Field Experience Specification
(Bachelor)

Course Title: **Field Training**
Course Code: **BIO 1497**
Program: **Bachelor of Science in Biology**
Department: **Biology**
College: **Science**
Institution: **Imam Mohammad Ibn Saud Islamic University**
Field Experience Version Number: **1**
Last Revision Date: **29 September 2024**

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A. Field Experience Details:

1. Credit hours: 6		
2. Level/year at which Field Experience is offered: (Level 8 / Year 4).		
3. Time allocated for Field Experience activities		
(12) Weeks	4 days/week	8 hours/day
This schedule serves as a general reference and is subject to modifications as required, provided the total training hours remain at or above the mandatory minimum of 384 hours.		
4. Corequisite (or prerequisites, if any) to join Field Experience		
Students must provide evidence of completing a minimum of 126 credit hours.		
5. Mode of delivery		
☒ In-person/onsite	☐hybrid (onsite/online)	☐Online

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

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
1.0	Knowledge and understanding				
1.1	Recall the knowledge pertaining to the professional career context before graduation.	1.1	Participation with the field supervisor at the workplace	Direct: Discussion Specific rubric	Field Supervisor
1.2	Explain the theories relevant to biology and recognize the comprehensive knowledge that enhances competitive	1.1	Subject-based study essays written-short answer/long answer/report	Direct: Rubric of evaluation	Field Supervisor

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
	ss in the labor market				
1.3	Outline the fundamental processes and best practices drawn from modern biology.	1.2	Oral test Presentation Written report	Direct: Evaluate student's Discussion	Field Supervisor
2.0	**Skills**				
2.1	Employ critical thinking and innovative problem-solving skills and construct with other professionals.	2.1	Written research questions/ Reflection	Direct: Student portfolio	Field Supervisor
2.2	Analyze the data raised from field studies to support the related research work	2.2	Participation with the field supervisor at the workplace	Direct: Direct observation	Field Supervisor
2.3	Apply the acquired theoretical knowledge and skills to real-life situations.	2.3	Workplace performance. Oral Presentations	Direct: Portfolio Student's diary/journal	Field Supervisor Student Teaching staff
3.0	**Values, autonomy, and responsibility**				
3.1	Participate in addressing social issues and adhere to relevant ethical	3.1	Discussion, behavior	Direct: Direct observation portfolio	Field Supervisor Teaching staff

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
	guidelines to demonstrate awareness of societal responsibility.				
3.2	Demonstrate the ability to engage in lifelong learning and collaborate with peers to make evidence-based decisions.	3.2	Discussion, behavior	Direct: Direct observation portfolio	Field Supervisor
3.3	Show independence and take responsibility while performing assigned tasks, and collaborate effectively within a team.	3.3	Discussion, behavior	Direct: Direct observation	Field Supervisor

