



Field Training Manual
Interior Design Program
(Bachelor's Degree)





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Introduction

Field training is considered a fundamental component of the Bachelor’s Degree Program in Interior Design, as it serves as a vital link between academic knowledge and practical application in real professional environments. This training aims to enable students to apply the knowledge and skills they have acquired throughout their studies in real-world contexts, thereby preparing them effectively for the labor market with competence and professionalism.

The Field Training Course (IND 672) is offered at Level 6 of the program, carrying (3) credit hours, and extends over a period of (8) weeks. During this period, students are placed in approved training organizations within the field of interior design or related disciplines. The training provides students with valuable opportunities to gain hands-on experience in professional settings, including design practice, preparation of technical drawings, working with materials and finishes, and performing Bills of Quantities (BOQs) and cost estimation, in addition to enhancing communication skills and teamwork abilities.

This manual has been developed as a guiding reference for students, academic supervisors, and field supervisors. It outlines the objectives, procedures, and requirements of the field training, as well as the roles and responsibilities of all involved parties. It also presents the assessment methods, quality assurance measures, and safety guidelines. The manual is based on the detailed field experience specification of the course and reflects the specific nature of the Interior Design Program, ensuring the achievement of the intended learning outcomes in alignment with quality and accreditation standards.

Through this manual, the program emphasizes the importance of professional commitment, responsibility, and maximizing the benefits of the field training experience as a crucial step toward building a successful career in the field of interior design.

Purpose of the Field Training Manual

The purpose of Field Training Manual is to provide a comprehensive and structured guide for the implementation of the field training course within the Interior Design Program. It aims to ensure a clear understanding of the training requirements, procedures, and expectations for all stakeholders involved, including students, academic supervisors, field supervisors, and training organizations.

The manual outlines the framework for organizing and managing the field training experience, including the roles and responsibilities of each party, the training processes, and the assessment and evaluation methods. It is designed to support the effective coordination between the academic institution and training providers, ensuring a consistent and high-quality training experience.

Furthermore, the manual seeks to enhance the alignment between academic learning and professional practice by facilitating the application of theoretical knowledge in real-world contexts. It also aims to promote the development of students’ technical, professional, and interpersonal skills in accordance with the intended learning outcomes of the program.

This manual is aligned with the College Field Training Manual while addressing the specific academic and professional requirements of the Interior Design Program, ensuring compliance with quality assurance and accreditation standards.



Field Training Overview

The Field Training Course (IND 672) is an essential component of the Bachelor’s Degree Program in Interior Design, designed to provide students with practical experience in professional work environments related to their field of study. The course is offered at Level 6 and carries a total of three (3) credit hours.

The training is conducted over a period of eight (8) weeks during the summer term, allowing students to engage in full-time practical experience within approved training organizations. The duration and structure of the training are designed to ensure sufficient exposure to real-world interior design practices, including project development, technical documentation, material selection, and interaction with clients and multidisciplinary teams.

The mode of delivery for the field training is primarily in-person (onsite), enabling students to actively participate in professional activities and gain direct hands-on experience. In certain cases, training may include limited remote or hybrid elements, depending on the nature of the training organization and the tasks assigned.

Students are required to complete a minimum of 85 credit hours from the study plan prior to enrolling in the field training course, ensuring they possess the necessary academic foundation and technical competencies to benefit from the training experience.

The field training is conducted under the supervision of both an academic supervisor from the Interior Design Program and a field supervisor from the training organization. This dual supervision system ensures continuous guidance, monitoring, and evaluation of students’ performance throughout the training period.

The course integrates structured training activities, continuous assessment, and final evaluation to ensure that students achieve the intended learning outcomes and develop the professional competencies required for successful practice in the field of interior design.

Table (1): Field Experience Details

Field Experience Details	
Item	Description
Credit Hours	3 (Three Hours)
Level / Year	Level 6 / Third Year
Time allocated	8 Weeks / 60 Days / Hours: It depends on the training Organization
Corequisite (or prerequisites, if any)	Passing 85 credit hours from the study plan.
Mode of delivery	In-Person / onsite



Field Training Objectives

The field training course aims to bridge the gap between academic learning and professional practice by providing students with structured, real-world experience in the field of interior design. It enables students to apply theoretical knowledge, develop technical competencies, and acquire professional skills within actual work environments.

