

Kingdom of Arabia Saudi  
Ministry of Education  
University of Tabuk  
Faculty of Art and Design  
Department of Interior Design



# THE TRAINING GUIDE OF INTERIOR DESIGN PROGRAM

UNIVERSITY OF TABUK

## Head of Department

Dr. Fatma Hussien Abas

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Revised and approved on / /2024 by the Deanship of Development and Quality at Tabuk University

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## **1.1 Introduction**

The training program is crucial for equipping students with the skills needed to enter the job market. The design department has set standards and procedures to ensure that the training period aligns with the quality requirements of the College of Design and Arts and the University of Tabuk. These procedures cover the main components of training, including the student, academic supervisor, department, and training organization. The training guide for the interior design program outlines general standards and organizational frameworks to achieve training outcomes and provides guidelines for effective implementation and cost efficiency.

This guide offers essential information for students in the Interior Design Department at the College of Design and Arts at the University of Tabuk, ensuring a fruitful and successful internship experience. The success of this course depends on the commitment of all parties involved in the student training process to the elements and tasks outlined in the guide. The course can effectively serve the majority if everyone fulfills their roles in line with the college's mission and objectives, derived from the university's mission and goals. The reputation of the internship course in the Interior Design program at the University of Tabuk is closely linked to the student's performance, which can enhance or diminish this reputation. The program hopes that students' dedication to the course will leave a positive impression on potential employers, thereby increasing the employability of the department's graduates in the future.

### **1.1.1 Objectives of the guide**

- To establish a clear timeline for the stages and procedures of cooperative training, enabling the student to follow them easily.
- To define the responsibilities, duties, and authorities of each party involved in cooperative training, namely the student, the unit responsible for cooperative training, the academic supervisor, and the training organization.

- To clarify the methods of evaluating the student by each relevant party, including the criteria and evaluation ratios.
- To include all the forms required by the trainee before and during the training period.

## **1.2 About the training course**

The cooperative training course is an applied program in which students train at a public or private institution to understand the work environment before graduation, enabling them to apply the theoretical knowledge gained in the classroom. Aligned with the college's vision to achieve leadership in the field of interior design and scientific research at both local and international levels, and in accordance with its mission to provide distinguished academic programs that equip the labor market with qualified personnel, as well as to conduct high-quality research and scientific studies that contribute to community service, the department has focused on aligning the skills of its graduates with the needs of the labor market. To achieve this goal, the department has incorporated the training course into its curricula, aiming to connect and integrate academic and practical aspects, allowing students to gain sufficient experience in the labor market before graduation. Additionally, it helps students discover their abilities, skills, and strengths through real-world work experiences, enabling them to develop themselves and market themselves effectively, thereby increasing their chances of securing suitable employment. The significance of this course extends beyond benefiting students; it also advantages the college by providing feedback from the labor market regarding the quality of its graduates, which can be used to assess and improve its curricula to meet the demands of this market.

## **1.3 Objectives for the training**

- To equip students with scientific skills that align with the demands of the labour market.

- For the student to practice some job tasks at the workplace and to become familiar with some tools and mechanisms used within the administrative process, such as policies, rules, procedures, work models, programs, budgets, organizational structures, control tools, and evaluation.
- To enhance the level of students' skills related to oral, written, and non-verbal communication, and to provide them with the ability to interact better with others within a realistic work environment.
- To elevate the level of students' skills related to researching and analyzing certain topics or real technical problems in the work environment that are related to their specialization, so that they become capable of describing and analyzing these topics and linking them to the ideas and theories they studied in the relevant courses.
- To develop students' skills in report writing, as they are allowed to apply the knowledge they have acquired in this area, enabling them to prepare various types of administrative reports.
- To increase the chances of students obtaining suitable employment within the institution where they trained after the training period ends.
- To support and strengthen the positive relationship with training entities through the continuous communication processes that occur between the academic supervisors of the students and the officials in these entities, which helps build a positive image of the college and its graduates.

## **1.4 The importance of training**

### **1.4.1 For students**

- Helping students establish a link between theoretical knowledge and practical application through realistic simulations that mirror the actual work environment.

