure that the development of technical concepts follows a logical sequence, and should not hesitate to add an illustration if that helps to elaborate his/her thoughts and field experiences. The student must remember that a picture is worth a thousand words. He/She must carefully choose the caption for each illustration unless it is self-explanatory.

Each chapter should contain only the important information related to the theme of that chapter, free of unnecessary details, and precise and to the point. The student's focus should primarily be on what he/she has actually performed and learned from the practical training.

**3. Conclusion:** In this section, the student will summarize the conclusions of the report. Accordingly, there should be a logical outcome of the text presented in the main body of the report. Once again, the student should try to present the conclusions as clearly and precisely as possible. One page of conclusions should be sufficient for the student's practical training report.

### 6.3 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, which includes a critical review of the first draft to delete unnecessary details and add any missing information. The 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. The student may, once again, need to delete or add certain information. This process may be repeated a few times to ensure that the report is properly organized and well written.

### 6.4 Preparing the Final Version

To finalize the report, the student needs to add a few other pages as explained below.

**1. Title Page:** The title page shall include the name of the University and its logo as well as the name of the student's college and department. The student shall also include his/her name, ID number, and the period of training (for example: 15-6-2020 to 30-7-2020).

**2. Acknowledgement:** After the title page, the student may like to add an acknowledgment page to thank the person(s), such as the student's field supervisor(s), who helped the student during the practical training.

**3. Table of Contents:** It shall indicate the page number for chapters and major sections.

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

**5. Appendix:** Any information 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. However, students are advised to avoid addition of unnecessary material which may increase the size of this section. Whatever material the student includes in the Appendix should also be well organized.

Before binding the report, the student should proofread his/her training report carefully from the beginning to the end for any spelling or typographical errors. At last, the student is ready for the final step of submitting the report to the his Academic Supervisor in the college for the purpose of evaluation.

## 7. Guidelines for Oral Presentation

### 7.1 Introduction

It is very important that the student realizes the significance of effective oral presentation of his/her professional work. Even if the student has strong technical background and has made a major contribution in some developmental work, he/she may not be able to properly communicate the information to his/her audience if he/she cannot prepare and deliver an effective oral presentation. To be a successful oral presenter, the student needs to work on all the following phases of oral presentation:

- i) Planning for oral presentation
- ii) Preparing visual aids
- iii) Practicing (rehearsal) for delivery
- iv) Self-evaluation/feedback and Improvement
- v) Preparing for a Question/Answer session
- vi) Getting ready for the actual presentation

### 7.2 Planning for Oral Presentation:

The main steps involved in the planning are as follows:

#### 7.2.1 Define the students objectives

While defining the objectives of the presentation, the student must keep in mind the target audience of the presentation, their technical as well as general background, and the reason for delivering the oral presentation.

#### 7.2.2. Define a suitable title of the presentation

The title of the presentation should be short and to the point. It should reflect the main theme of the presentation.

#### 7.2.3. Collect all necessary supporting material

The supporting material shall include information from appropriate websites, reference books, and technical reports. If the student gives a presentation about his/her external training, the report is the main source of information. However, The student should remember that an oral presentation is quite different from report writing, and so the presentation cannot be done by a cut and paste from the report.

#### **7.2.4 Identify the main points to be conveyed to the audience**

The student should keep in mind the objectives of the presentation and the supporting material available to him/her, identify the major components of the presentation and for each component define the main points to be conveyed to the audience. For example, for a project presentation, the major components shall include project objectives, block diagram representation, design, implementation, results, and conclusions. For each of these major components, the student shall determine the main points to be included in the corresponding slides. For instance, for “Test Results” as a major component, he/she may like to mention the test setup, test results obtained, error analysis, and reasons for errors.

#### **7.2.5. Organize thoughts in logical sequence**

This is one of the most important aspects in presentation planning. The student should spend sufficient time to organize thoughts so that there is a logical sequence when he/she progresses from one slide to the next. It is important that the student does not confuse or frustrate the audience by following an arbitrary sequence of thoughts. The student must keep the audience focused and interested in the presentation.

#### **7.2.6. Determine the number of slides needed for the presentation**

The number of slides basically depends upon the time available for the presentation. As a general guide, the student needs one slide per minute. This is in case the student has sufficient expertise in talking about the points mentioned on a slide. If this is not the case, then the student can add a few additional slides to the number calculated using the above rule. For example, for a 15- minute presentation the student may prepare 20 slides. It is also important to start every new idea on a different slide. That is why the number of slides determined by these considerations is only an approximate number to start with. The final number can be different from this value, but it should not differ much.

