



Work-Based Learning Manual

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PROGRAM BRIEF

Work-Based Learning (WBL) Program is a supervised training experience that serves as the University's primary tool for the integration of academic knowledge with on-site experiences in preparation for future professional practice. Since the incorporation of WBL to the curriculum in 2006, the program continues to develop actual work-related competencies of students through immersion in work settings relevant to their academic preparation.

The WBL is an important aspect of the educational experiences of all students which is an integral part of the school-to-career phase. It is part of the curriculum of all the Undergraduate programmes in the University. It adds relevance to the curriculum by showing how classroom activities and learning are applied to real work situations thus providing the students with diversified career options.

The WBL experiences prepare the students for a successful practice of his profession. Specifically, the WBL aims to further develop the learning and retention of academic and technical skills of the student-trainee through participation in the real-world, intensive and supervised hands-on experiences; and to conform to industry skills in terms of efficiency and effectiveness in actual work-related activities for student-trainee to become ready for work and career.

The College, in coordination with the Alumni and Career Development Center (ACDC) oversees the conduct of the Work-Based Learning Program. To ensure a successful implementation of the WBL program, collaboration and partnership with different training institutions, which include banks and financial institutions, manufacturing companies, and service sectors, should be established. Existing linkages should then be deepened, and new partnerships should be built in order to provide students with diversified on-site work settings and to showcase the University's outcome-based endeavor to future employers as well.

DEFINITION OF TERMS

Assessment is the evaluation of a student's performance or achievement of the WBL objectives in the realization of the WBL's CILOs.

Training Completion Certificate (TCC) is a document which serves as a proof that the student-trainee has successfully completed and passed the criteria set forth in TPO

Deployment is the entire process of having the student-trainee immersed in the WBL training entity, under the supervision of the Training Entity Supervisor.

Memorandum of Understanding (MOU) is a legally binding document between WBL training entity supervisor and UTB Administrator/COO stating that the concerned WBL training entity is in agreement to mutually participate and engage in supervising, monitoring and evaluating student-trainees in the conduct of WBL on-site related activities for a particular period of time.

Training Supervisor is a full-time faculty of the identified college in the university who will directly implements the program by carrying out the duties and responsibilities specified herein.

Student - Trainee is a student enrolled in the WBL course who receives hands-on experience and develops skills relevant to WBL training entity's needs through WBL opportunities.

Training Entity Supervisor is a designated representative of WBL training entity who is assigned to manage and oversee the on-site implementation of WBL activities where the student-trainee is on WBL immersion.

Training Weekly Report is a consolidated weekly accomplishment report by the student-trainee reflecting the total hours rendered which is verified by WBL training entity supervisor and acknowledged by WBL training supervisor.

Training Agreement Form (TAF) is an agreement between WBL employer-partner, the ACDC Head as UTB representative and student-trainee stating that WBL training entity is in agreement to mutually participate



and engage in supervising, monitoring and evaluating student-trainees in the conduct of on-site WBL related activities for a particular period of time.

Training Plan Outline (TPO) is a summary of the expected competencies and the details of on-site WBL activities.

Internship Accomplishment Report is a record of the following training forms and weekly reports of the competencies demonstrated by the student-trainee in the workplace which is signed and authenticated by WBL training entity supervisor.

Work-Based Learning (WBL) is a workplace-based, assessed, and credited learning activities of the University programme reflective of the appropriate intended learning outcomes.

Training Entity is any private or government business, medical, engineering, or computing company, industry, institution, or organization which provides WBL opportunities to UTB WBL students.

RESPONSIBILITIES

The WBL is tied to the Alumni and Career Development Center (ACDC). The Head of the ACDC in coordination with Training Supervisors and Training entity has the following responsibilities in the conduct of the WBL:

- Assists student-trainees in identifying and allocating WBL placements in case they have not chosen one.
- Endorses student-trainees to their identified WBL training entity supervisors.
- Conducts career seminar, career fairs, and related activities to assist students' career development and fulfillment of their professional success; and
- Keeps and updates database of training institutions per programme that includes company profile and information of training supervisors.
- Strengthen partnerships with WBL training entity supervisors.

The College coordinates with the Head of the ACDC in the conduct of a successful WBL. The roles and responsibilities of all those involved in the implementation of WBL are presented below:

Dean

- Appoints the training supervisor in the college.
- WBL training outcomes are aligned with the academic curriculum and are assessed based on clear educational objectives.

Training Supervisor

- Orients the student-trainees on WBL policies and procedure and other WBL related matters in coordination with the ACDC Head.
- Coordinating with the training entity to develop the student's training plan.
- Providing the training entity with the student's evaluation form.
- Ensuring that the student adheres to the training schedule.
- Visiting the student at the training site at least twice during the training period.
- Assisting the student in resolving any challenges faced during the training period.
- Evaluating the student upon completion of the training period.
- Assisting the administration of WBL surveys.
- Prepares an annual report on field training.



Training Entity

- Assigning specific tasks to the trainee and appointing a supervisor to oversee the execution of these tasks.
- Ensuring that the student is not assigned tasks outside of the specified training program.
- Providing a safe and appropriate training environment, in line with approved health and safety standards.
- Coordinating with the training supervisor during site visits.

Student – Trainee

- The trainee student must adhere to the training entity assigned by the higher education institution and may not switch training entities without prior official approval.
- The student must complete the training period.
- The student must comply with the training requirements and regulations set by the institution and the training entity.
- The student must adhere to health and safety standards at the training site.
- In case of inability to attend training, the student must inform the training supervisor and the training entity, providing reasons for their absence.

PROCEDURES AND GUIDELINES

The WBL consists of 3-phases, 1) Orientation; 2) Deployment 3) Monitoring, Assessment and Evaluation.

Orientation

The student-trainees during the first day of classes meet with their training supervisor for orientation about the WBL. The training supervisor discusses with student-trainees the policies and procedures governing the conduct of the WBL. During this phase, the students are given various instructions to prepare them for the Deployment phase. They are also provided with the guidelines in choosing the WBL-partner company and the various forms they need to prepare and accomplish during the entire course of the WBL.

Prior to deployment, students are also assigned to specific training supervisors. They receive guidance and assistance from the training supervisor in the finalization of the documents needed for the Deployment.