The field training specifically aims to:

- Apply interior design theories, principles, and methodologies to real-life projects.
- Develop technical competencies in design execution, including technical drawings, detailing, and material selection.
- Utilize industry-standard digital tools and software in professional design practice.
- Gain practical experience in project coordination, site supervision, and implementation processes.
- Enhance communication and teamwork skills within multidisciplinary professional environments.
- Strengthen problem-solving and critical thinking abilities in real-world design situations.
- Demonstrate professional ethics, responsibility, and commitment to workplace standards.
- Understand industry practices, regulations, and professional expectations in the interior design field.
- Prepare for the labor market by developing readiness for professional roles in interior design.

Field Experience Course Learning Outcomes (CLOs), Training Activities and Assessment Methods

Table (2): Field Experience Course Learning Outcomes

Field Experience Course Learning Outcomes*	
Knowledge and understanding	
Skills	
IND. 672. CLO. S.1	Apply sustainable materials and furnishing resources using real designs available in the market for projects
IND. 672. CLO. S.2	Demonstrate ability to perform BOQs and cost calculation by multiplying the amount of work and the unit price.
IND. 672. CLO. S.3	Design sustainable enrich environmental quality interior projects using eco-friendly materials
IND. 672. CLO. S.4	Create the sustainable drawings and documents of interior design projects of buildings using designing applications on computers
IND. 672. CLO. S.5	Communicate effectively graphically, orally, and in writing with other professionals and with clients using creative tools of interior design technology
Values	
IND. 672. CLO. V1	Respond the main principles of safety provisions and precautions in building design
IND. 672. CLO. V2	Demonstrate mature professional attitude, behavior and interpersonal skills by taking the decisions responsibly and independently

Training Structure and Components

The field training course is structured to provide students with a comprehensive and progressive practical experience over the training period. The structure ensures that students engage in a variety of professional activities that support the achievement of the intended learning outcomes. The training includes the following components:

1. Training Duration and Schedule

The training is conducted over a period of eight (8) weeks, during which students are expected to attend regularly according to the working hours defined by the training organization.

2. Training Activities

Students are required to participate in a range of professional activities, which may include:

- Assisting in interior design projects
- Preparing technical drawings and design documents
- Selecting materials and finishes
- Participating in site visits and project implementation
- Supporting project coordination and teamwork activities

3. Required Deliverables

During the training period, students are expected to complete and submit the following:

- Weekly or periodic training reports
- Attendance records verified by the training organization
- A final training report documenting their experience
- A portfolio showcasing selected design works and tasks completed during training.

4. Supervision and Support

Students are supported throughout the training by both academic and field supervisors, ensuring continuous guidance, monitoring, and feedback.

5. Training Activities and Responsibilities Matrix

The following table presents the distribution of responsibilities among the different stakeholders involved in the field training process, clarifying the role of each party in planning, implementing, and evaluating training activities.

Table (3): Training Activities and Responsibilities

Activities	Department or College	Teaching Staff	Student	Training Organization	Field 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				✓	✓



Activities	Department or College	Teaching Staff	Student	Training Organization	Field Supervisor
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	✓	✓			✓
Monitoring attendance and leave				✓	✓
Assessment of learning outcomes	✓	✓			✓
Evaluating the Quality of Field Experience	✓	✓	✓		✓
Others (specify)	-	-	-	-	-

Eligibility and Registration Requirements

This section is developed in alignment with the College Field Training Procedures, while considering the specific requirements of the Interior Design Program.

1. Eligibility Requirements

To be eligible for enrollment in the Field Training Course (IND 672), students must meet the following requirements:

- Successfully complete a minimum of 85 credit hours from the study plan.
- Successfully complete all prerequisite courses as specified in the program study plan.
- Demonstrate adequate academic and technical readiness for professional training.

2. Registration Procedures

Students must follow the official registration procedures as outlined by the college, as follows:

- Register for the field training course during the designated registration period announced by the college.
- Select a training organization from the list of approved organizations provided by the program, or propose an external organization subject to approval.
- Submit a request for approval if selecting an external training organization through the designated college unit.
- Obtain an official training letter issued by the college and submit it to the training organization.
- Ensure that all required approvals are obtained before the start of the training period.

3. Approval Requirements

The training organization must meet the following criteria:

- Be relevant to the field of interior design.
- Provide a professional work environment that supports the achievement of the course learning outcomes.
- Be officially approved by the program and the authorized college entity (e.g., Vice Dean and Student Training Unit).

4. Reference to College Regulations

For detailed administrative procedures and official regulations, students are advised to refer to the College Field Training Manual. [[College of EIT Summer Training Procedures](#)].