#### **7.2.7. Identify main points for each slide and give each slide a title**

Having defined the major components of the presentation as well as the main points for each major component, and after having determined the approximate number of slides, divide the points for each slide (in logical order) and select a suitable title for every slide. The title of the slide should be brief and it must reflect the points included on that slide.

### **7.3 Preparing Visual Aids:**

For visual aids, the student will use a data-show with Power-Point presentations. It is required from the student to prepare all the presentations using Power-Point. The student may also like to occasionally use a flip chart, if available. The main points that the student must keep in mind while preparing Power-Point slides are presented as follows:

- (a) The slides shall contain only the key points. Detailed text on a slide will lead to a loss of focus. So, the first rule is to keep the slides simple by using minimum words to emphasize the key points.
- (b) Large fonts are used to make it easy for the audience to read the slides. Even a person in the last row should be able to easily read it.
- (c) Colors are used to highlight most important points.
- (d) Special/animation effects may be used without exaggeration.
- (e) Graphics, charts, figures, and video clips are added as appropriate.



- (f) The following sequence for the slides is recommended to be used:
- Slide #1: This is called the Title Slide and it shall contain the title of the presentation, name(s) of contributor(s), name of supervisor, if any, and the name of the University.
  - Slide #2: The title of this slide is usually “Presentation Outline”, “Outline”, or “Contents”. It lists the major components of the presentation. As an example, the major components may include Objectives, Design, Implementation, Results, and Conclusions.
  - Slide #3 to Slide # (N-1): These are called body slides, containing the main points, figures, charts, tables, and pictures, and covering all the major components of the presentation, except the Conclusions slide. For the above example, the student slide #3 shall be titled “Objectives” and it shall contain a list of the main objectives of the presentation. Slide #4 to Slide #6, for example, shall be about the Design. Similarly, add one or more slides for each of the remaining major components of the presentation.
  - Slide #N: This is the “Conclusions” slide. It is a very important slide and should effectively summarize the main conclusions of the student work. Sometimes this slide is titled “Conclusions and Recommendations” or “Conclusions and Future Work”. For this purpose, if one slide is not enough, only one extra slide may be used.

#### 7.4. Rehearsal and Improvement

This is a very important step that is often ignored. Delivering the presentation in practice a sessions is a must for making an effective presentation. This can be done by preparing an audio or video recording of the presentation rehearsals and then listening to the audio presentation recording or watching the video presentation. The logical sequence of the presentation should be carefully observed, and deficiencies should be noted. There must be a gradual transition from slide to slide. It may be realized that certain important points are not included in the slides or there is some redundant information that needs to be removed. Also, the timing of the presentation should be carefully checked and it may be needed to add or remove slides for the allotted time of presentation. Another important point to note is the volume of the student sound. It should be of sufficient volume. Too low or too high volumes are both considered inappropriate. In addition, if it is observed that the speech is in a monotone manner, the pitch or level of the voice throughout the presentation can be varied without overdoing it.

After modifying the slides and presentation style, on the basis of the above-mentioned self-evaluation, it is recommended to make the presentation to a group to get their feedback. The comments of the group should be specific and clearly indicate the strengths and weaknesses of the presentation, and the appropriateness of the student body language, and “eye contact” with the audience during the presentation. Utilization of the group’s feedback will further improve the quality of the presentation.

Rehearsal for self-evaluation and for obtaining feedback from groups will not only improve the presentation but also help increase the student self-confidence. More practice will lead to a more effective presenter.

### 7.5. Question/Answer Session

To be prepared for that session, it is required from the student to:

- (a) think about possible questions the audience may ask and be prepared to answer those questions.
- (b) have a solid background about the presentation topics.
- (c) be confident while giving answers.

### 7.6. Presentation Day Tasks

On the day of the presentation, it is required from the student to:

- (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 the presentation.
- (d) make sure the presentation is properly loaded on the presentation room PC or notebook and check if it runs smoothly without any problem.
- (e) follow the instructions of the session chairperson regarding the presentation time.
- (f) not to rush or talk too slowly.
- (g) pause at key points to emphasize their significance.
- (h) during presentation, change the pitch of voice and use appropriate gestures.
- (i) maintain eye contact with the audience and not to talk to the display screen.
- (j) thank the audience and ask if there are any questions at the end of the presentation.
- (k) carefully listen to the questions and give concise, to the point, answers.
- (l) not to panic if the answers to some questions are not known.