Deployment

This phase covers the acceptance of student-trainees for the WBL in a certain company and the endorsement to the training entity supervisor. Initially, the student submits the request for endorsement together with the related attachments to the ACDC Head through the training supervisor, and the ACDC Head prepares the endorsement to the WBL training entity. These documents are submitted to the training entity supervisor.

Upon acceptance by WBL training entity, the student-trainee completes the required forms, which include the Training Agreement Form; attends the briefing/ orientation given by the Training Supervisor; and starts the WBL activities.

Monitoring, Assessment and Evaluation

The training supervisor is mainly tasked to monitor the progress of the student-trainee. He coordinates with the training entity supervisor regarding the performance of the student-trainee and conducts company visits. During the company visits, the training supervisor asks from the training entity supervisor how well the student responds to the tasks assigned to him and how he deals with the day-to-day WBL activities. Moreover, the student-trainee prepares a Weekly Training Report, noted by the Training Entity Supervisor, who at the same time provides his feedback on the performance of the student-trainee, if any. The said form is used as part of the monitoring of the training supervisor in addition to the company visits. These reports are compiled and submitted to the training supervisor at the end of the WBL course and serve as basis for the preparation and completion of the Internship Accomplishment Report.



The performance of the student-trainee is assessed by the Training Entity Supervisor and the Training Supervisor. The Training Entity Supervisor accomplishes the Competency Evaluation Form, and the Performance Evaluation Form. The Competency Evaluation Form is composed of various components, which include Basic Competencies, Academic Skills and Business-related Skills. However, the elements of the mentioned components vary based on the competency required in the programme. The Performance Evaluation Form on the other hand includes items along Work Performance and Personality Traits.

The Training Supervisor evaluates the overall performance of the student-trainee by considering the assessment results of the training entity, and the rating of the Accomplishment Evaluation, including the classroom participation during the WBL course. He follows the grading system of the University in computing the final grade of the student, with the following breakdown:

- Supervisor’s Assessment
 - Performance Evaluation 50%
 - Competency Evaluation 20%
- Adviser’s Assessment
 - Accomplishment Evaluation 30%
 - 100%

The Internship Accomplishment Report, which is submitted to the Training Supervisor as one of the elements of the Student Performance Evaluation has the following contents:

1. Internship Accomplishment Cover Page
2. Training Weekly Reports
3. Endorsement Letter (ACDC)
4. Application Letter
5. Curriculum Vitae (CV)
6. Training Plan Outline (TPO)
7. Training Agreement Form (TAF)
8. Training Acceptance Certificate
9. Training Completion Certificate
10. Performance Evaluation – Form A (to be done by Training Entity supervisor)
11. Competency Evaluation – Form B (to be done by Training Entity supervisor)
12. Accomplishment Evaluation – Form C (to be done by Training Supervisor)
13. Student Survey (link thru PDD)
14. Employer Survey (link thru PDD)

IMPLEMENTING GUIDELINES

Qualifications and Requirements

1. WBL Training Entity

The WBL Training Entity should be duly licensed private or government business, medical, engineering or computing companies/industries/institutions/organizations to provide WBL opportunities to UTB student-trainees and should have the required physical staff and resources to ensure that student - trainees can practice and develop the expected competencies in the workplace.

2. Training Entity Supervisor

The Training Entity Supervisor should be permanent, full-time key personnel of WBL training entity who has sufficient knowledge and skills in the company’s operations and is competent at providing the necessary on-site training to student-trainees.

3. Training Supervisor

The College Dean shall assign faculty members as Training Supervisors with the following qualifications:

- Should be full-time with at least 1 year teaching experience; and
- Preferably should have at least 3 years in actual industry practice (not all faculty members have industry practice)

4. Student-Trainee

The Student-trainee must be currently enrolled in the WBL course; must have passed pre-WBL requirements; and must have the right work attitude towards work based learning on-site training.

Operations of Work-Based Learning Program

1. Arrangement with WBL Training Entity

The College, in coordination with the Head of Alumni and Career Development Center (ACDC) under the Dean of Student Affairs makes prior arrangements on the implementation of WBL Program in the identified WBL training entities. The purpose of engagement, objectives, expected outcomes of WBL program and the duties and responsibilities of the concerned parties will be presented. The training supervisors should also ensure that the students' academic preparation will match the actual on-site training.

It is recommended that there are no student-trainees who shall be deployed to a company not related to their course of study/field. Further, they shall not be assigned to work in departments where vital company equipment and records are located.

2. Issuance of Endorsement/Acceptance Letters, and Agreement Forms

After identification of WBL training entity by the ACDC Head under the DSA, the student-trainee submits application letter and CV (with photo) to the ACDC Head. The ACDC Head prepares and submits the endorsement letter to the WBL training entity. Upon issuance of the acceptance letter, a Training Agreement Form (TAF) or a Memorandum of Agreement (MOA) including the Training Plan Outline (TPO) will be drafted and signed prior to student-trainee's on-site WBL activities.

3. Orientation of WBL Students

The training supervisor will conduct pre-deployment orientation to discuss WBL guidelines and procedure and to present the requirements of the program. The students will be oriented on the nature and environment of the various industries and the opportunities provided. Topics like work ethics, proper corporate behavior and attitudes may also be included and discussed. The training supervisor also orients the students during the first week of the trimester to properly guide them on the details of the requirements of the course.

Prior to the commencement of the actual on-site activities, the designated Training Entity Supervisor in coordination with the Training Supervisor shall also conduct orientation on the general operations of WBL training entity and, the nature of work to be done by the student-trainee and the expectations from them.

4. Schedule of WBL Activities and Consultation

A student-trainee is expected to complete 240 hours (based on the curriculum plan) of on-site WBL hands-on experiences in their respective programme of study. A regular reporting schedule of the student will have to be agreed upon by the student-trainee and WBL training entity. Consultation hours will have to be scheduled by the training supervisors. The student-trainees and training supervisor meet weekly for one hour consultation on WBL related matters. Student-trainee's attendance during consultation meetings shall be monitored and treated as outside of the required number of WBL hours.

The training supervisor also conducts at least one hour per week class for consultations, receipt of documents for verification, evaluation of accomplishment reports, confirmation of attendance in the workplace and other activities that they deem fit.

The training supervisor shall coordinate regularly with the ACDC Head regarding the conduct of WBL activities.