- Assisting students in selecting the right job or profession during the training period, which contributes to their future success in the labor market based on their abilities.
- Helping students discover their capabilities and potential through direct engagement with the working world, along with evaluations conducted by both the training supervisor and the academic supervisor.
- Assisting students in securing a job quickly and at an appropriate salary, reflecting their readiness for immediate employment after graduation.
- Developing direct communication skills and abilities in report writing and workplace discussions.
- Encouraging responsibility by having students' complete tasks within a specified timeframe.

#### **1.4.2 For the training organization**

- It assists the employer in understanding the capabilities of various educational institutions in the Kingdom and their relative strengths in providing the required specializations.
- It enables the employer to select the most suitable employee through direct interaction with students during the cooperative training period.
- It enhances the connection between educational institutions and workplaces.

#### **1.4.3 For the faculty**

- Strengthening the connection between the college's educational outcomes and the job market requirements through feedback from cooperative training, which enhances the college's status in Saudi society.

- Showcasing the capabilities and skills of the college graduates to the business sector, thereby improving the college's image in the job market and giving its graduates a competitive advantage.
- Fostering a direct relationship between college faculty members and the business sector to understand its challenges, opening new avenues for research.

### 1.5 List of definitions

- i. **Training:** It refers to the curriculum course that provides the student with the opportunity to apply the concepts, principles, and theories acquired from the curriculum courses to practical application in the field, with the aim of equipping them with the skills necessary for the job market.
- ii. **Training Institution:** It is the governmental, private, local, or international institution recognized by the college for the purpose of training students.
- iii. **Training Outcomes:** The educational outcomes of the training course were approved by the course description model.
- iv. **Training Hours:** The accredited hours for the training course and the actual hours (contact hours) calculated according to the rules and regulations established by the University of Tabuk.
- v. **Training Coordinator:** The individual responsible for training within the department, through whom communication with training entities and the college's training unit is facilitated.
- vi. **Training Unit:** A unit dedicated to training affairs within the college, responsible for overseeing student training and composed of training coordinators from the various college departments.

## 1.6 Training Course Learning Outcomes (CLOs), Activities and Assessment Methods

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
<b>1.0</b>	<b>Knowledge and understanding: Students should be able to</b>				
1.1	Describe the typical functions and work culture of the Interior designer profession in practice.	K1	Input lecture	Field assessment	Training Firm
1.2	Display a capacity for critical reasoning and independent learning.	K2			
<b>2.0</b>	<b>Skills: Students should be able to</b>				
2.1	Demonstrate the ability of working under supervision.	S3	Consultation Supervision Peer Learning Critical thinking	Projects Field report Field assessment Presentation	Training Firm Faculty
2.2	Adapt to the work ethics in the interior design field in relevant offices	S2			
2.3	Illustrate the use of industry-standard in producing works as required by the assigned workplace.	S2			
2.4	Produce professional reports according to industry requirements.	S4			
<b>3.0</b>	<b>Values, autonomy, and responsibility: Students should be able to</b>				
3.1	Exhibit professionalism in the working environment.	V3	Cooperative Learning	Field assessment	Training Firm
3.2	Demonstrate leadership in the collaborative environment of a workplace.	V2			

## 1.7 Criteria for selecting training entity and their accreditation

The faculty establishes approved and standardized criteria for training organization/ firms, which include the following general criteria:

### i. General Criteria:

- The accredited entity must be suitable for achieving the required learning outcomes for the training course.

- The capacity of the entity must be commensurate with the number of students being trained there.
- The person responsible for training must be designated for this entity to follow up on student training and communicate with the college

**ii. It is referable that:**

- The entity has specialized training management.
- The training entity is accredited by specialized bodies or has a specialized quality certificate in its field of work.
- The faculty requires to prepare lists of the accredited training entities and the specific training areas of those entities and works on updating those lists based on the evaluation of those entities.
- The faculty requires to establish partnerships with governmental, local, and international entities according to the regulations in force at the University of Tabuk to enhance cooperation in the field of student training. Table 1.1 illustrates the other requirements of selecting the training entity.

Table 1.1: Training entity location requirements

Suggested Field Experience Locations	General Requirements*	Special Requirements
Tabuk region	Interior Design and Interior Decorations office/ Firms Architectural firms Showroom/ Galleries that requires Interior Designers	<ul style="list-style-type: none"> <li>● The total capacity of the firms</li> <li>● Safety standards</li> <li>● Dealing with customers in Interior Design and Decoration specialties</li> </ul>
KSA's regions		

## 1.8 Oversight of training at the department

Figure 1.1 below illustrates the organizational structure for training follow-up and the responsibilities of all parties.