Training Procedures

This section is developed in alignment with the College Field Training Procedures and the approved field experience specification of the Interior Design Program. It explains the training process in three main stages to ensure that students complete the field training in an organized and effective manner.

Overall Training Process

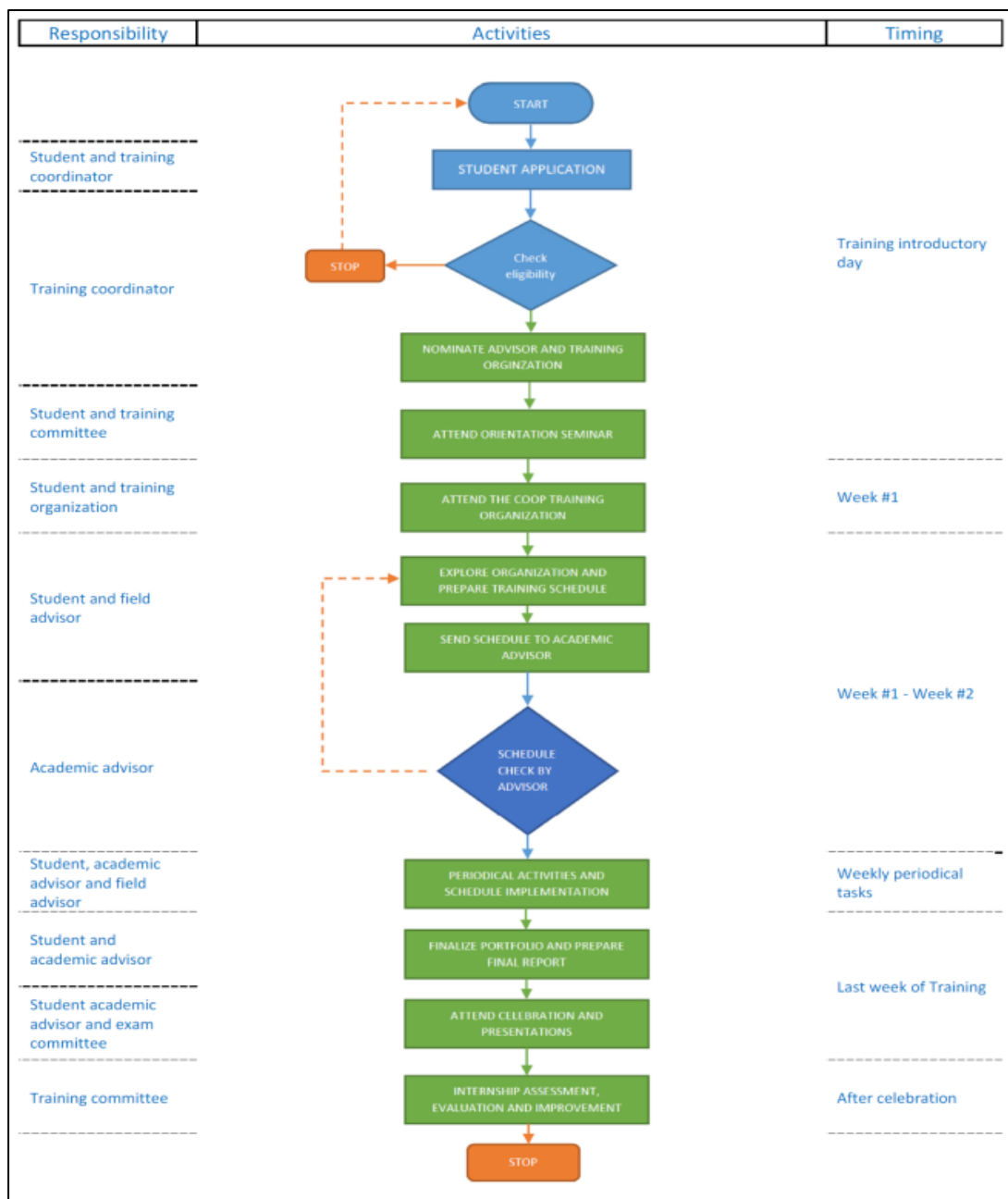


Figure (1): Overall Field Training Process

1. Before Training

Before starting the field training, the student must review the field training manual, course specification, and all related regulations and requirements of the college and the program. The student must also ensure that she meets the eligibility requirements for enrollment in the course, including the completion of at least 85 credit hours from the study plan.

After confirming eligibility, the student should select a training organization from the list of approved organizations relevant to the Interior Design Program, or propose another organization that meets the program requirements and is subject to approval by the college. The selected organization must provide an appropriate professional environment, relevant training opportunities in interior design, and suitable supervision.