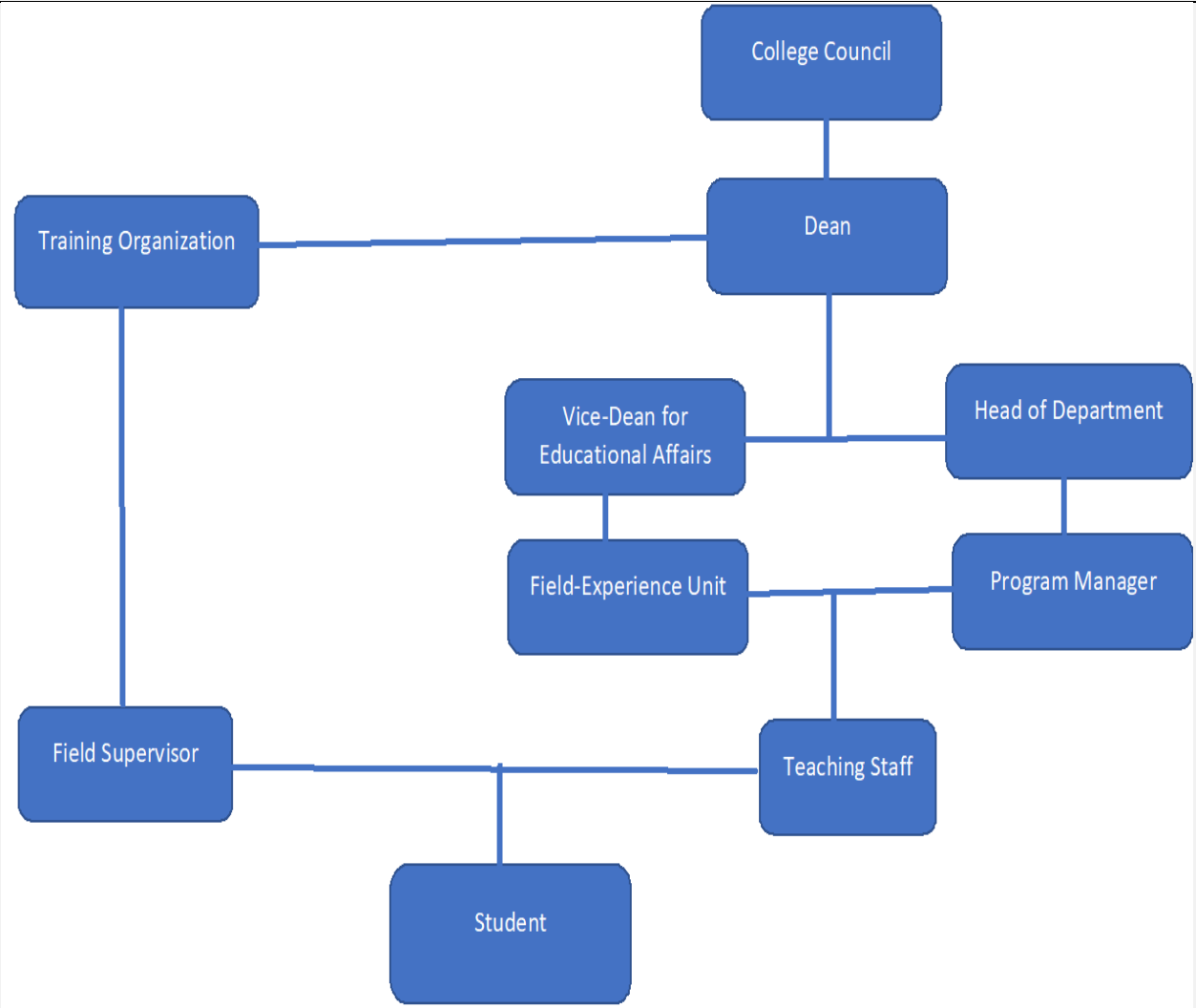
*Assessment methods (i.e., practical test, field report, oral test, presentation, group project, essay, etc.).

- Discussions/Debates: Encourage comprehension and active engagement with key concepts.
- Written Tasks: Comprise essays and reports to assess understanding and critical thinking.
- Oral Presentations: Evaluate communication skills and the effectiveness of information delivery.
- Portfolios: Serve as a record of learning and a means for reflecting on experiences.
- Direct Observation: Allow for immediate assessment of skills and professional conduct in real-time situations.
- Supervisor Evaluation: Monitors and assesses on-site performance and professional interactions.
- Instructor Assessment: Evaluates written assignments, presentations, and overall mastery of the course learning outcomes.

C. Field Experience Administration

1. Field Experience Flowchart for Responsibility

Including units, departments, and committees responsible for field experience identifying by the interrelations.



In addition, the College should develop a comprehensive Field Training Guide (FTG) that serves as a valuable resource for both students and supervisors, enhancing the overall field training experience. This guide will maximize learning opportunities and help ensure successful training outcomes.

Key Roles of the Guide:

- Clarifies Expectations: Outlines the objectives and responsibilities for students and supervisors.
- Provides Structure: Details the procedures, timelines, and necessary documentation.
- Facilitates Learning: Offers resources and best practices for skill development.
- Standardizes Assessment: Defines assessment criteria for consistent evaluation.
- Supports Reflection: Includes prompts for students to reflect on their experiences.
- Serves as a Resource: Provides information about organizations and industry standards.
- Enhances Communication: Outlines protocols for effective collaboration.
- Ensures Compliance: Addresses ethical considerations and legal requirements.