## 8. Actual and Credit Hours for Training in USTF Programs

S	College	Under Graduate Program	NO. of Weeks	Actual Training Hours		Credit Hours
				Internal	External	
1	Engineering and Technology	Electrical Engineering	14 Ext. + 2 Int.	30	290	3
		Information Systems	14 Ext. + 2 Int.	40	280	3
		Information Technology	14 Ext. + 2 Int.	40	280	3
		Interior Design	16 Ext.	-	330	4
2	Business Administration	Management	16 Ext.	-	320	3
3	Humanities and Sciences	Psychology	10 Ext. + 3 int	12	240	6
		Sociology and Social Work / training1	8 Ext.	-	60	3
		Sociology and Social Work / training2	8 Ext.	-	80	3
		Public Relations and Advertising	6 Ext.	-	120	3
4	Dentistry	Dental Surgery-Internal Clinical Training \ Forth Year	2 Int.	80	-	2
		Dental Surgery-Internal Clinical Training \ Fifth Year	2 Int.	80	-	2
		Hospital dentistry	4 Ext	-	32	2
5	Law	Law	8 Ext. + 8 Int.	64	64	3
6	Pharmacy and Health Sciences	Introductory pharmacy Practice Experience (IPE): Pharmaceutical Technology Training (PHC597)	16 Ext.	-	99	2
		Introductory pharmacy Practice Experience (IPPE): Community Pharmacy Training-I (PHC475)	16 Ext.	-	99	3
		Introductory pharmacy Practice Experience (IPPE): Community Pharmacy Training-II (PHC486)	16 Ext.	-	99	3
		Advanced Pharmacy Practice Experience (APPE): Critical Care (PHC5101)	16 Ext.	-	151	3
		Advanced Pharmacy Practice Experience (APPE): Infectious Disease (PHC5102)	16 Ext.	-	151	3
		Advanced Pharmacy Practice Experience (APPE): Hospital Pharmacy Training (PHC5103)	16 Ext.	-	151	3
		Advanced Pharmacy Practice Experience (APPE): Oncology & Surgery (PHC5104)	16 Ext.	-	151	3
		Advanced Pharmacy Practice Experience (APPE): Internal Medicine (PHC5105)	16 Ext.	-	151	4

# Appendix I

## Field Training Assessment Forms



## Weekly Tasks Report (WTR)

Student Name: \_\_\_\_\_ Student ID #: \_\_\_\_\_

Training Site: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

Week #: \_\_\_\_\_ From: / / to / /

DAY #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DAY #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DAY #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DAY #4: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DAY #5: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

-----  
Student's Signature

-----  
Field Supervisor's Signature



جامعة العلوم والتقنية في فجيرة  
UNIVERSITY OF SCIENCE & TECHNOLOGY OF FUJAIRAH

### تقييم الطالب من قبل المشرف الميداني

#### External Training Assessment by field supervisor

يرجى التكرم بتعبئة البيانات أدناه ووضع الدرجات الخاصة بالطالب وإرسالها إلى مركز التدريب والتعليم المستمر بالجامعة

(Please kindly fill the information required below, including the student's grades)

Student Information		معلومات عن الطالب	
Full Name		الاسم الكامل	
ID number		الرقم الجامعي	
Major		التخصص	
Training Institution Information		معلومات عن المؤسسة التي يتدرب فيها الطالب	
Institution Name		اسم المؤسسة	
Department/s		الأقسام التابعة	
Field Supervisor		المشرف الميداني	
Position/Job Title		المسمى الوظيفي للمشرف	
Tel. Number		هاتف المؤسسة	
PO Box		ص . ب	
Fax		فاكس	
Email		البريد الإلكتروني	
No.	Training Objective	Score (1-5)	أهداف التدريب
1	Correlate the theoretical knowledge with professional practice		ربط المعرفة النظرية بالممارسة المهنية
2	Acquire additional technical knowledge concerning the field of training		اكتساب معرفة فنية إضافية فيما يتعلق بمجال التدريب
3	Improve communication skills, both oral and in writing.		تحسين مهارات الاتصال الشفوية والتحريرية
4	Show initiative and develop self-confidence in handling the assigned tasks		أظهار المبادرة وتطوير الثقة بالنفس في التعامل مع المهام المسندة
5	Learn the significance of teamwork and act as a responsible member of the team		التعرف على أهمية العمل الجماعي والتصرف كعضو مسؤول في فريق العمل
6	Develop personality by learning about self-control, punctuality, professional responsibility, time management, etc.		تطوير الشخصية من خلال ضبط النفس والالتزام بالمواعيد والمسؤولية المهنية وإدارة الوقت الخ
7	Demonstrate seriousness as learners with positive attitude and capable of making contribution to the ongoing jobs at the training sites		إظهار الجدية كمتعلمين لديهم موقف إيجابي وقادرين على المساهمة في العمل بمواقع التدريب
8	Attendance(absence of more than 25 percent of the training period, she/he is deemed to have failed)		المواظبة على الحضور(غياب أكثر من 25% يعتبر الطالب راسباً)
	<b>Total Marks</b>		الدرجة النهائية ( 40 )