The student is then required to request the official training letter from the college and submit it to the selected training organization. If the organization accepts the training request, the student proceeds with the official approval process through the Summer Training Unit and the relevant college authority. The training may only begin after obtaining final approval from the college. This process is illustrated in the official college flowchart for summer training approval.

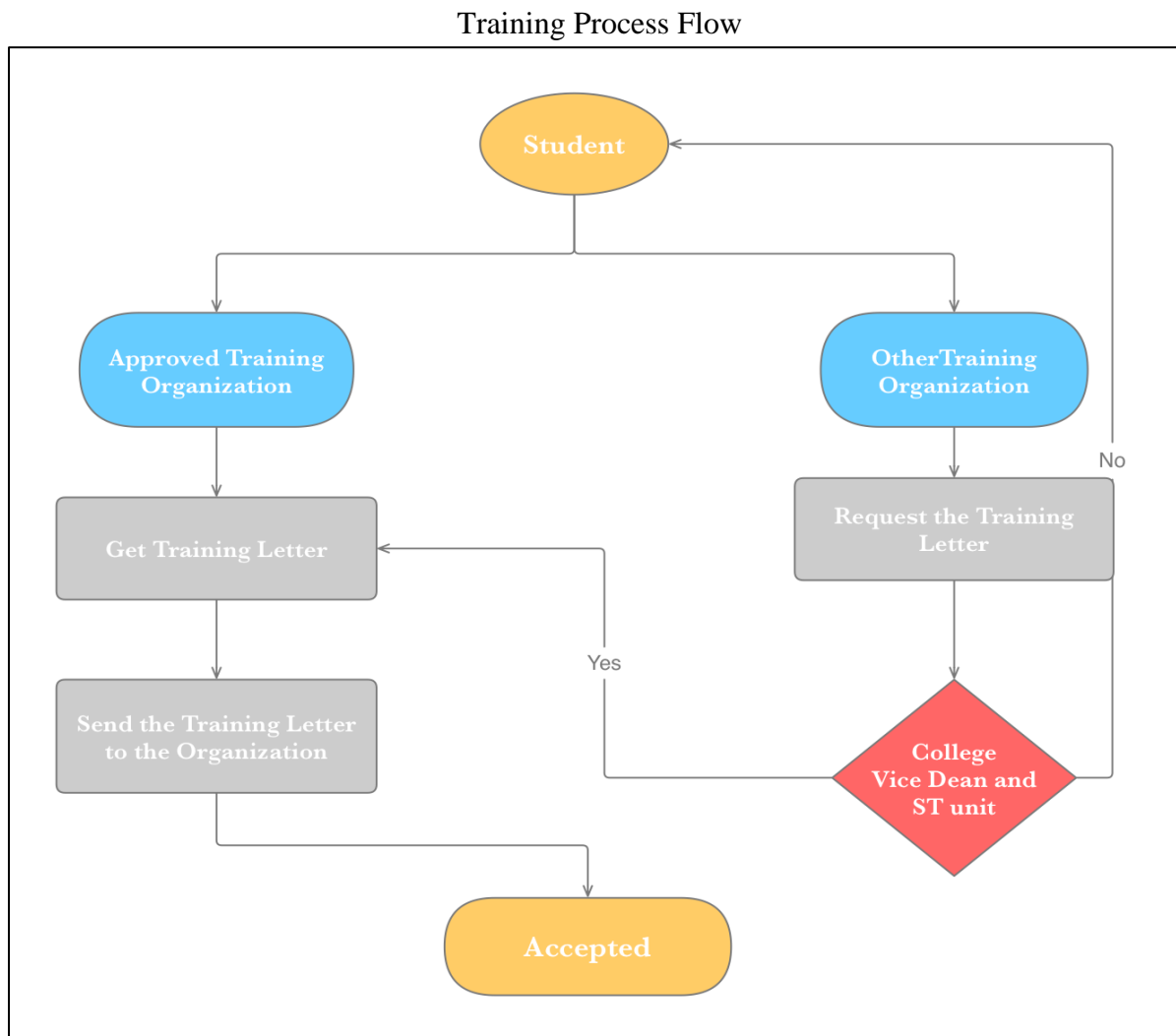


Figure (2): Field Training Approval Process



2. During Training

Once the training starts, the student is expected to attend regularly according to the working hours and regulations of the training organization. During this period, the student is regarded as a trainee in a professional work environment and is expected to behave with professionalism, responsibility, and ethical commitment throughout the training period.