2. Distribution of Responsibilities for Field Experience Activities

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				✓	
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)					

3. Field Experience Location Requirements

Suggested Field Experience Locations	General Requirements*	Special Requirements**
Ministry of Health	Life, Biological and Biomedical Sciences Laboratory facilities and equipment	• The field experience location activities must be appropriate and consistent with the mission of IMSUI and the requirements for field training learning outcomes • Safe environment for both male and female students. • Awareness of the Ethical Code of Conduct.
Medical Cities	Biomedical Sciences Laboratory facilities and equipment	• The field experience location activities must be appropriate and consistent with the mission of IMSUI and the requirements for field training learning outcomes • Safe environment for both male and female students. • Awareness of the Ethical Code of Conduct.
Research centers	Life, Biological and Biomedical Sciences Laboratory facilities and equipment	• The field experience location activities must be appropriate and consistent with the mission of IMSUI and the requirements for field training learning outcomes • Safe environment for both male and female students. • Awareness of Ethical Code of Conduct.
Public Hospitals	Biomedical Sciences Laboratory facilities and equipment	• The field experience location activities must be appropriate and consistent with the mission of IMSUI and the requirements for field training learning outcomes • Safe environment for both male and female students. • Awareness of the Ethical Code of Conduct.
Private Hospitals	The workplace must be registered and approved by competent Saudi instances Legal status as determined by the law in Saudi Arabia Biomedical Sciences Laboratory facilities and equipment	• The field experience location activities must be appropriate and consistent with the mission of IMSUI and the requirements for field training learning outcomes • Safe environment for both male and female students. • Awareness of Ethical Code of Conduct.
Public Schools	Learning and teaching resources	• The field experience location activities must be appropriate and consistent with the mission of IMSUI and the requirements for field training learning outcomes • Safe environment for both male and female students. • Awareness of Ethical Code of Conduct.

Suggested Field Experience Locations	General Requirements*	Special Requirements**
Private Schools	The workplace must be registered and approved by the competent Saudi instances Legal status as determined by the law in Saudi Arabia Learning and teaching resources	• The field experience location activities must be appropriate and consistent with the mission of IMSUI and the requirements for field training learning outcomes • Safe environment for both male and female students. • Awareness of Ethical Code of Conduct.

* E.g., Provides information technology, equipment, laboratories, halls, housing, learning sources, clinics … etc.
** E.g., Criteria of the institution offering the training or those related to the specialization, such as safety standards, dealing with patients in medical specialties … etc.

4. Decision-Making Procedures for Identifying Appropriate Locations for Field Experience

- Establish Partnerships: The college should develop a diverse range of partnerships with potential training organizations that offer high-quality training opportunities.
- Availability of Partnerships: A comprehensive list of these partnerships should be accessible on the College of Science website.
- Partnership Criteria: The selection of partnerships must align with the specific requirements outlined in this document.
- Communication with Organizations: The college should share this document, which includes qualifications and responsibilities, with the training organizations to ensure that they can meet the skills requirements for selecting suitable field supervisors.

5. Safety and Risk Management

Potential Risks	Safety Actions	Risk Management Procedures
Potential Risks depend on the workspace and production activities of the training organization.	Basic safety rules and tips that need to be followed at the worksite.	Respecting the last updated version of the booklet “Implementation of Risk Management and Safety Culture” published by The Ministry of Labor and Social development.
Potential sources of harm and hazards should be identified. This issue should be discussed with Training Organization before starting the training	Safety guidelines must be established and maintained: safety procedures for laboratory investigations and field trips should be implemented.	Providing an understanding of how to deal with different types of work-training to help reduce exposure risks. Offering short risk management training at the beginning of training.

D. Training Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
• Student performance, effectiveness and efficiency	Field Supervisor	Direct and Indirect
• Quality of learning resources • Effectiveness of training and assessment.	Teaching staff	Indirect
• Student performance	Teaching staff, Program manager	Indirect
• Evaluation of the field experience (workspace). • Quality of learning resources, supervisory, achievements, skills, behavior, time	Teaching staff, Program manager	Indirect

Evaluation areas (e.g., Effectiveness of Training and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Supervisory Staff, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

E. Specification Approval Data

Council /Committee	Department of Biology Council
Reference No.	Meeting No. 6
Date	29/9/2024