Name, Signature & Stamp: .....

Date: ...../...../.....

Training Period From / / to / /

Thank you for your participation

الفترة الزمنية للتدريب  
شاكرين لكم حسن تعاونكم

Training Center and Continuing Education Training and Continuing Education Center Assessment by Academic Supervisor		مركز التدريب والتعليم المستمر تقييم مركز التدريب والتعليم المستمر بواسطة المشرف الأكاديمي	
Academic supervisor		المشرف الأكاديمي	
College		الكلية	
Major		التخصص	
Email		البريد الإلكتروني	
<ul style="list-style-type: none"> <li>- Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.</li> <li>- If the question does not pertain to your area of responsibility, please tick "N/A".</li> <li>- Please answer by putting ✓.</li> </ul>		<ul style="list-style-type: none"> <li>- يرجى استعمال سلم تقييم من 1 إلى 5، علماً بأن 5 تشير إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى.</li> <li>- إذا كان السؤال خارج مسؤوليتك، وضع علامة في خانة "N/A".</li> <li>- يرجى الإجابة بوضع علامة ✓ في المكان المناسب.</li> </ul>	

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 ممتازاً						
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

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Date: ..... التاريخ:

<b>Training and Continuing Education Center</b>		<b>مركز التدريب والتعليم المستمر</b>	
<b>Training and Continuing Education Center Assessment by Field Supervisor</b>		<b>تقييم مركز التدريب والتعليم المستمر من طرف المشرف الميداني</b>	
Please fill in the information below and send this form to Training and Continuing Education Center before the end of the training period.		بالجامعة , يرجى تعبئة البيانات أدناه وإرسالها إلى مركز التدريب والتعليم المستمر قبل انتهاء فترة	
Organization Name		اسم المؤسسة	
Industry		مجال العمل	
Email		البريد الإلكتروني	
<ul style="list-style-type: none"> <li>- Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.</li> <li>- If the question does not pertain to your area of responsibility, please tick "N/A".</li> <li>- Please answer by putting ✓.</li> </ul>		<ul style="list-style-type: none"> <li>- يرجى استعمال سلم تقييم من 1 إلى 5، علماً بأن 5 تشير إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى.</li> <li>- إذا كان السؤال خارج مسؤوليتك، وضع علامة في خانة "N/A".</li> <li>- يرجى الإجابة بوضع علامة ✓ في المكان المناسب.</li> </ul>	

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 أقسام المؤسسة المختلفة						
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	Trainee had sufficient field supervisors أشرف على المتدرب عدد كاف من المشرفين الميدانيين						
5	Academic supervision for the trainee was excellent حصل المتدرب على متابعة أكاديمية ممتازة						
6	The trainee achieved his/her training objectives حقق المتدرب أهداف التدريب						

Further Remarks:

ملاحظات إضافية

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Date: .....

التاريخ: .....





<b>Training and Continuing Education Center</b>		<b>مركز التدريب والتعليم المستمر</b>	
<b>Training and Continuing Education Center Assessment by students</b>		<b>تقييم مركز التدريب بواسطة الطالب</b>	
Please fill in the information below and send this form to The Training and Continuing Education Center before the end of the training period.		يرجى تعبئة البيانات أدناه وإرسالها إلى مركز التدريب والتعليم المستمر بالجامعة قبل انتهاء فترة التدريب	
College of		الكلية	
Female student <input type="checkbox"/> طالبة		Male student <input type="checkbox"/> طالب	
Fall <input type="checkbox"/> الخريفي	Spring <input type="checkbox"/> الربيعي	Summer1 <input type="checkbox"/> الصيفي	Summer2 <input type="checkbox"/> الصيفي
<ul style="list-style-type: none"> <li>- Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.</li> <li>- If the question does not pertain to your area of responsibility, please tick "N/A".</li> <li>- Please answer by putting ✓.</li> </ul>		<ul style="list-style-type: none"> <li>- يرجى استعمال سلم تقييم من 1 إلى 5، علماً بأن 5 تشير إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى.</li> <li>- إذا كان السؤال خارج مسؤوليتك، وضع علامة في خانة "N/A".</li> <li>- يرجى الإجابة بوضع علامة ✓ في المكان المناسب.</li> </ul>	