The student must actively participate in the training tasks assigned by the organization and engage in activities relevant to the field of interior design, such as design tasks, technical drawings, materials and finishes selection, project coordination, site-related activities, and communication with professionals and clients when applicable. The student should also make every effort to relate academic knowledge to professional practice and to achieve the intended learning outcomes of the course.

During training, the student should maintain continuous communication with the academic supervisor and respond to any follow-up requests or instructions. Periodic follow-up is carried out by the academic supervisor and, where necessary, by the Summer Training Unit to ensure that the training is progressing appropriately. The student is also expected to keep a record of daily and weekly activities, tasks performed, technical meetings, field visits, and professional learning experiences.

The student must submit the required forms and reports during the training period, including the joining statement in the first week and the periodic or weekly reports according to the deadlines specified by the college or department. The student should also ensure that attendance is properly recorded and verified by the training organization.

If the student faces any major difficulty during the training period, such as administrative problems, inappropriate training conditions, or urgent incidents, the issue should be reported immediately to the academic supervisor and the Summer Training Unit so that the necessary action can be taken in a timely manner. The college procedures also provide for urgent reporting of major and sudden problems during training.

3. After Training

After completing the field training period, the student is required to obtain the final evaluation from the field supervisor, together with the attendance and absence record certified by the training organization. The student must also obtain an official training certificate confirming the completion of the required training period.

The student is then required to complete the relevant training surveys, including the student survey, while the field supervisor is expected to complete the field supervisor survey. These surveys are used as part of the quality assurance and continuous improvement process for the training program.

In addition, the student must prepare and submit the final training report within the deadline specified by the college. The report should clearly describe the training experience, the activities carried out, the knowledge and skills gained, and the relationship between academic learning and practical application in the training environment. The student may also be required to prepare a presentation and present it before the designated academic committee as part of the final evaluation process.

After submission of all required documents, forms, and evaluation materials, the training performance is assessed according to the approved evaluation system of the course, and the final result is recorded by the department in accordance with the college procedures and course specification.

4. Special Cases and Administrative Notes

If a student wishes to train in an external organization not listed among the approved organizations, the proposed organization must first be reviewed and approved by the relevant college authority before the training begins. Likewise, students are expected to complete all registration and approval requirements before the start of the summer semester training period.

For detailed administrative forms, reporting templates, surveys, and procedural documents, students should refer to the official College Field Training Procedures and the appendices used by the Summer Training Unit.

Roles and Responsibilities

The field training process involves multiple stakeholders who collaboratively ensure the effective planning, implementation, and evaluation of the training experience. Each party has clearly defined roles and responsibilities to support students in achieving the learning outcomes.

Organizational Structure of Field Training

The following diagram illustrates the organizational structure and hierarchy of the entities involved in the field training process:

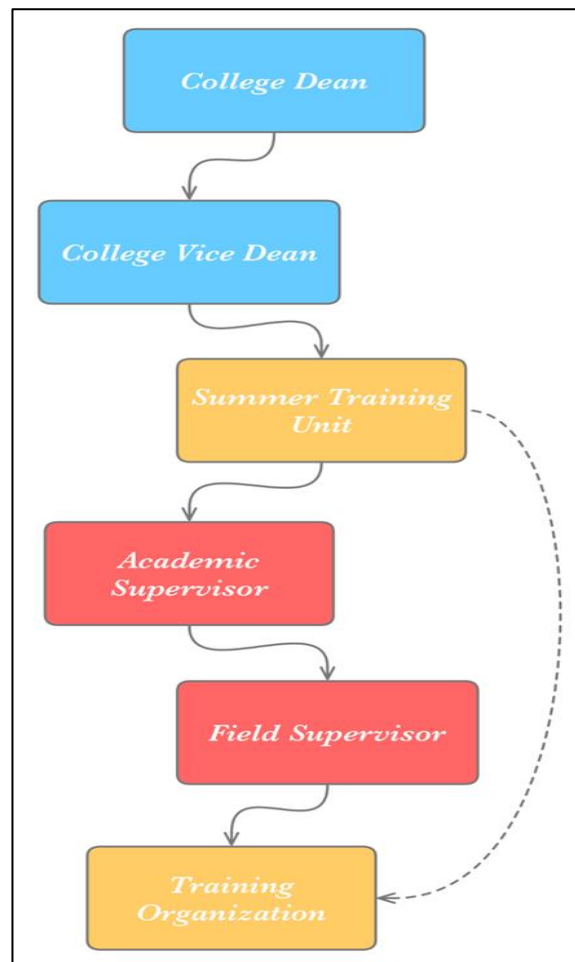


Figure (3): Field Training Organizational Structure

Communication and Supervision Mechanism

The following diagram illustrates the communication flow and interaction between the student, academic supervisor, field supervisor, and the Summer Training Unit throughout the training period:

