



Yarmouk University
Hijjawi Faculty for Engineering Technology

Field Training

HANDBOOK

2020

Table of Contents

1. Introduction.....	3
2. Objectives	3
3. Intended Learning Outcomes	3
4. Overview of FT Process	3
A. Company Selection Process.....	3
B. Assigning the Training Supervisor	4
C. Duties	4
D. Training Examination Committee (TEC).....	4
E. Training Assessment	4
F. Training Deliverables.....	5
5. Assessment.....	6

1. Introduction

The Field Training (FT) is a course of three (3) or (6) credit hours, depending on the program of study, where students are required to complete a two-month (in case of 3-credit-hour course) or four-month (in case of 6-credit-hour course) in-field industrial practical training. The students register for the course in one regular semester (first semester or second semester). In case of the 3-credit-hour course, the student could register the course during summer semester as well.

This course provides students with a practical experience about their field. Students are introduced to and gain practical experience in several state-of-the-art techniques/methodologies. Internships may take place in the industrial, commercial institutes, or in the university incubators.

2. Objectives

The main purpose of this course is to provide students with a practical experience about their field. It allows students to apply what they have learned in the theoretical courses to the real life. It teaches students how to be self-confident when they face problems in their practical life. It also improves the communication skills of the students by conducting the practical life environment.

3. Intended Learning Outcomes

In general, upon successful completion of the FT, the students will be able to:

- (1) increase the overall knowledge about the practical environment,
- (2) carryout a practical work related to field of study, and
- (3) submit a technical report and perform oral presentation for the training period.

4. Overview of FT Process

The following subsections provide the main steps of the FT process.

A. Company Selection Process

The academic departments at Hijjawi Faculty for Engineering Technology maintains strong ties with local and regional industries and provides students with options to choose from based on their areas of interest for their FT. Students are encouraged to visit companies for securing positions to perform practical FT. Companies must be approved by the Chairman of the academic department based on the training program offered by the company. The following is a summary of the company selection process:

- (1) Based on his/her visit to several companies, the student suggests a company to spend his/her FT by filling and submitting a FT application form to the academic department.
- (2) The Chairman of the academic department approves the company based on its training program
- (3) The Dean of Hijjawi Faculty for Engineering Technology formally writes to the company seeking its acceptance to train the student for the specified duration and period.
- (4) Upon receiving the company's approval, the student is assigned to be trained at that company.

B. Assigning the Training Supervisor

The Chairman of the academic department assigns a faculty member to be the Training Supervisor for the student. The supervisor should monitor the progress, visit, follow up and appraise the performance of students during their training.

C. Duties

After placement of the student with his/her company and supervisor, the student is required to conduct his/her FT at the assigned company under the supervision of the supervisor. In general, the duties of each party are as follows:

- *Supervisors should:* (1) supervise students, (2) visit them, (3) monitor the progress of their FT, (4) assess students individually, and (5) review the final reports.
- *Students should:* (1) conduct the training, (2) be in touch with supervisors, and (3) write the report and prepare presentations.

D. Training Examination Committee (TEC)

A Training Examination Committee (TEC) is formed of at least three faculty members by the Chairman of the academic department to perform the final defense/discussion for the student's FT.

E. Training Assessment

The FT is evaluated at the end of each semester by the company, the training supervisor, and the TEC committee based on the training progress and deliverables. The grade distribution for the FT course is as follow: 20% for the company, 40% for the training supervisor, and 40% for the defense/discussion TEC committee.

F. Training Deliverables

The deliverables of the FT are illustrated in Table 1 where a description of each deliverable is shown. The deliverables are mandatory and **must** be submitted to the supervisor, TEC committee, and/or academic department.

Table 1: Deliverables of the FT

Deliverable	Description	Submitted to
1. Final Training Report	A complete report that contains the following items and topics: (1) Abstract (2) Introduction about the training and information about the company (3) Technical details of the company (4) Experience and responsibilities at the company (5) Learned lessons and experience, and problems or obstacles faced. (6) References The final report must adhere to the final report template of the Field Training	Supervisor, TEC, and Department
2. Final Oral Presentation	Oral presentation of the final report with illustrative material, using PPT slides.	TEC

5. Assessment

The percentage distribution for the FT course is shown in Table 2. The percentage distribution of the training assessment criteria for the supervisor and TEC is illustrated in Table 3 and Table 4, respectively. The assessment is guided by the rubrics shown in Table 5 and Table 6 for the supervisor and TEC, respectively. The percentage distribution of the training assessment criteria and rubrics for the company is illustrated in Table 7. Each of the supervisor, TEC and company submits separate assessment reports for each student showing his/her achievement in all categories of the assessment rubrics.