WBL Appendices



PRACTICAL EVALUATIVE REPORTS

Employer's Practical Questionnaire on Student's Work-Based Learning (WBL)/Practicum/On-the-Job Training (OJT) – FORM A

Dear WBL Employer,

Your feedback on your participation in the conduct of work-based learning/practicum/on-the-job training is important to us to ensure effective implementation of Work-Based Learning (WBL)/Practicum/On-the-Job Training (OJT) following processes and procedures, meaningful placements, and employment. Please fill in this questionnaire. The information derived herein shall form part of UTB's future plans and continuous quality improvement effort. Thank you.

=====

Part I. WBL Employer's Information

Name of Company : _____

Industry Sector (Please select)

- ☐ Government
- ☐ Private

Name of Trainer : _____

Position : Training Officer

Part II. Pre-Internship

Direction:

Based on your experience(s) in the conduct of pre-internship orientation/activities by the practicum adviser, please assign an appropriate rating from 1 to 5 by checking (✓) one of the numbers below each box for a given indicator.

Indicator	1 (Very Dissatisfied)	2 (Dissatisfied)	3 (Moderately Satisfied)	4 (Satisfied)	5 (Very Satisfied)
(1) The conduct of orientation by the practicum adviser on internship/on-the job training (OJT)/work-based learning (WBL).					
(2) The process of practicum is well-explained and understood by the WBL employer.					
(3) The requirements to be submitted are well-explained					
(4) The information on the schedule of company visit is on time.					
(5) The conduct of company visit(s) as required.					
(6) Overall, the feedback provided by the practicum adviser is effective in achieving the aims and objectives of UTB Practicum/ On-the -Job Training (OJT)/Work-Based Learning (WBL).					



Part III. WBL Employer’s Experiences on Practicum Student

Name of Practicum Student : _____
Programme: (Please underline) BSBI BSIB
Trimester Started : _____

Direction:

Based on your assessment on the performance of the practicum student, please assign an appropriate rating from 1 to 5 by checking (✓) one of the numbers below each box for a given indicator.

Indicator	1 (Very Dissatisfied)	2 (Dissatisfied)	3 (Moderately Satisfied)	4 (Satisfied)	5 (Very Satisfied)
(1) The orientation to the placement setting including role and responsibilities of the practicum student has been achieved.					
(1) Practicum student’s responsiveness to your company’s training relating to various skills (interpersonal, professional communication, problem-solving, networking, practical skills among others).					
(2) Practicum student’s involvement in the regular work plans as required by the company.					
(3) Involvement in regular work plans as a practicum student related to his programme had been achieved.					
(4) The extent to which the practicum student was able to apply theoretical/practical concepts related to his programme for professional development.					
(5) Overall, the practicum student learned the necessary skills to successfully complete his/her work-based learning/practicum/on-the-job training.					

Part IV. Additional Information on Employability Skills

Based on your assessment on the performance of the practicum student, please assign an appropriate rating from 1 to 5 by checking (✓) one of the numbers below each box for a given indicator.

Indicator	1 (Strongly Disagree)	2 (Disagree)	3 (Moderately Agree)	4 (Agree)	5 (Strongly Agree)
A. Communication					
(1) Writing report(s)					
(2) Writing emails and/or memos					
(3) Confident in speaking to people (face-to-face or over the phone)					
B. Teamwork					
(1) Good at working with people					
(a) At work					
(b) Other people that come in contact with the company/organization					
C. Problem Solving					
(1) Being able to find solutions when faced with work related difficulties or setbacks					
(2) Has logical process for figuring out possible solution(s)					

D. Initiative and Enterprise					
(1) Has creative thinking to make improvements					
(2) Has multi-dimensional perspective in considering company related challenges					
E. Planning and Organizing					
Being able to:					
(1) work out to finish assigned task(s);					
(2) work out when and how to finish assigned task(s);					
(3) develop project timelines; and					
(4) cope up with deadlines/due date(s).					
F. Self-management					
Being able to:					
(1) get on his/her work with someone to check up on;					
(2) prioritize his/her own deadlines/due dates; and					
(3) delegate task(s) to other people to ensure timeliness in getting task(s) done.					
G. Learning					
Being able to:					
(1) understand new things quickly;					
(2) accept new task(s); and					
(3) adapt on the changes in the workplace on how task(s) are done.					
H. Technology					
(1) Being able to use a computer for word processing and sending email					
(2) Use specific technology skills relating to:					
(a) using social media;					
(b) working with design or video editing software; and					
(c) knowledge on programming languages.					
(3) Other technology skills relating to hardware, like how to use (Electronic Funds Transfer at Point of Sale (EFTPOS), a cash register, a photocopier or scanner, a camera or a recording studio among others.					

Note: This form should be STAMPED by the training provider

Name and Signature of Trainer/Supervisor : _____

Training Officer



**Student's Practical Questionnaire on Work-Based Learning (WBL)/
Practicum/On-the-Job Training (OJT) Experiences – FORM B**

Dear Practicum Student,

Your feedback on your work-based learning/practicum/on-the-job training experiences is important to us to ensure effective conduct and implementation of Work-Based Learning (WBL)/Practicum/On-the-Job Training (OJT) following processes and procedures and meaningful placements. Please fill in this questionnaire. The information derived herein shall form part of UTB's future plans and continuous quality improvement effort. Thank you.

=====

Part I. Pre-Internship Experiences

Direction: Please assign an appropriate rating from 1 to 5 by checking (✓) one of the numbers below each box for a given indicator.

Indicator	1 (Very Dissatisfied)	2 (Dissatisfied)	3 (Moderately Satisfied)	4 (Satisfied)	5 (Very Satisfied)
The practicum adviser					
1. Conducts orientation on internship/on-the job training (OJT)/work-based learning (WBL);					
2. Ensures that the process of practicum is well-explained and understood;					
3. Explain the requirements to be submitted;					
4. Monitors the submission of the requirements;					
5. Follow-up the submission of the requirements required in the marking period;					
6. Always available for consultation;					
7. Inform practicum students on the schedule of company visit;					
8. Conducts company visit(s) as required					
9. Overall, the pre-internship conducted by the practicum teacher is effective in achieving the aims and objectives of Practicum/ On-the –Job Training (OJT)/Work-Based Learning (WBL).					