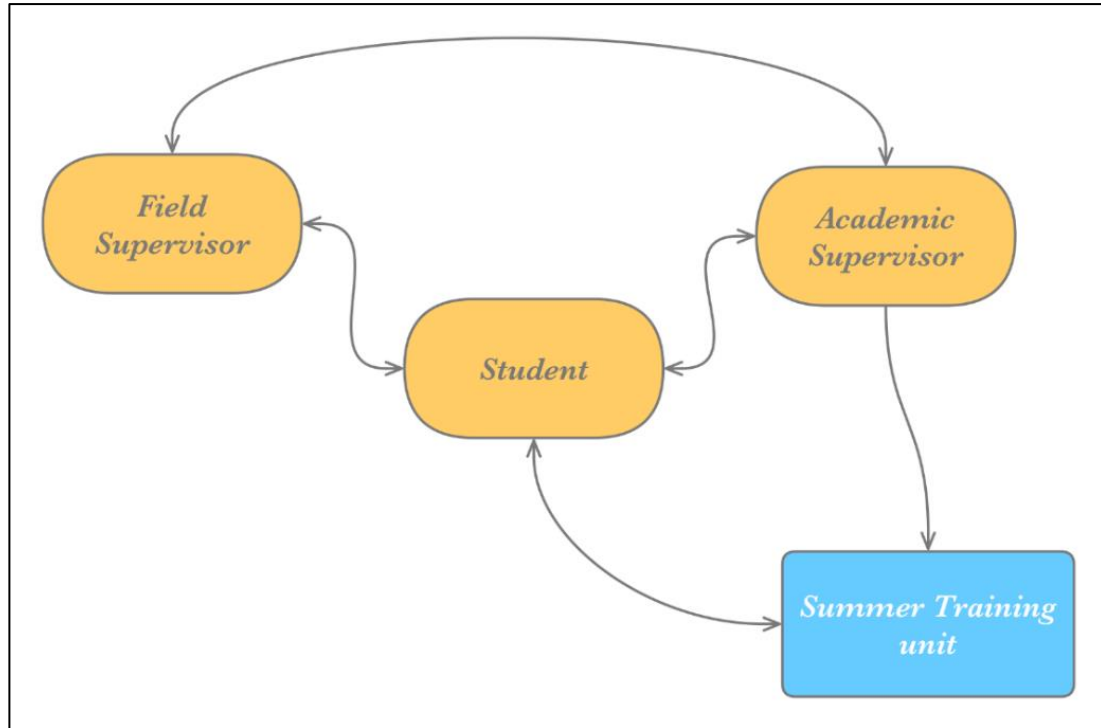


Figure (4): Communication and Supervision Flow

1. Student

The student is responsible for:

- Complying with all training regulations and requirements.
- Attending regularly and adhering to the working hours of the training organization.
- Actively participating in assigned tasks and training activities.
- Maintaining professional behavior and ethical conduct.
- Submitting all required reports and documents on time.
- Communicating regularly with the academic supervisor.

2. Academic Supervisor

The academic supervisor is responsible for:

- Providing academic guidance and support to students during training.
- Monitoring student progress and performance.
- Communicating with the field supervisor.
- Reviewing student reports and evaluating training outcomes.
- Ensuring alignment between training activities and course learning outcomes.
- Completing the final evaluation of the student.



3. Field Supervisor

The field supervisor is responsible for:

- Supervising and guiding the student within the training organization.
- Assigning appropriate tasks relevant to interior design practice.
- Monitoring student attendance and performance.
- Providing feedback on student performance.
- Completing the final evaluation of the student.

4. Training Organization

The training organization is responsible for:

- Providing a suitable professional environment for training.
- Assigning a qualified field supervisor.
- Offering relevant training activities aligned with interior design practice.
- Supporting the student in gaining practical experience.
- Verifying student attendance and performance.

5. Summer Training Unit

- The Summer Training Unit is responsible for:
- Coordinating the overall training process at the college level.
- Approving training organizations and following up on procedures.
- Organizing orientation meetings and training workshops for students.
- Monitoring training progress and addressing any issues.
- Ensuring compliance with college policies and procedures.