Table 2: Percentage Distribution for the FT Course

Evaluator	Score
Supervisor	40%
TEC	40%
Company	20%
Total	100%

Table 3: Percentage Distribution of FT Assessment Criteria for the Supervisor

Criteria	Score
Report	20%
Monitoring	20%
Total	40%

Table 4: Percentage Distribution of FT Assessment Criteria for TEC

Criteria	Score
Report	20%
Presentation	20%
Total	40%

Table 5: Assessment Rubrics of FT for the Supervisor

	Category	Professional Quality “≥90”	Expected “80-89”	Acceptable “60-79”	Below Expectation “<60”	Score
Report (20%)	1. Writing Quality and Using Standard Template	<ul style="list-style-type: none"> • Report is highly easy to read and understand. • Organization of the overall report is highly coherent. • Excellent use of standard template. • All required elements of the report are included. • Writing is original and clear. 	<ul style="list-style-type: none"> • Report is easy to read and understand. • Organization of the overall report is coherent. • Good use of standard template. • Most required elements of the report are included. • Writing is original but unclear. 	<ul style="list-style-type: none"> • Report is fairly easy to read and understand. • Organization of the overall report is fairly coherent. • Little use of standard template. • Few required elements of the report are included. • Writing is original but overused parentheses. 	<ul style="list-style-type: none"> • Report is not easy to read and understand. • Organization of the overall report is not coherent. • No use of standard template. • None of required elements of the report are included. • Plagiarized from other work. 	(10%)
	2. Technical Quality	<ul style="list-style-type: none"> • Introductory information about the training and the company are clearly stated. • Technical details about the company are clearly stated. • Experience and responsibilities at the company are clearly stated. • Conclusions and learned lessons are clearly stated. • All references are cited, using appropriate format. 	<ul style="list-style-type: none"> • Introductory information about the training and the company are partially stated. • Technical details about the company are partially stated. • Experience and responsibilities at the company are partially stated. • Conclusions and learned lessons are partially stated. • Most references are cited, using appropriate format. 	<ul style="list-style-type: none"> • Introductory information about the training and the company are poorly stated. • Technical details about the company are poorly stated. • Experience and responsibilities at the company are poorly stated. • Conclusions and learned lessons are poorly stated. • Few references are cited, using appropriate format. 	<ul style="list-style-type: none"> • Introductory information about the training and the company are not stated. • Technical details about the company are not stated. • Experience and responsibilities at the company are not stated. • Conclusions and learned lessons are not stated. • No references are cited, using appropriate format 	(10%)
Monitoring (20%)	1. Training Quality	<ul style="list-style-type: none"> • Supervisor always finds the student when visiting him/her at the company. • Overall, the performance of student in the training is excellent. 	<ul style="list-style-type: none"> • Supervisor most of the time finds the student when visiting him/her at the company. • Overall, the performance of student in the training is good. 	<ul style="list-style-type: none"> • Supervisor sometime finds the student when visiting him/her at the company. • Overall, the performance of student in the training is acceptable. 	<ul style="list-style-type: none"> • Supervisor rarely finds the student when visiting him/her at the company. • Overall, the performance of student in the training is unacceptable. 	(10%)
	2. Training Progress	<ul style="list-style-type: none"> • Student always answer emails and request from the supervisor regarding training progress. • Student frequently and constantly reports to the supervisor about training progress. 	<ul style="list-style-type: none"> • Student most of the time answer emails and request from the supervisor regarding training progress. • Student frequently reports to the supervisor about training progress. 	<ul style="list-style-type: none"> • Student sometime answer emails and request from the supervisor regarding training progress. • Student sometime reports to the supervisor about training progress. 	<ul style="list-style-type: none"> • Student rarely answer emails and request from the supervisor regarding training progress. • Student rarely reports to the supervisor about training progress. 	(10%)