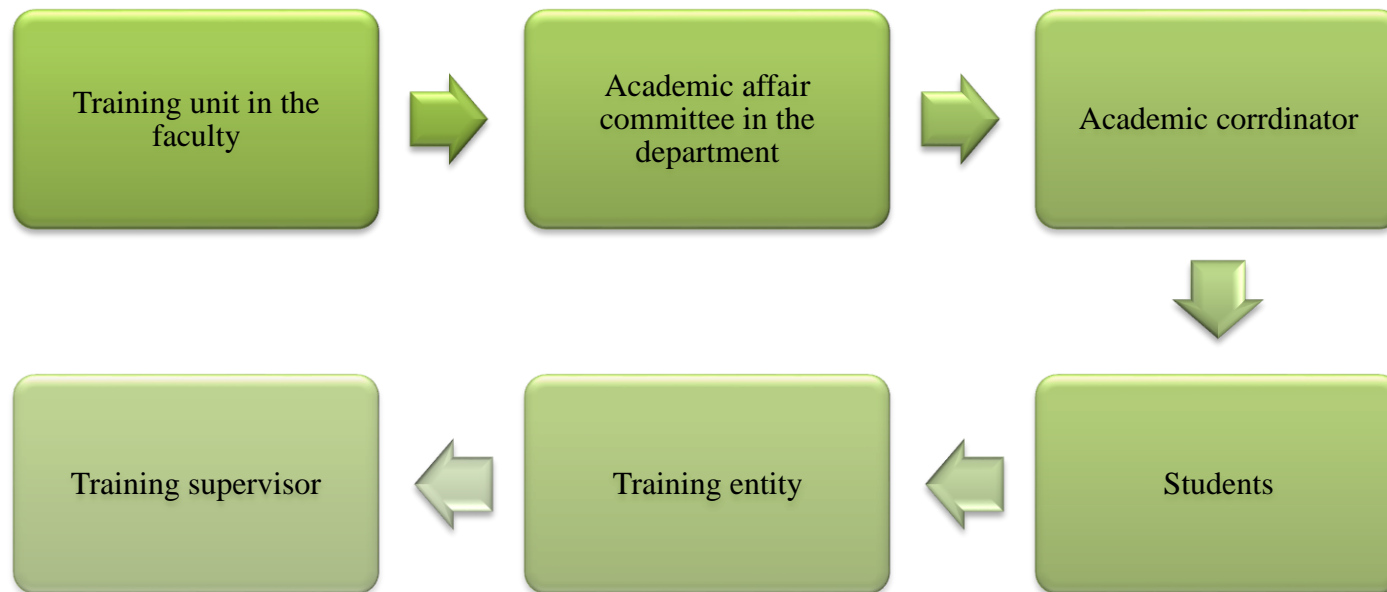


Figure 1.1: The organizational structure for training follow-up

### **1.8.1 Responsibility of parties**

#### **a. Training unit in the faculty:**

The Oversight Committee or Training Unit in the faculty is responsible for the student training process. It is an administrative unit reporting to the Dean, and it is suggested to have a chair and members from the faculty who are registered for training courses or those nominated by the department head. It serves as the link between the training entities and the college departments. Its primary mission is to develop the foundational plan for the cooperative training program and to monitor its implementation. Its tasks are summarized in the following points:

- Engaging with targeted training entities to identify the available training opportunities for students, where letters and the requirements of each department are sent to these entities, leading to the determination of available training opportunities.
- Convening a meeting for all course instructors, along with the college dean and vice-dean, at the beginning of the semester, aimed at providing all necessary models and information, as well as explaining the mechanisms for supervision, follow-up, and evaluation to ensure consistency.
- Monitoring the training program regarding the implementation of training, field visits, and gathering feedback from academic supervisors, students, and training entities about the training process.
- Analyzing questionnaires related to the evaluation of training entities to establish the criteria that must be met by the training entities where students will undergo training.
- Preparing lists of students nominated for training at each training entity and sending these lists to the respective entities.
- Compiling a report at the end of each semester that outlines the achievements made, highlighting the strengths and weaknesses associated with the implementation, and proposing recommendations for improvement and development in future stages.

### **b. Academic affair committee in the department**

The department appoints a training coordinator (one of the members registered for the training course) whose primary role is to coordinate and oversee training matters within the department, acting as a liaison between the college's training unit and the academic department. They are also responsible for submitting periodic reports to the head of the department and maintaining a copy of each student's file.