Selection of Supervisory Staff

Table (4): Selection Criteria for Supervisory Staff

Selection Item	Field Supervisor	Academic Supervisor
Position	Field Supervisor	Teaching Staff
Specialization	Interior Design or related field	Interior Design or related field
Experience	At least one year of professional experience, preferably in field training supervision	Relevant academic and/or professional experience in supervising field training
Qualification	At least a Bachelor’s degree in Interior Design or a related discipline	At least a Bachelor’s degree in Interior Design or a related discipline

Assessment and Evaluation

The assessment of field training is designed to evaluate students’ ability to apply theoretical knowledge in professional practice, develop technical competencies, and demonstrate professional behavior in real work environments. The evaluation process is conducted through continuous and final assessment by both the training organization and the academic supervisor.

Assessment Structure

The final grade for the field training course is distributed as follows:



- Field Supervisor Evaluation (Training Organization): 40%
- Academic Supervisor / Department Evaluation: 60%.

Assessment Methods

Assessment is conducted through a combination of continuous and summative evaluation methods using standardized rubrics to ensure fairness, consistency, and alignment with course learning outcomes. The main assessment methods include:

- Field Supervisor Evaluation Form
- Weekly / Periodic Reports
- Final Training Report
- Student Portfolio
- Oral Presentation
- Observation.

Assessment Plan

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1	Research Assessment (rubric) + Fieldwork Assessment (by FE supervisors)	Week8	20%
2	Short Reports (individual or group)(rubric)	Week 2-Week4, Week 6, Week 8	15%
3	Project Assessment (rubric) + Student Portfolio	Week1-Week8	30%
4	Presentation (individual or group) (rubric)	Week8	15%
5	Fieldwork Observation (by supervisors through rubric) + Observation (instructor or students or committee)(rubric)	Week1-Week8	20%
			100%

Assessment Criteria and Alignment

Assessment criteria are aligned with the Course Learning Outcomes (CLOs) to ensure that students achieve the skills, and professional competencies. The evaluation focuses on:

- Application of interior design knowledge in real-world projects
- Development of technical and digital design skills
- Quality of documentation and reporting
- Professional conduct and workplace ethics
- Communication, teamwork, and collaboration
- Problem-solving and critical thinking abilities.

Evaluation and Quality Assurance

The field training course is continuously evaluated to ensure its effectiveness, the achievement of learning outcomes, and the quality of the training experience. Evaluation is conducted using both direct and indirect assessment methods involving multiple stakeholders.

Table (5): Evaluation of Field Training Effectiveness

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Training and assessment	Students, Supervisory Staff	Direct: <ul style="list-style-type: none"> ▪ Students Assessment: <ul style="list-style-type: none"> ○ Students Reports about their field work. ○ Presentation about their training work. Indirect: <ul style="list-style-type: none"> ▪ (Students through course evaluation survey PO_FTR_STU). (Academic Supervisor through course evaluation survey PO_FTR_SUP).
Extent of achievement of course learning outcomes	Academic Supervisor	Direct: <ul style="list-style-type: none"> ▪ (CLOs assessment and analysis of results according to CLOs targets). ▪ Students Assessment: <ul style="list-style-type: none"> ○ Students Reports about their field work. ○ Presentation about their training work. Indirect: <ul style="list-style-type: none"> ▪ (Students through course evaluation survey PO_FTR_STU). (Academic Supervisor through course evaluation survey PO_FTR_SUP)
Quality of learning resources	Students, Academic Supervisor	Indirect: <ul style="list-style-type: none"> ▪ (Students through course evaluation survey PO_FTR_STU). (Academic Supervisor through course evaluation survey PO_FTR_SUP)
Quality of training organization	Students, Supervisory Staff	Indirect:

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		<ul style="list-style-type: none"> ▪ (Students through course evaluation survey PO_FTR_STU). (Academic Supervisor through course evaluation survey PO_FTR_SUP)
Training supervisor eligibility	Students, Supervisory Staff, ST Unit	Indirect: <ul style="list-style-type: none"> ▪ (Students through course evaluation survey PO_FTR_STU). (Academic Supervisor through course evaluation survey PO_FTR_SUP).

Feedback and Continuous Improvement

Students receive continuous feedback from both the field supervisor and the academic supervisor throughout the training period. This feedback supports performance improvement and enhances the overall learning experience.

Assessment results and feedback are also utilized by the program for quality assurance purposes and continuous improvement of the field training course.

Training Regulations and Policies

This section outlines the rules and regulations governing the field training process to ensure discipline, professionalism, and the achievement of the learning outcomes. All students are required to comply with these regulations throughout the training period.