Part II. Work-Based Learning/Practicum/On-the-Job Training Experiences

Write on the space provided the name of the organization/institution/company where you completed your WBL: _____

Direction: Please assign an appropriate rating from 1 to 5 by checking (✓) one of the numbers below each box for a given indicator.

Indicator	1 Very Dissatisfied	2 Dissatisfied	3 Moderately Satisfied	4 Satisfied	5 Very Satisfied
1. The orientation to the placement setting including your role and responsibilities.					
2. The extent to which the field placement met your learning needs of the new and improved skills on communication, collaboration, time management,					



adaptability, critical thinking, research and analysis and collaboration and how to apply them.					
3. Organization/Company/Institution's responsiveness to your education and training relating to various skills (interpersonal, professional communication, problem-solving, networking, practical skills among others).					
4. I have been involved in the regular work plans of my work-based learning/practicum/on-the-job training.					
5. I have been given specific project to work on related to my programme.					
6. The workload expectations for yourself as a practicum student.					
7. The extent to which you had the opportunity to learn new concepts and synthesize learning from the classroom, integrating theory and practice for professional development.					
8. I had the opportunity to apply theoretical concepts which I have learned at UTB.					
9. My education at UTB/College has provided me the necessary theoretical/practical knowledge to successfully complete my work-based learning/practicum/on-the-job training.					
10. My education at UTB/College has provided me the necessary skills to complete my work-based learning/practicum/on-the-job training.					

Additional Information:

- a. In the box below, please write which course(s) or what courses you found to be helpful during your work-based learning/practicum/on-the-job training.

- b. What were your main strengths/weaknesses as *practicumer*?

Strengths:

Weaknesses:

Would you like to work in the organization/company/institution where you conducted your work-based learning/practicum/on-the-job training? Why or why not?

- c. Have you received a job offer to work in the organization/company/institution where you conducted your work-based learning/ practicum/on-the-job training? (Please underline)
Yes No
- d. Would you like to work in the same field in which the company where you conducted your work- based learning/ practicum/on-the-job training? Why or why not?



Part III. Your Learning Program during Work-Based Learning/Practicum/On-the-Job Training

Please assign an appropriate rating from 1 to 5 by checking (✓) one of the numbers below each box for a given indicator.

Indicator	1 (Very Dissatisfied)	2 (Dissatisfied)	3 (Moderately Satisfied)	4 (Satisfied)	5 (Very Satisfied)
(1) My work-based learning/practicum/on-the-job training supervisor was/had:					
(a) easy to approach;					
(b) supportive to the suitability of workload and learning experience;					
(c) always willing to answer questions;					
(d) regularly monitored my work progress and development;					
(e) conducted regular meeting, where I had the chance to present my progress to other practicum/on-the-job training students and to discuss questions with them;					
(2) My supervisor showed appreciation when I performed my task well.					
(3) I have regular update on my work progress and performance.					
(4) The expectation of the field supervisor on the compliance on assignment and materials for submission.					

Over-all, please rate your satisfaction with your work-based learning/practicum/on-the-job training supervisor (1 being very dissatisfied and 10 being optimally satisfied). Put a check mark (✓) below the numbered box corresponding to your rating.

1	2	3	4	5	6	7	8	9	10

Name of Student and Signature :

Signature of Practicum Adviser : **DR.**
Adviser



INTERNSHIP ACCOMPLISHMENT REPORT

Student Name			
Student ID		Programme	
Company Name			
Company Address			
Date Finished			

TRAINING REQUIREMENTS

This On – The – Job Training (OJT) prepared and submitted by _____ in partial fulfillment of the requirements for _____ is hereby submitted to the Internship Committee for consideration.

This therefore certifies that the following training requirements are submitted and verified:

	Training Particulars	Remarks
1	Internship Accomplishment Cover Page	
2	Training Weekly Reports	
3	Endorsement Letter (ACDC)	
4	Application Letter	
5	Curriculum Vitae (CV)	
6	Training Plan Outline	
7	Training Agreement Form	
8	Training Acceptance Certificate	
9	Performance Evaluation – Form A	
10	Competency Evaluation – Form B	
11	Accomplishment Evaluation – Form C	
12	Training Completion Certificate	
13	Student Survey (link thru PDD)	
14	Employer Survey (link thru PDD)	

Therefore, after careful evaluation of the requirements submitted, the student has rated _____ based on the following grading criteria:

Performance Evaluation	50%	
Competency Evaluation	20%	
Accomplishment Evaluation	30%	
Total Rating	100%	

Approved by:

Training Supervisor
Date:

TRAINING AGREEMENT FORM

STUDENT INFORMATION		COMPANY INFORMATION	
Name		Name	
Address		Address	
		WBL Supervisor's Name	
Mobile Phone		Position	
Home Phone		Phone	
Email		e-mail	
WORK BASED LEARNING DETAILS			
Inclusive Dates of Training		Department/Unit where the WBL Trainee will be assigned	
Working Hours per Week			
Timings		Job Description	
Monthly Compensation (if any)			

The University Obligations:

1. Coordinating with the training entity to develop the student's training plan.
2. Providing the training entity with the student's evaluation form.
3. Ensuring that the student adheres to the training schedule.
4. Visiting the student at the training site at least twice during the training period.
5. Assisting the student in resolving any challenges faced during the training period.
6. Evaluating the student upon completion of the training period.

The Company Obligations:

1. Assigning specific tasks to the trainee and appointing a supervisor to oversee the execution of these tasks.
2. Ensuring that the student is not assigned tasks outside of the specified training program.
3. Providing a safe and appropriate training environment, in line with approved health and safety standards.
4. Coordinating with the training supervisor during site visits.

The Student Obligations:

1. The trainee student must adhere to the training entity assigned by the higher education institution and may not switch training entities without prior official approval.
2. The student must complete the training period as specified.
3. The student must comply with the training requirements and regulations set by the institution and the training entity.
4. The student must adhere to health and safety standards at the training site.
5. In case of inability to attend training, the student must inform the training supervisor and the training entity, providing reasons for their absence.

The student remains covered by the University during the training placement.