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 have benefited from my 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

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Date: ..... التاريخ:

<b>Training and Continuing Education Center Student Weekly Report</b>	<b>مركز التدريب والتعليم المستمر التقرير الأسبوعي للطلاب</b>
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College	Major :
Student's Name:	Student's ID:
Organization Name:	اسم المؤسسة
Week Number:	From: To:

**Activities performed by the student during the week**

الأنشطة التي أداها الطالب خلال الأسبوع.

Day اليوم	Activities الأنشطة	Department القسم	Hours الساعات
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Days of absence			

Comments: ملاحظات

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Name & Signature of Field Supervisor .....

Date: .....



Training and Continuing Education Center

مركز التدريب والتعليم المستمر

Student's Evaluation of the On-site Internship Orientation  
by the Field Supervisor

استمارة تقييم المتدرب للإرشاد التدريبي في المؤسسة من قبل  
المشرف الميداني

Student's Name and ID اسم الطالب والرقم الجامعي  
College الكلية  
Major التخصص  
Date of the On-site Internship Orientation تاريخ الإرشاد التدريبي في المؤسسة  
Name of the Field Supervisor اسم المشرف الميداني  
Name and address of the Training institution اسم وعنوان مؤسسة التدريب

- Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. يرجى استعمال سلم تقييم من 1 إلى 5، علماً بأن 5 تشير إلى الحد الأعلى للرضا، بينما 1 فتعبر عن الحد الأدنى.  
- Please answer by putting ✓. يرجى الإجابة بوضع علامة ✓ في المكان المناسب.

S	Item	Rating				
		1	2	3	4	5
1	The on-site orientation demonstrated that the training institution in terms of its mission and objectives was a suitable and beneficial place for the student's internship أوضح الإرشاد التدريبي في المؤسسة تناسب مكان التدريب مع تخصص الطالب المتدرب					
2	The on-site orientation demonstrated that the training site would provide a safe and secure training environment with the required facilities and infrastructure أوضح الإرشاد التدريبي في المؤسسة أن مكان التدريب بيئة آمنة ومهيئة بالتجهيزات المطلوبة لتقديم خدمة التدريب العملي					
3	The on-site orientation provided clear information about the duties and tasks to be assigned to the trainee during the internship احتوى الإرشاد التدريبي في المؤسسة على معلومات كافية بخصوص المهام والواجبات الموكلة إلى المتدرب خلال فترة التدريب					
4	The on-site orientation clearly explained the role of the Field Supervisor and the working relationship with the trainee during the internship أوضح الإرشاد التدريبي في المؤسسة دور المشرف الميداني وعلاقة العمل بينه وبين المتدرب خلال فترة التدريب					
5	The on-site orientation informed the trainee about the facilities and resources of the training institution that would contribute to the value of the training experience أوضح الإرشاد التدريبي في المؤسسة الموارد والتجهيزات المتاحة بالمؤسسة للمتدرب لاكتساب وتطوير المهارات العملية لإنجاح التجربة التدريبية					
6	The on-site orientation explained the criteria of the Field Supervisor's assessment of the trainee at end of the internship أوضح الإرشاد التدريبي في المؤسسة معايير وآلية تقييم المتدرب من قبل المشرف الميداني في نهاية فترة التدريب.					

Further Remarks:

ملاحظات إضافية

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Date: ..... التاريخ:



Training and Continuing Education Center

مركز التدريب والتعليم المستمر

Student's Evaluation of the On-Campus Internship  
Orientation by the Academic Supervisor

استمارة تقييم المتدرب للإرشاد التدريبي في الجامعة من قبل  
المشرف الأكاديمي

Student's Name and ID

اسم الطالب والرقم الجامعي

College

الكلية

Major

التخصص

Date of Pre-Internship Orientation

تاريخ الإرشاد التدريبي

Name of the Academic Supervisor

اسم المشرف الأكاديمي

- Please rate the following areas using a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree.
- 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.
- يرجى الإجابة بوضع علامة ✓ في المكان المناسب.