1. Attendance and Commitment

- Students must attend regularly according to the official working hours of the training organization.
- A minimum attendance rate of 75% is required to successfully complete the training course.
- Absence without valid justification may result in grade penalties or failure of the course.
- Repeated absence or lack of commitment may lead to termination of training.

2. Professional Conduct

- Students must maintain professional behavior and adhere to workplace ethics at all times.
- Students are expected to respect organizational policies, confidentiality, and professional standards.
- Professional appearance must be maintained.
- Students must demonstrate responsibility, punctuality, and respect for colleagues and supervisors.

3. Training Performance and Participation



- Students must actively participate in all assigned tasks and training activities.
- Students are expected to take initiative and engage in learning opportunities within the training environment.
- All tasks must be completed with accuracy, quality, and within deadlines.

4. Reporting and Documentation

- Students must submit all required reports, including weekly reports and the final training report, within the specified deadlines.
- Students must maintain accurate records of training activities and tasks.
- Failure to submit required documents may affect the final grade.

5. Communication and Follow-Up

- Students must maintain regular communication with the academic supervisor.
- Students must respond promptly to instructions and feedback from supervisors.
- Any issues during training must be reported immediately to the academic supervisor or the Summer Training Unit.

6. Safety and Work Environment

- Students must follow all safety regulations and instructions provided by the training organization.
- Students must avoid unsafe practices and report any risks or hazards immediately.
- Students must comply with all workplace health and safety requirements.

7. Completion Requirements

- Students must complete the full training period as specified.
- Students must submit all required deliverables, including reports, portfolio, and evaluation forms.
- Students must attend the final presentation to complete the assessment process.

8. Compliance with College Regulations

- All training activities must comply with the official policies and procedures of the college.
- For detailed administrative regulations, students should refer to the official College Field Training Manual. [College of EIT Summer Training Procedures](#)

9. Risk Management and Safety Measures

The Interior Design Program is committed to ensuring a safe and supportive training environment. Potential risks are identified and managed through preventive actions and clear procedures to protect students and ensure the continuity of the training process.

Table (5): Potential Risks and Mitigation Measures

Potential Risks	Safety Actions	Risk Management Procedures
Sudden refusal of the training organization after initial acceptance	Training organizations are required to confirm their commitment to	- The department and training unit prepare a list of approved

	hosting students for the full training period	<p>alternative training organizations.</p> <ul style="list-style-type: none"> - The student is provided with alternative options. -Continuous coordination is maintained to ensure completion of training.
Inadequate work environment (e.g., absence of a women’s section)	Students are supported in selecting suitable and approved training locations	<ul style="list-style-type: none"> - Provide alternative training organizations. - Allow remote training (if applicable). - Ensure safe communication arrangements under supervision.
Exposure to risks at project sites (e.g., electrical works, construction hazards)	Exposure to risks at project sites (e.g., electrical works, construction hazards)	<ul style="list-style-type: none"> - Provide safety guidelines to students. - Coordinate with training organizations to ensure safety training. - Continuous follow-up by academic supervisor and training unit.

Training Support and Guidance

The Interior Design Program is committed to providing continuous academic and administrative support to students throughout the field training period to ensure a successful and effective learning experience.

Academic Support

- Students receive continuous guidance from the academic supervisor throughout the training period.
- The academic supervisor provides feedback on student performance, reports, and submitted work.
- Regular follow-up is conducted to ensure alignment between training activities and course learning outcomes.

Administrative Support

- The Summer Training Unit facilitates all administrative procedures related to training.
- Students are supported in obtaining training approvals and official documents.
- The unit addresses any administrative challenges faced by students during the training period.

Technical and Professional Support

- Students are guided in applying professional tools and techniques relevant to interior design practice.
- Support is provided to enhance technical skills such as design software, documentation, and presentation.



- Students are encouraged to engage in real project environments and professional practices.

Communication and Follow-Up

- Continuous communication is maintained between the student, academic supervisor, and field supervisor.
- Students are encouraged to report any issues or challenges during training.
- Immediate support is provided in case of any difficulties affecting the training experience.

Workshops and Orientation

- Orientation sessions are conducted before the start of training to explain requirements, procedures, and expectations.
- Workshops may be provided to prepare students for professional practice and workplace readiness.

Student Guidance and Problem Solving

- Students receive guidance in handling workplace challenges and professional situations.
- Support is provided to resolve any academic or practical issues during training.
- The program ensures that students have access to appropriate channels for assistance when needed.