Please indicate acceptance of terms and conditions by signing below:

Training Supervisor Date:	Student - Trainee Date:	Training Entity Supervisor Date:
------------------------------	----------------------------	-------------------------------------



TRAINING PLAN OUTLINE

Place of WBL																													
Field of WBL	<input type="checkbox"/> Business Related <input type="checkbox"/> Engineering <input type="checkbox"/> Information Technology/ Computer Others (please specify) _____																												
Program Objective																													
Competencies to be developed																													
Duration of the WBL / Timetable	<p>The following shows the timetable of the WBL:</p> <table border="1"> <thead> <tr> <th>Week</th> <th>Inclusive Dates</th> <th>Tasks to be assigned</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td></tr> </tbody> </table> <p><input type="checkbox"/> Flexible – depending on the tasks assigned to trainee from time to time (See TAF for the inclusive rates of training)</p>		Week	Inclusive Dates	Tasks to be assigned	1			2			3			4			5			6			7			8		
Week	Inclusive Dates	Tasks to be assigned																											
1																													
2																													
3																													
4																													
5																													
6																													
7																													
8																													
Method of Evaluation	<p>70% of the grade will come from the evaluation of the training entity supervisor and the 30% from the training supervisor following the UTB grading system</p> <table border="1"> <thead> <tr> <th colspan="2">Components of Evaluation from the WBL Institution</th> </tr> </thead> <tbody> <tr> <td>Evaluation of Competencies</td> <td>20%</td> </tr> <tr> <td>Performance Evaluation</td> <td>50%</td> </tr> <tr> <td></td> <td>70%</td> </tr> <tr> <th colspan="2">Components of Evaluation from the WBL Adviser</th> </tr> <tr> <td>Practicum Accomplishment Report Evaluation</td> <td>30%</td> </tr> <tr> <td></td> <td>30%</td> </tr> </tbody> </table>		Components of Evaluation from the WBL Institution		Evaluation of Competencies	20%	Performance Evaluation	50%		70%	Components of Evaluation from the WBL Adviser		Practicum Accomplishment Report Evaluation	30%		30%													
Components of Evaluation from the WBL Institution																													
Evaluation of Competencies	20%																												
Performance Evaluation	50%																												
	70%																												
Components of Evaluation from the WBL Adviser																													
Practicum Accomplishment Report Evaluation	30%																												
	30%																												

Training Supervisor Date:	Student - Trainee Date:	Training Entity Supervisor Date:



Week Number		Inclusive Date of Training	
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Student Name			
Student ID		Programme	
Company Name			
Company Address			
Department/Unit where WBL Trainee is assigned			

TRAINING NARRATIVE	
1	<p>1. The training was conducted in a classroom setting with 15 participants. The training was divided into three main sections: Introduction to the Program, Core Concepts, and Practical Application.</p> <p>2. The Introduction section covered the purpose of the training and the roles of the participants. The Core Concepts section focused on the key principles and theories related to the program. The Practical Application section provided hands-on experience with the concepts learned.</p> <p>3. The training was facilitated by a qualified instructor who used a variety of methods including lectures, group discussions, and practical exercises. The participants were encouraged to actively engage in the learning process and share their own experiences.</p> <p>4. The training was well-received by the participants, who found it informative and helpful. The instructor provided clear explanations and answered all questions. The practical exercises were particularly well-liked, as they allowed participants to apply the concepts in a real-world context.</p> <p>5. The training was successful in achieving its objectives. Participants gained a solid understanding of the program's purpose and goals, and they were able to apply the concepts learned to their own work. The training was a valuable experience for all participants and will be repeated in the future.</p>

Total Number of Hours for the Week	
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Accomplished by:	Noted by:	Acknowledged by:
Student Trainee Date:	Training Entity Supervisor Date:	Training Supervisor Date:

PERFORMANCE EVALUATION FORM (CAFS) – A

(to be filled up by Training Entity Supervisor)

PART I			
Student Name			
Student ID		Programme	
Company Name			
Company Address			
No. of Hours Training Required	240 Hours	No. of Hours of Training Completed	
PART II			
Job Factors	Maximum Rating to be Given	Rating	
WORK PERFORMANCE			
1. Knowledge of work (able to grasp as instructed)	10		
2. Quality of work (can cope with the demand of additional unexpected workload in a limited time)	10		
3. Quality of work (performs an assigned job efficiently as much as possible)	10		
4. Attendance (follows assigned work schedule)	10		
5. Punctuality (reports to work assignment on time)	10		
PERSONALITY TRAITS			
1. Physical appearance (personally well-groomed and always wears appropriate dress)	5		
2. Attitude towards work (always shows enthusiasm and interest)	5		
3. Courtesy (shows respect for authority at all times)	5		
4. Conduct (observes rules and regulations of establishment)	5		
5. Perseverance and industrious (shows initiative and interest in work over and above what is assigned)	5		
6. Drive and leadership (inquisitive and aggressive)	5		
7. Mental maturity (effective and calm under pressure)	5		
8. Sociability (can work harmoniously with the other employees)	5		
9. Reliability (trusted to be left alone to use or operate office equipment)	5		
10. Possession of traits necessary for employment in this kind of work.	5		
Total Rating	100%		



Recommendation(s) for the trainee’s further growth:

Department/Unit where Trainee was Assigned	Business – Work Related Departments	
Field of Training Given		
Inclusive Date of Training	FROM	TO
Total number of Hours Rendered by the Student – Trainee	240 Hours	
Certified True and Correct with Company Stamp:		
<div>TRAINING ENTITY SUPERVISOR</div>		

PART III (to be filled up by the Training Supervisor)	
<div>1. Get the total mark of student by adding the ratings above.</div> <div>2. Get the equivalent of the rating on performance using the following formula: <i>Total Mark x 50%</i></div>	
Student-Trainee’s Rating on Performance	
Certified True and Correct	
<div>Training Supervisor (Signature over Printed Name)</div>	



PERFORMANCE EVALUATION FORM (CCS) – A

(to be filled up by Training Entity Supervisor)