S .	Item	Rating				
		1	2	3	4	5
1	The pre-orientation provided a full explanation of the external training objectives and its relation with the Program Outcomes أوضح الإرشاد التدريبي أهداف التدريب العملي الخارجي والعلاقة بينه وبين مخرجات البرنامج					
2	The pre-internship orientation showed a clear relationship between the trainee's specialization and the specialization of the external training institution أوضح الإرشاد التدريبي العلاقة بين تخصص الطالب وبين تخصص مؤسسة التدريب					
3	The pre-internship orientation explained the duration of the external training in terms of the nature of the daily schedule and the overall number of hours and weeks أوضح الإرشاد التدريبي مدة التدريب وتفاصيل جدول العمل اليومي وعدد الساعات والأسابيع المقررة للتدريب					
4	The pre-internship orientation clearly indicated the tasks and duties of the trainee at all stages of the internship including the daily and weekly reports in addition to the final report أوضح الإرشاد التدريبي المهام والواجبات المحيطة بالمتدرب خلال فترة التدريب بما في ذلك تحرير التقارير اليومية والأسبوعية والتقارير الختامي					
5	The pre-internship orientation clarified the role of the Academic Supervisor and the Field Supervisor during the external training period أوضح الإرشاد التدريبي دور وعلاقة كل من المشرف الأكاديمي والمشرف الميداني بالطالب المتدرب خلال فترة التدريب الخارجي					
6	The pre-internship orientation informed the trainee of the grading and assessment mechanism of the internship course including the oral presentation أوضح الإرشاد التدريبي آلية تقييم أداء المتدرب في مساق التدريب العملي بما في ذلك الاختبار الشفهي					

Further Remarks:

ملاحظات إضافية

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Date: ..... التاريخ:

## Appendix II

### Field Training Registration Forms



Registration Form for External Training (... semester 20.../20...)

College .....

General Information	
Student Name:	ID:
Major:	Nationality:
Mobile:	Email:
Have you ever done external or internal training before? External <input type="checkbox"/> Internal <input type="checkbox"/>	What is the number of credit hours achieved? =                      Hours
Means of payment: Student: <input type="checkbox"/> or Scholarship <input type="checkbox"/>	How many courses are you registering in this semester? =                      Courses

**First choice:** Choose one of three institutions according to your preferences or choose one institution only.

Institution Details		
<u>Choice 1</u> : Name of institution:		
Contact person & location:		
Phone :	Fax :	Email:
<u>Choice 2</u> : Name of institution:		
Contact person & location:		
Phone :	Fax :	Email:

Academic Supervisor Signature.....

Student Sign & Date .....

**Second choice:** I do not know a place to train in and therefore have to accept the place determined by the Training and Continuing Education Center & have no right to object the place after the end of the registration process.

Date .....

Signature .....

**Dear Student:**

Please fill out the attached practica training application form and submit the following:

- Transcript and number of courses that you are registering during this semester signed by the Academic Supervisor.
- Receipt of payment from the financial department.
- C.V.
- Copy of Valid Passport, or UAE National Identity (for local students only)