### **c. Training coordinators**

This should be a specialized committee made up of ideally 3-4 academic members, whose responsibilities are to:

- Prepare a database of suitable companies for internships.
- Conducting an orientation lecture to prepare students and explain how to make the most of the training.
- Broadcast this list to potential students and to guide the process of applications.
- Liaise with the field supervisors of the potential companies.
- Monitor the students' performance through agreed methods.
- Evaluate the internship outcome through students' reports, logbooks, and presentations at the end of the internship period.
- Prepare a report to be presented to the department's Development & Quality and Program & Study Plan and Academic Advisory Committees.

### **d. Students**

- The student completes their information in a (List of forms - Form 6/7/8) during the specified registration period under the guidance of an academic advisor.

- The student has the right to submit a training registration request to a specific organization from which they received a training opportunity. This request is presented to the head of the academic department for feedback and forwarded to the training unit for a recommendation on approval or disapproval.
  - Attendance at the preparatory training program organized by the department before the start of the training is mandatory.
  - The student is committed to attending the training organization and starting practical training at the scheduled times in the academic calendar and must fulfill all tasks and duties assigned by the training organization.
  - The student must maintain good conduct and adhere to the work rules at the training organization, as they represent the university.
  - The student is obligated to keep confidential any information they are exposed to by the training organization.
  - The student must not be absent from training; in case of illness or other valid reasons, they must inform the training organization and the academic supervisor immediately.
  - The student is not allowed to change the training organization except in cases of extreme necessity, and only after obtaining the approval of the academic supervisor and the cooperative training unit in the college.
  - The student must inform the academic supervisor of any problems encountered during the training period
  - The student completes the (Weekly Report – Form 9) and submits it to the academic supervisor at the end of each training week.
  - The student submits a final comprehensive report at the beginning of the last week of training and adheres to the standards set by the training unit for preparing the final report.

**e. Training entity/ training supervisor**

- Providing the training unit with the students' start date during the first week of training. Implementing the students' training according to the course training plan (in line with the previously mentioned training outcomes).

- Monitoring the students' training and addressing any issues they encounter during the training in coordination with the faculty member and the college's training unit.
- Providing those involved in student training with training plans and the roles required of them according to the training guide approved by the college.
- Evaluating the trainees' performance according to the evaluation forms approved by the college.
- Submitting the required reports and evaluations from the relevant entity to the college's training unit in accordance with the approved training plan.

Table 1.2 shows the distribution of activities during training period with the other parties.

Table 1.2: The distribution of activities during training period with the other parties

Activities	Faculty or Department	Academic coordinator	Students	Training Entity	Training Supervisor
Selection of a field experience site	√	√	-	-	-
Selection of supervisory staff	√	-	-	-	-
Provision of the required equipment	√	-	-	√	√
Provision of learning resources	√	-	-	√	√
Ensuring the safety of the site	√	√	-	√	√
Commuting to and from the field experience site	-	-	√	-	√
Provision of support and guidance	√	√	-	√	√
Implementation of training activities (duties, reports, projects ...)	-	-	√	-	-
Follow up on student training activities	√	√	-	√	√

Activities	Faculty or Department	Academic coordinator	Students	Training Entity	Training Supervisor
Monitoring attendance and leave	-	-	-	√	√
Assessment of learning outcomes	-	√	-	√	√
Evaluating the quality of field experience	√	√	√	-	√
Others (specify)	-	-	-	-	-

### 1.9 Training duration

Students must spend at least 15 weeks with an average of 9 hours per week spread throughout the semester.

### 1.10 Assessment and Grading System

Students are evaluated by training supervisors at training entity and academic coordinator according to the following criteria:

Assessment criteria	Marks
Student Assessment (Training supervisor)	30%
Assignments and projects (Training supervisor)	30%
Attendance (Training supervisor)	10%
Weekly reports (Academic coordinator)	20%
Final presentation	10%
<b>Total</b>	<b>100%</b>

## **LIST OF FORMS**

**Form (1) Contact the Training Firms**

Ministry of Education  
University of Tabuk  
Faculty of Art and Design  
Department of Interior Design

Dear Sir/ Madam

On behalf of the Department of Interior Design, I am writing to express my sincere gratitude for approving the proposal to provide training for our department’s students. Your support and commitment to investing in the professional development of our educators is truly commendable and will undoubtedly have a profound impact on the quality of education we deliver. Based on the academic calendar for the (...) semester of the academic year1446 H, the training period has been decided to start **on dd/mm/yyyy H and it lasts for 15 weeks from the start date of the training**. An agreement must be reached between the office and the academic training supervisor on the appropriate day and time for both the field trainer and the trainees.