PART I			
Student Name			
Student ID		Programme	
Company Name			
Company Address			
No. of Hours Training Required	240 Hours	No. of Hours of Training Completed	
PART II			
Job Factors	Maximum Rating to be Given	Rating	
TECHNICAL PROFICIENCY			
6. Technical Skills: Ability to use and apply technical tools and software relevant to the internship.	10		
7. Database Management: Skills in basic database operations and data management.	10		
8. Systems Administration: Understanding of managing and configuring operating systems and networks.	10		
9. Cybersecurity Awareness: Basic knowledge of security principles and practices	10		
WORK QUALITY			
10. Accuracy: Precision and correctness in completing assigned tasks.	5		
11. Efficiency: Ability to manage time and resources effectively to complete tasks on time.	5		
12. Problem-Solving: Ability to identify issues and apply appropriate solutions	10		
WORK HABITS			
13. Punctuality: Consistency in reporting to work on time.	5		
14. Attendance: Regularity in following the work schedule.	5		
15. Time Management: Efficient use of time to meet deadlines and manage workload	10		
PROFESSIONAL CONDUCT			
16. Communication Skills: Clarity and effectiveness in both oral and written communication within the workplace.	5		
17. Team Collaboration: Ability to work well with colleagues and contribute to team efforts.	5		
18. Adaptability: Flexibility in adapting to new tasks and changing work environments.	5		
19. Ethical Behavior: Adherence to professional and ethical standards	5		
Total Rating	100%		

Recommendation(s) for the trainee's further growth:



Department/Unit where Trainee was Assigned	Business – Work Related Departments	
Field of Training Given		
Inclusive Date of Training		
	FROM	TO
Total number of Hours Rendered by the Student – Trainee	240 Hours	
Certified True and Correct with Company Stamp:		
<div>_____</div> <div>TRAINING ENTITY SUPERVISOR</div>		

PART III (to be filled up by the Training Supervisor)	
3. Get the total mark of student by adding the ratings above.	
4. Get the equivalent of the rating on performance using the following formula: <i>Total Mark x 50%</i>	
Student-Trainee's Rating on Performance	
Certified True and Correct	
<div>Training Supervisor (Signature over Printed Name)</div>	



PERFORMANCE EVALUATION FORM (COE) – A

(to be filled up by Training Entity Supervisor)

PART I			
Student Name			
Student ID		Programme	
Company Name			
Company Address			
No. of Hours Training Required	240 Hours	No. of Hours of Training Completed	
PART II			
Job Factors	Maximum Rating to be Given	Rating	
TECHNICAL PROFICIENCY			
20. Technical Skills: Ability to use and apply technical tools and software relevant to the internship.	10		
21. Database Management: Skills in basic database operations and data management.	10		
22. Systems Administration: Understanding of managing and configuring operating systems and networks.	10		
23. Cybersecurity Awareness: Basic knowledge of security principles and practices	10		
WORK QUALITY			
24. Accuracy: Precision and correctness in completing assigned tasks.	5		
25. Efficiency: Ability to manage time and resources effectively to complete tasks on time.	5		
26. Problem-Solving: Ability to identify issues and apply appropriate solutions	10		
WORK HABITS			
27. Punctuality: Consistency in reporting to work on time.	5		
28. Attendance: Regularity in following the work schedule.	5		
29. Time Management: Efficient use of time to meet deadlines and manage workload	10		
PROFESSIONAL CONDUCT			
30. Communication Skills: Clarity and effectiveness in both oral and written communication within the workplace.	5		
31. Team Collaboration: Ability to work well with colleagues and contribute to team efforts.	5		
32. Adaptability: Flexibility in adapting to new tasks and changing work environments.	5		
33. Ethical Behavior: Adherence to professional and ethical standards	5		
Total Rating	100%		



COMPETENCIES EVALUATION FORM (CAFS) – B

(to be filled up by the training entity supervisor)

PART I						
Name						
Student ID		Programme				
Company Name						
Company Address						
No. of Hours Training Required	240 Hours	No. of Hours of Training Completed				
PART II						
<p>Please rate competencies of student-trainee (basic competencies, academic skills and business-related skills), based on the following scale. Encircle your answer.</p> <p style="margin-left: 40px;"> 5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor NA if competency cannot be assessed in the task/field where trainee is assigned </p>						
1. Basic Competencies						
Literacy / Aptitude	5	4	3	2	1	NA
Problem-Solving	5	4	3	2	1	NA
Time Management	5	4	3	2	1	NA
Basic Computer	5	4	3	2	1	NA
Interpersonal Skills	5	4	3	2	1	NA
Leadership Skills	5	4	3	2	1	NA
Oral Business Communication	5	4	3	2	1	NA
Written Business Communication	5	4	3	2	1	NA
Teamwork	5	4	3	2	1	NA
2. Academic Skills						
Technological advancement	5	4	3	2	1	NA
Problem-Solving	5	4	3	2	1	NA
Project Management	5	4	3	2	1	NA
Logical and orderly thinking	5	4	3	2	1	NA
Creativity and resourcefulness	5	4	3	2	1	NA
Capacity for independent and critical thinking	5	4	3	2	1	NA
3. Business Related Skills						
Accounting and Finance	5	4	3	2	1	NA
Management	5	4	3	2	1	NA



Marketing	5	4	3	2	1	NA
Sales	5	4	3	2	1	NA
Entrepreneurship and Economics	5	4	3	2	1	NA
Certified True and Correct with Company Stamp: <div style="text-align: center;"> _____ TRAINING ENTITY SUPERVISOR </div>						

PLEASE RETURN THIS TO TRAINING SUPERVISOR IN A SEALED ENVELOPE

(TOGETHER WITH THE PERFORMANCE EVALUATION FORM)

PART III (to be filled up by the Training Supervisor)	
1. Get the total mark of student by adding the encircled ratings above. The highest possible mark will be the number of items encircled. 2. Get the equivalent of the rating on competencies using the following formula: $\text{Total Mark/Highest Possible Mark} \times 20\%$	
Student-Trainee's Rating on Competencies	
Certified True and Correct <div style="text-align: center;"> Training Supervisor (Signature over Printed Name) </div>	



COMPETENCIES EVALUATION FORM (CCS) – B

(to be filled up by the training entity supervisor)