**Notes: 1- Incomplete applications will not be considered.**

**2- The final report and presentation must be submit to the Academic Supervisor after finishing training directly.**

Training and Continuing Education Center

Thanks,

## Appendix III

### Training Sites



No	Training Site	No	Training Site
1	Government of Fujairah / Emiri Court	42	Fujairah Police Headquarters
2	Fujairah Customs Department	43	Fujairah Security Zone
3	Fujairah Free Zone	44	Fujairah Tourism & Antiquities Authority
4	Abu Dhabi Islamic Bank (ADIB)	45	Fujairah Charity Association
5	Al Ahli General Trading LLC	46	General Directorate of Residency and Foreigners Affairs / Fujairah
6	Al Buhaira National Insurance Company	47	
7	Fujairah Rehabilitation Center for Disabled	48	Social Services Department, Government of Sharjah
8	Fujairah National Insurance Co.	49	
9	Al- Saa'qah Company of Electrical Works	50	Department of Seaports & Customs, Government of Sharjah
10	Al Sharq Hospital	51	Department of Economic Development, Government of Sharjah
11	AL-FUTTAIM MOTORS	52	Health First® Pharmacies
12	Decortec Company	53	Human Resources - Fujairah Government
13	Deloitte and Touche Company	54	JULPHAR® Pharmaceutical Industries
14	Dibba Municipality	55	Dibba Al Hisn Federal Court
15	Dubai Islamic Bank-Fujairah	56	
16	Du - Emirates Integrated Telecomm. Company	57	Kalba Federal Court
17	East Coast Contracting & Trading L.L.C	58	Khorfakkan Federal Court
18	Ebad El Rahman For Building Contracting Co	59	Kalba Municipality
19	Emirates Identity Authority	60	Khorfakkan Municipality
20	Emirates Dubai National Bank	61	Ministry of Culture and Knowledge Development – Fujarah
21	Emirates Red Crescent/ Fujairah	62	Ministry of Interior / E- Services & Telecom Section/ Fujairah
22	Environment & Protected Areas Authority / Khorfakkan	63	Ministry of Public Works / Eastern Region
23	Etisalat/ Fujairah	64	Ministry of Education (MOE) – UAE
24	Falcon Contracting Company	65	Ministry of Health (MOH)- Fujairah Hospital
25	Federal Electricity and water Authority	66	
26	First Gulf Bank	67	First Abu Dhabi Bank (FAB)
27	Fujairah National Group	68	National Bank of Fujairah (nbf)
28	Fujairah Municipality	69	Oryx International
29	Fujairah Airport	70	Retaj Company for Advertising
30	Fujairah Asia Power Company	71	SEMBCORP
31	Fujairah Civil Defense	72	Sharjah Electricity, Water and Gas Authority
32	Fujairah Culture & Media Authority	73	Shaikha Maitha Bint Rashid Al Maktoum Center for Disabled – Hatta
33	Fujairah Customs	74	Sharjah City Municipality
34	Fujairah Educational Zone	75	SHARJAH CONTACT CENTRE/ Khorfakkan
35	Fujairah Fresh Water	76	Sharjah Media Corporation
36	Fujairah Chamber of Commerce and Industry	77	Sharjah Welfare Association
37	Fujairah Court House	78	Sheikh Zayed Housing Program / Fujairah Branch
38	Fujairah Media Authority	79	Solon International LL FZE
39		80	Thumby® Hospitals
40	Fujairah Natural Resources Corporation	81	Topaz Energy and Marine
41	Fujairah Penal and Correctional Institution		



## Appendix IV

### Training Agreements

<b>Ser.</b>	<b>Partners</b>
<b>1</b>	<b>Health First Pharmacy</b>
<b>2</b>	<b>Fujairah Police Headquarters</b>
<b>3</b>	<b>Fujairah Security Zone</b>
<b>4</b>	<b>Fujairah Chamber of Commerce &amp; Industry</b>
<b>5</b>	<b>Al Sharq Hospital</b>
<b>6</b>	<b>Fujairah Municipality</b>
<b>7</b>	<b>Thumbay Hospital - Fujairah</b>
<b>8</b>	<b>Fujairah Culture &amp; Media Authority</b>
<b>9</b>	<b>Government of Fujairah / Department of Human Resources</b>
<b>10</b>	<b>Ministry of Health and Prevention</b>
<b>11</b>	<b>Gulf Pharmaceutical Industries JULPHAR</b>
<b>12</b>	<b>Ministry of Justice</b>
<b>13</b>	<b>Fujairah Science Club</b>

## Appendix V

### Internship Policy

## Internship Policy

Policy Name	Internship Policy		
Policy Owner	Vice Chancellor for Academic Affairs	Reviewed	Annually
Approved By	Council for Academic Affairs	Approval Date	

This document sets out the University's policy relative to field training in public and private institutions. The Training and Continuing Education Center (TCEC) seeks to support the strategic vision of the University by bridging the gap between the academic realm, community and employment market. It strives to achieve this aim through the student training and suggests training courses to some of the outside community institutions. In doing so the TCEC applies scientific criteria in the performance assessment and makes suitable decisions that ensure the quality of training output.

### Definitions

For purposes of this policy, unless otherwise stated, the following definitions and abbreviations shall apply:

- **Internship:** Field training
- **Intern student:** who will register in the Internship course
- **Academic supervisor:** who will supervise a group of intern students
- **Field supervisor:** who will supervise and guide a group of intern students within training institution.
- **Training institution:** any external community institution (private company, bank, public organization or Authority, or local government entity) that promotes an effective training environment for intern students, and appropriate work experiences that are suitable to their specialization, and gives job description in addition to relevant assignments that meet the training objectives.