Enclosed with this letter are the names and student numbers, along with an evaluation form for the training period.

Once again, thank you for recognizing the importance of investing in the professional development of our students. We are excited about the possibilities that this collaboration presents and look forward to a successful partnership that will ultimately benefit our students and the broader educational community.

Kind Regards,

**Dr** .....

**Head of Department**  
**@: email@ut.edu.sa**

**Form (2) Field Trainer Information**

Name of Training Authority: .....

**Trainer Information**

<b>Name</b>	
<b>Gender</b>	
<b>Qualification/ University (Bachelor's/Master's/Ph.D.):</b>	
<b>Experience</b>	
<b>Assigned Tasks by company</b>	
<b>Training Experience</b> Did you participate in training before? Which training? If yes (provide information)	

**Form (3) Field Training Company Information**

Training Company information: .....

<b>Company name</b>	
<b>Date of establishment</b>	
<b>Location</b>	
<b>Branch</b>	
<b>Business Activities</b>	
<b>Working hours</b>	

**Form (4) Consent of the Training Company**

Student name: .....

Academic number: .....

Department:.....Training duration: .....

Consent of the Training company	
Company name	
Trainer's name	
Department	
Tel. Fax	
E-mail	

Trainer's signature

Company official stamp

**From (5) Proposed training plan provided by Department according to Field training's course description**

No	Training Plan	Weeks
1	<b>Structure of Administration and Office Regulation - 1</b> <ul style="list-style-type: none"> <li>● Administration and management structure</li> <li>● Role and function of various sections/ units or departments</li> </ul>	Week 1
2	<b>Structure of Administration and Office Regulation - 2</b> <ul style="list-style-type: none"> <li>● Filing systems, flow, and information</li> </ul> Office management and meetings	Week 2
3	<b>The supervisor has given research stages or Specific Studies</b> <ul style="list-style-type: none"> <li>● Conducting research for the related project given by the company</li> </ul> Acquired Presentation techniques following the company styles and professional ethics.	Week 3
4	<b>Project Management</b> Rules, procedures, and regulations about project pitching Methods in preparation and presentation of the research & design	Week 4
5	<b>Project Management</b> Introduce the design team and the task of each team member	Week 5
6	<b>Project Management</b> Recognize related material suppliers and contractors	Week 6
7	<b>Design Process and Development</b> Material selections and application in design	Week 7-8
8	<b>Design Process and Development</b> Design Fees & Costing	Week 9
9	<b>Design Process and Development</b> Constructions Drawing Contract Documents	Week 10
10	Compilation of work: evaluation marks on students' performance to the department	Week 11
11	Submission of Field training report and a logbook and Final Seminar	Week 12

## Form (6) Trainee Attendance Statement

Trainee Information	
<b>Student name</b>	
<b>Academic Number</b>	
<b>Department</b>	
<b>Training Company name</b>	

Week	Day	Date	Signature	Notes
Week No (1)	Sunday			
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
Week No (2)	Sunday			
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
Week No (3)	Sunday			
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
Week No (4)	Sunday			
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
Week No (5)	Sunday			
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
Week No (6)	Sunday			
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
Week No (7)	Sunday			
	Monday			

	<b>Tuesday</b>			
	<b>Wednesday</b>			
	<b>Thursday</b>			
<b>Week No (8)</b>	<b>Sunday</b>			
	<b>Monday</b>			
	<b>Tuesday</b>			
	<b>Wednesday</b>			
<b>Week No (9)</b>	<b>Thursday</b>			
	<b>Sunday</b>			
	<b>Monday</b>			
	<b>Tuesday</b>			
<b>Week No (10)</b>	<b>Wednesday</b>			
	<b>Thursday</b>			
	<b>Sunday</b>			
	<b>Monday</b>			
<b>Week No (11)</b>	<b>Tuesday</b>			
	<b>Wednesday</b>			
	<b>Thursday</b>			
	<b>Sunday</b>			
<b>Week No (12)</b>	<b>Monday</b>			
	<b>Tuesday</b>			
	<b>Wednesday</b>			
	<b>Thursday</b>			
	<b>Thursday</b>			
<b>Total number of absences days</b>				
<b>Total number of trainees working hours</b>				
<b>Student mark</b>				<b>/10</b>