PART I						
Name						
Student ID		Programme				
Company Name						
Company Address						
No. of Hours Training Required	240 Hours	No. of Hours of Training Completed				
PART II						
<p>Please rate competencies of student-trainee (basic competencies, academic skills and business-related skills), based on the following scale. Encircle your answer.</p> <div style="margin-left: 40px;"> 5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor NA if competency cannot be assessed in the task/field where trainee is assigned </div>						
TECHNICAL KNOWLEDGE						
1. Understanding of Core Concepts: Knowledge of fundamental principles in computer science.	5	4	3	2	1	NA
2. Application of Technology: Ability to use technology effectively in practical situations.	5	4	3	2	1	NA
3. Continuous Learning: Engagement in ongoing learning and staying updated with new technologies	5	4	3	2	1	NA
ANALYTICAL SKILLS						
4. Data Analysis: Ability to interpret and analyze data to derive insights.	5	4	3	2	1	NA
5. Logical Reasoning: Capability to think systematically and solve problems logically.	5	4	3	2	1	NA
6. Troubleshooting: Skills in diagnosing and resolving technical issues	5	4	3	2	1	NA
PROJECT MANAGEMENT						
7. Planning and Organization: Skills in planning, organizing, and managing tasks and projects.	5	4	3	2	1	NA
8. Resource Management: Efficient use of resources to achieve project goals	5	4	3	2	1	NA
9. Coordination: Ability to coordinate with team members and manage project timelines	5	4	3	2	1	NA
INTERPERSONAL SKILLS						



10. Teamwork: Ability to work harmoniously with others and contribute to a team environment.	5	4	3	2	1	NA
11. Conflict Resolution: Skills in managing and resolving conflicts.	5	4	3	2	1	NA
12. Networking: Ability to build and maintain professional relationships	5	4	3	2	1	NA
CREATIVITY AND INNOVATION						
13. Problem-Solving Creativity: Ability to develop innovative solutions to problems.	5	4	3	2	1	NA
PROFESSIONAL SKILLS						
14. Business Communication: Proficiency in professional communication, both oral and written.	5	4	3	2	1	NA
15. Ethical and Legal Awareness: Understanding of ethical and legal issues in the industry.	5	4	3	2	1	NA
16. Customer Orientation: Ability to understand and meet the needs of clients or stakeholders	5	4	3	2	1	NA
Certified True and Correct with Company Stamp: <div style="text-align: center;"> <hr style="width: 20%; margin: 0 auto;"/> TRAINING ENTITY SUPERVISOR </div>						

*PLEASE RETURN THIS TO TRAINING SUPERVISOR IN A SEALED ENVELOPE
(TOGETHER WITH THE PERFORMANCE EVALUATION FORM)*

PART III (to be filled up by the Training Supervisor)	
1. Get the total mark of student by adding the encircled ratings above. The highest possible mark will be the number of items encircled. 2. Get the equivalent of the rating on competencies using the following formula: $\text{Total Mark} / \text{Highest Possible Mark} \times 20\%$	
Student-Trainee's Rating on Competencies	
Certified True and Correct <div style="text-align: center;"> Training Supervisor (Signature over Printed Name) </div>	



COMPETENCIES EVALUATION FORM (BSIE) – B

(to be filled up by the training entity supervisor)

PART I						
Name						
Student ID		Programme				
Company Name						
Company Address						
No. of Hours Training Required	240 Hours	No. of Hours of Training Completed				
PART II						
<p>Please rate competencies of student-trainee (basic competencies, academic skills and business-related skills), based on the following scale. Encircle your answer.</p> <div style="margin-left: 40px;"> 5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor NA if competency cannot be assessed in the task/field where trainee is assigned </div>						
3. Basic Competencies						
Literacy / Aptitude	5	4	3	2	1	NA
Problem-Solving	5	4	3	2	1	NA
Time Management	5	4	3	2	1	NA
Basic Computer	5	4	3	2	1	NA
Interpersonal Skills	5	4	3	2	1	NA
Leadership Skills	5	4	3	2	1	NA
Oral Business Communication	5	4	3	2	1	NA
Written Business Communication	5	4	3	2	1	NA
Teamwork	5	4	3	2	1	NA
4. Academic Skills						
Technological advancement	5	4	3	2	1	NA
Problem-Solving	5	4	3	2	1	NA
Project Management	5	4	3	2	1	NA
Logical and orderly thinking	5	4	3	2	1	NA
Creativity and resourcefulness	5	4	3	2	1	NA
Capacity for independent and critical thinking	5	4	3	2	1	NA
3. Business Related Skills						
Networking	5	4	3	2	1	NA
Programming	5	4	3	2	1	NA



COMPETENCIES EVALUATION FORM (BSME) – B

(to be filled up by the training entity supervisor)

PART I						
Name						
Student ID		Programme				
Company Name						
Company Address						
No. of Hours Training Required	240 Hours	No. of Hours of Training Completed				
PART II						
<p>Please rate competencies of student-trainee (basic competencies, academic skills and business-related skills), based on the following scale. Encircle your answer.</p> <p style="margin-left: 40px;"> 5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor NA if competency cannot be assessed in the task/field where trainee is assigned </p>						
5. Basic Competencies						
Literacy / Aptitude	5	4	3	2	1	NA
Problem-Solving	5	4	3	2	1	NA
Time Management	5	4	3	2	1	NA
Basic Computer	5	4	3	2	1	NA
Interpersonal Skills	5	4	3	2	1	NA
Leadership Skills	5	4	3	2	1	NA
Oral Business Communication	5	4	3	2	1	NA
Written Business Communication	5	4	3	2	1	NA
Teamwork	5	4	3	2	1	NA
6. Academic Skills						
Technological advancement	5	4	3	2	1	NA
Problem-Solving	5	4	3	2	1	NA
Project Management	5	4	3	2	1	NA
Logical and orderly thinking	5	4	3	2	1	NA
Creativity and resourcefulness	5	4	3	2	1	NA
Capacity for independent and critical thinking	5	4	3	2	1	NA
3. Business Related Skills						
System Troubleshooting	5	4	3	2	1	NA
Mechatronic System Design	5	4	3	2	1	NA
Device Maintenance	5	4	3	2	1	NA



PLC Programming	5	4	3	2	1	NA
Mechatronic System Monitoring and Control	5	4	3	2	1	
Instrumentation	5	4	3	2	1	NA
Certified True and Correct with Company Stamp: <div>_____</div> TRAINING ENTITY SUPERVISOR						

PLEASE RETURN THIS TO TRAINING SUPERVISOR IN A SEALED ENVELOPE
(TOGETHER WITH THE PERFORMANCE EVALUATION FORM)

PART III (to be filled up by the Training Supervisor)	
1. Get the total mark of student by adding the encircled ratings above. The highest possible mark will be the number of items encircled. 2. Get the equivalent of the rating on competencies using the following formula: <i>Total Mark/Highest Possible Mark x 20%</i>	
Student-Trainee's Rating on Competencies	
Certified True and Correct <div>Training Supervisor (Signature over Printed Name)</div>	