### Policy Statement

The Center of Training and Continuing Education (CTCE) seeks to support USTF's strategic vision by bridging the gap between the academic realm, the community and the employment market. It strives to achieve this aim through the student training and suggests training courses to some of the outside community institutions. In doing so the center applies scientific criteria in the performance assessment and makes suitable decisions that ensure the quality of training output.

### Policy Content and Guidelines

#### a. Training and Continuing Education Center (TCEC)

Through the TCEC, USTF ensures that:

- Institutions/potential employers are screened for their suitability for external training of USTF students.
- The screening is based on the appropriateness of the institutions for students, and good work experience.
- Agreements will be signed between the TCEC and institutions. The agreement must

cover the following:

- the institution offering training will give a job description and suitable assignments to the student to meet the learning objectives.
- the USTF Center of Training and Continuing Education (TCEC) will inform the institutions of the name of the college advisor, and the assessment methods of the internship
- The TCEC gives the internship manual to the site supervisor who is assigned by the institutions to supervise the student.
- The TCEC ensures that the site supervisor is aware of his/her responsibilities, which are defined in the internship manual of the college in which the student is enrolled.

#### **b. Duties of the College**

- The Dean of the college is responsible for the appropriateness of the training sites.
- The Head of the department is responsible on the quality of the supervision, schedule of oral presentations and appropriateness of the placement sites as far as the learning outcomes are concerned.
- The Head of the department prepare the list of students which will register in the internship well before the start of the internship
- The Head of the department divides the students into specified groups considering the location of the companies at which the students will do their internship.
- The Head of the department assigns an internal supervisor to each group of students
- The internal supervisor, who will supervise a group of students, will:
  - give an orientation session of 2 hours to the students as before the start of the internship;
  - receive the weekly reports of the students signed and commented by the site supervisor;
  - arrange meetings with the students on a regular basis, at least once in every 2-weeks for guidance to improve students' performance, and to discuss difficulties encountered by students;
  - raise difficulties encountered by students to the Head of the department and the Manager of the TCEC;
  - guide students on who to write the final report, and the content of their oral presentation;
  - ensure that each student will submit his/her final report on time;
  - ensure that each of his/her students informed on the schedule of the oral presentation to be defended in front of a Jury.

#### **c. Incentive for Faculty who secure placement sites in new reputable companies/institutions**

- The Dean of the college and the Manager of the TCEC could recommend a bonus of up to 3000 AED to the Faculty member who arranges for five internships in reputed placement sites.

#### **d. Schedule of oral presentations**

- The Departments will schedule the oral presentations on Thursdays so that interested 2nd and 3rd year students can attend the oral presentations.

**e. Grading of the internship**

- Site supervisor: 40 marks
- Internal advisor: 20 Marks
- Jury:40 marks: 20 marks are devoted for the report, and 20 marks for the oral presentation

**f. Submission of the Grades**

- The student, without or with help of his academic advisor, registers the training course on the eMADAsystem.
- At the end of the semester, the USTF internal training supervisor collects the course grades from the site supervisor, himself and the jury. Then, he enters the student's grade, and sends a copy the TCEC for records.
- The training grade sheet must be signed by the internal supervisor, the Head of department, the Dean of the college, and the Manager of the TCEC.

**g. Assessment of the effectiveness of the Internship**

- The members of the Jury will fill up a questionnaire that focuses on the learning outcomes, quality of the training site, and that of the site supervision.
- The Head of department will analyze the feedback expressed in the questionnaire.

**h. Duties of the students (student job description)**

During the practical training it is required from the student to:

- Understand and appreciate the objectives of the intership to get the maximum benefit from the training sessions..
- Correlate the theoretical knowledge with professional practice.
- Acquire additional technical knowledge concerning the field of training.
- Improve his/her communication skills, both oral and in writing.
- Show initiative and develop self-confidence in handling the assigned tasks in real-life.
- Learn the significance of teamwork and act as a responsible member of the team working with.
- Develop his/her personality by learning about self-control, punctuality, professional responsibility, and time management.
- Demonstrate at the training site that USTF students are serious learners with positive attitudes and are capable of making contribution to the ongoing jobs at the training sites.

The evaluation of the student's training will be based on how well he/she achieved these duties



## Approvals

Approval Body	Date
<i>Board of Trustees</i>	24 February 2022