Table 6: Assessment Rubrics of FT for TEC

	Category	Professional Quality “>=90”	Expected “80-89”	Acceptable “60-79”	Below Expectation “<60”	Score
Report (20%)	1. Writing Quality and Using Standard Template	<ul style="list-style-type: none"> • Report is highly easy to read and understand. • Organization of the overall report is highly coherent. • Excellent use of standard template. • All required elements of the report are included. • Writing is original and clear. 	<ul style="list-style-type: none"> • Report is easy to read and understand. • Organization of the overall report is coherent. • Good use of standard template. • Most required elements of the report are included. • Writing is original but unclear. 	<ul style="list-style-type: none"> • Report is fairly easy to read and understand. • Organization of the overall report is fairly coherent. • Little use of standard template. • Few required elements of the report are included. • Writing is original but overused parentheses. 	<ul style="list-style-type: none"> • Report is not easy to read and understand. • Organization of the overall report is not coherent. • No use of standard template. • None of required elements of the report are included. • Plagiarized from other work. 	(10%)
	2. Technical Quality	<ul style="list-style-type: none"> • Introductory information about the training and the company are clearly stated. • Technical details about the company are clearly stated. • Experience and responsibilities at the company are clearly stated. • Conclusions and learned lessons are clearly stated. • All references are cited, using appropriate format. 	<ul style="list-style-type: none"> • Introductory information about the training and the company are partially stated. • Technical details about the company are partially stated. • Experience and responsibilities at the company are partially stated. • Conclusions and learned lessons are partially stated. • Most references are cited, using appropriate format. 	<ul style="list-style-type: none"> • Introductory information about the training and the company are poorly stated. • Technical details about the company are poorly stated. • Experience and responsibilities at the company are poorly stated. • Conclusions and learned lessons are poorly stated. • Few references are cited, using appropriate format. 	<ul style="list-style-type: none"> • Introductory information about the training and the company are not stated. • Technical details about the company are not stated. • Experience and responsibilities at the company are not stated. • Conclusions and learned lessons are not stated. • No references are cited, using appropriate format. 	(10%)
Presentation (20%)	1. Organization	<ul style="list-style-type: none"> • Student presents logical and interesting flow of information which audience can follow. 	<ul style="list-style-type: none"> • Student presents logical flow of information which audience can follow. 	<ul style="list-style-type: none"> • Student has difficulty of presenting logical flow of information which audience can follow. 	<ul style="list-style-type: none"> • Student is not able to present understand logical flow of information. 	(10%)
	2. Subject Knowledge and Q&A	<ul style="list-style-type: none"> • Student explained and elaborated with full knowledge by answering all questions. 	<ul style="list-style-type: none"> • Student explained and elaborate with knowledge by answering questions. 	<ul style="list-style-type: none"> • Student tried to explain and elaborated with knowledge by answering questions. 	<ul style="list-style-type: none"> • Student was not able to explain and elaborate with knowledge by answering questions. 	(10%)

Table 7: Percentage Distribution of FT Assessment Criteria and Rubrics for the Company

Criteria for Evaluation (Tick where applicable)	Level of Achievement					
	Excellent 90–100%	V. Good 80–90%	Good 70-80%	Satisfactory 60–70%	Poor 50-60%	Fail < 50%
1. His/Her attendance and punctuality						
2. His/Her involvement in social events of the company/establishment						
3. Ability to adapt to the work environment and understand the nature of activities in the company/establishment						
4. His/Her appreciation to security and safety rules and level of commitment to them						
5. Ability to comprehend and respond to the directions of the training supervisor						
6. Ability to understand the others' point of view and communicate his to others						
7. Ability to fit himself in the team						
8. His/Her self-initiative and autonomy						
9. Ability to properly apply gained theoretical knowledge and his/her willingness to get more						
10. Ability to accomplish given tasks within the specified timetable						
11. His/Her manual skills (assembling, maintenance, installation)						
12. His/Her skills in preparing sketches and engineering plans for a given idea						
13. His/Her computer and programming skills (Software and hardware)						
14. His/Her creativity, originality and imagination						
15. Ability to conduct research and efficiently use the available resources						
16. Interest and usefulness of the work for the establishment						
17. His/Her overall quality of work						
18. General quality of the student's report (Contents, syntax, presentation, literature survey)						
19. Global appraisal (Tick one)						
20. An overall grade from 100%						