<b>Name of Direct Training Officer</b>	
<b>Department</b>	
<b>Signature</b>	
<b>Date</b>	
<b>Tel. Fax</b>	
<b>Stamp</b>	

**Form (7) Student Assessment by Training Firm**

Trainee Information	
<b>Student name</b>	
<b>Academic Number</b>	
<b>Department</b>	
<b>Training Company name</b>	
<b>Training Duration</b>	<b>From dd/mm/yyyy H To dd/mm/yyyy H</b>

Assessment criteria	Mark (30)
Discipline during working hours	
Achieving training plan requirements	
Ability to learn	
Enthusiasm to learn	
Implementation of required tasks	
Ability to work within a team	
Self-confidence and independence	
Ability to solve problems encountered during training	
Work creatively	
Interaction with the trainee	
Total (30)	
Student mark	

**Students' strengths:**

.....  
 .....

**Student weaknesses:**

.....  
 .....

**Form (8) Logbook Assessment by Trainer and Academic Supervisor**

Trainee Information	
<b>Student name</b>	
<b>Academic Number</b>	

Assessment by Trainer	
Assessment criteria	Mark (30)
Project 1 (10 marks)	
Project 2 (10 marks)	
Project 3 (10 marks)	
Total (30)	
Student mark	

P.s: The department, represented by the academic supervisor, has the right to reevaluate the projects if it believes that the work submitted by the students does not deserve the grade awarded by the trainer.

**Comments:**

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

**Form (9) Weekly Report**

Section no:.....

Student Name: ..... Training supervisor Name: .....

Report Period (dates).....to ..... Week :.....

**Provide a summary of the goals, activities, and outcomes for the week:**

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**Describe any new knowledge, skills, or experiences gained over the week:**

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.....

.....

Student Signature:.....

Training Supervisor Signature.....

Date:.....

Date:.....

---

Student Instructions: After the completed report has been signed by both the Intern and Supervisor, please scan the form to a pdf format and upload it to the field training Coordinator (THROUGH BLACKBOAR). Specific problems, concerns or suggestions from either the Employer or Intern should be emailed separately to the Training coordinator at the department Dr. .... (email@ut.edu.sa).

## **Form (10) Student Evaluation Form for Training Entity**

9/27/24, 7:34 PM

نموذج استبانة تقييم الطالبات للتدريب للفصل الدراسي الثاني للعام الأكاديمي 1445 هـ (قسم التصميم الداخلي)

### **نموذج استبانة تقييم الطالبات للتدريب للفصل الدراسي الثاني للعام الأكاديمي 1445 هـ (قسم التصميم الداخلي)**

عزيزتي الطالبة

السلام عليكم ورحمة الله وبركاته،،،

ويعد:

نأمل منك تعبئة هذا النموذج للوقوف على وضع التدريب الميداني للفصل الدراسي الثاني من العام الأكاديمي 1445 هـ ، وذلك من خلال الإجابة عن فقرات الاستبانة المرفقة أدناه بدقة ومصداقية وموضوعية. كما أننا نرحب بأي اقتراحات من شأنها الارتقاء بالتدريب والقيام بالتحسين والتطوير اللازم، علمًا بأن إجاباتكم سوف تحاط بالسرية التامة. نرجو التفضل بالإجابة عن الفقرات التالية بوضع علامة (√) تحت الخيار الذي يعبر عن رأيك. مع ملاحظة أن هناك خمسة مستويات لدرجة موافقتك: أوافق بشدة (5)، أوافق (4)، محايد (3)، لا أوافق (2)، لا أوافق بشدة (1).

**\* Indicates required question**

Skip to question 1Skip to question 1

أولاً: المعلومات العامة

1. \* اسم الطالبة:

\_\_\_\_\_

2. \* البريد الإلكتروني:

\_\_\_\_\_

3. \* جهة التدريب:

The form is available through the following URL or code:

<https://docs.google.com/forms/d/1pw1xQuSmw5ENHXCOO4Bj7EKcQpFIQTAINNAHuSHYOsY/edit>