COMPETENCIES EVALUATION FORM (BSEnE) – B

(to be filled up by the training entity supervisor)

PART I						
Name						
Student ID		Programme				
Company Name						
Company Address						
No. of Hours Training Required	240 Hours	No. of Hours of Training Completed				
PART II						
<p>Please rate competencies of student-trainee (basic competencies, academic skills and business-related skills), based on the following scale. Encircle your answer.</p> <p style="margin-left: 40px;"> 5 Excellent 4 Very Good 3 Good 2 Fair 1 Poor NA if competency cannot be assessed in the task/field where trainee is assigned </p>						
7. Basic Competencies						
Literacy / Aptitude	5	4	3	2	1	NA
Problem-Solving	5	4	3	2	1	NA
Time Management	5	4	3	2	1	NA
Basic Computer	5	4	3	2	1	NA
Interpersonal Skills	5	4	3	2	1	NA
Leadership Skills	5	4	3	2	1	NA
Oral Business Communication	5	4	3	2	1	NA
Written Business Communication	5	4	3	2	1	NA
Teamwork	5	4	3	2	1	NA
8. Academic Skills						
Technological advancement	5	4	3	2	1	NA
Problem-Solving	5	4	3	2	1	NA
Project Management	5	4	3	2	1	NA
Logical and orderly thinking	5	4	3	2	1	NA
Creativity and resourcefulness	5	4	3	2	1	NA
Capacity for independent and critical thinking	5	4	3	2	1	NA
3. Business Related Skills						
Process specification	5	4	3	2	1	NA
Environmental regulations	5	4	3	2	1	NA



Environmental assessment	5	4	3	2	1	NA
Environmental audit	5	4	3	2	1	NA
Side product / waste specification	5	4	3	2	1	NA
Instrumentation	5	4	3	2	1	NA
Certified True and Correct with Company Stamp:						
<div>TRAINING ENTITY SUPERVISOR</div>						

PLEASE RETURN THIS TO TRAINING SUPERVISOR IN A SEALED ENVELOPE
(TOGETHER WITH THE PERFORMANCE EVALUATION FORM)

PART III (to be filled up by the Training Supervisor)	
1. Get the total mark of student by adding the encircled ratings above. The highest possible mark will be the number of items encircled. 2. Get the equivalent of the rating on competencies using the following formula: <i>Total Mark/Highest Possible Mark x 20%</i>	
Student-Trainee's Rating on Competencies	
Certified True and Correct	
Training Supervisor (Signature over Printed Name)	



ACCOMPLISHMENT REPORT FORM (COE) – C

(to be filled up by the training supervisor)

PART I			
Student Name			
Student ID		Programme	

PART II			
CRITERIA	DESCRIPTION	MAXIMUM RATING	RATING
Completeness	All required documents are appended	20%	
Comprehensiveness	Narration and discussion are detailed	20%	
Quality of Content	Report shows evidence of quality training and learning	20%	
Presentation	Report is free of grammatical errors, well – formatted, readable. Student demonstrates responsiveness, timeliness and workmanship	40%	
TOTAL		100%	

Remarks:

--

PART III	
1. Get the total mark of student by adding the ratings above. 2. Get the equivalent of the rating on accomplishment using the following formula: $\text{Total Mark} \times 30\%$	
Student-Trainee's Rating on Accomplishment	
Certified True and Correct <div style="text-align: center;"> Training Supervisor (Signature over Printed Name) </div>	

ACCOMPLISHMENT REPORT FORM (CCS) – C

(to be filled up by the training supervisor)

PART I			
Student Name			
Student ID		Programme	

PART II			
CRITERIA	DESCRIPTION	MAXIMUM RATING	RATING
COMPLETENESS			
Document Compliance	All required documents are included as per the internship guidelines.	10	
Content Inclusion	Includes all necessary sections and components relevant to the internship experience	10	
COMPREHENSIVENESS			
Depth of Narrative	Provides a detailed and thorough discussion of internship activities and experiences.	20	
Analysis and Reflection	Demonstrates critical reflection on the learning and practical experiences gained	20	
QUALITY OF CONTENT			
Training Evidence	Presents clear evidence of the skills and knowledge gained during the internship.	10	
Learning Impact	Shows how the internship contributed to professional development and learning objectives	10	
PRESENTATION			
Language and Style	Free of grammatical and typographical errors, with clear and concise language.	10	
Formatting	Well-structured and organized format that enhances readability.	5	
Visual Presentation	Effective use of visuals and tables where appropriate to enhance understanding	5	
TOTAL		100	

Remarks:



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PART III	
1. Get the total mark of student by adding the ratings above. 2. Get the equivalent of the rating on accomplishment using the following formula: <i>Total Mark x 30%</i>	
Student-Trainee's Rating on Accomplishment	
Certified True and Correct	
Training Supervisor (Signature over Printed Name)	



ACCOMPLISHMENT REPORT FORM (CAFS) – C

(to be filled up by the training supervisor)

PART I			
Student Name			
Student ID		Programme	

PART II			
CRITERIA	DESCRIPTION	MAXIMUM RATING	RATING
Completeness	All required documents are appended	20%	
Comprehensiveness	Narration and discussion are detailed	20%	
Quality of Content	Report shows evidence of quality training and learning	20%	
Presentation	Report is free of grammatical errors, well – formatted, readable. Student demonstrates responsiveness, timeliness and workmanship	40%	
TOTAL		100%	

Remarks:

--

PART III	
1. Get the total mark of student by adding the ratings above. 2. Get the equivalent of the rating on accomplishment using the following formula: $\text{Total Mark} \times 30\%$	
Student-Trainee's Rating on Accomplishment	
Certified True and Correct <div style="text-align: center;"> Training Supervisor (Signature over Printed Name) </div>	

 University of Technology Bahrain

SUPERVISOR’S MONITORING FORM

Student Name			
Student ID		Programme	
Company Name			
Company Address			

PROGRESS REPORT 1

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Date of Visit:	Acknowledged by:
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PROGRESS REPORT 2

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Date of Visit:	Acknowledged by:
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Noted by:

<div>Training Supervisor Date:</div>
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COLLEGE OF XXXX
SUMMARY OF WBL DEPLOYMENT
____Tri / SY____

[illegible]