



Field Experience Specification

(Bachelor)

Course Title: Field Training

Course Code: EVS 1493

Program: Bachelor of Science in Environmental Science

Department: Biology

College: Science

Institution: Imam Mohammad Ibn Saud Islamic University

Version: 1

Last Revision Date: 19/11/2024

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A. Field Experience Details:

1. Credit hours: (6 credit hours, Field training)

**2. Level/year at which Field Experience is offered:
(Level 8/4th year)**

Applicable for the students at level 8

3. Time allocated for Field Experience activities:

(12) Weeks (24 rounds; 2 days / week) (8 h / day) (Total 192 hours)

4. Co-requisite (or prerequisites if any) to join Field Experience:

Bachelor's Degree: Students must complete 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	Outline the major concepts and theories related to the knowledge context acquired in the various levels of the curriculum	K1, K2	Participation with the field supervisor at workplace.	Direct: Discussion Specific rubric	Field Supervisor
1.2	Explain the major issues and topics of interest relevant to the field of Biology.	K1, K2	Subject-based essays written-short answer/long answer/report	Direct: Rubric of evaluation	Field Supervisor
1.3	Relate between the taught basics and principals and the field circumstances with the aim to maximize the benefits of field training	K1, K2	Oral test Presentation Written report	Direct: Evaluate student's Discussion	Field Supervisor



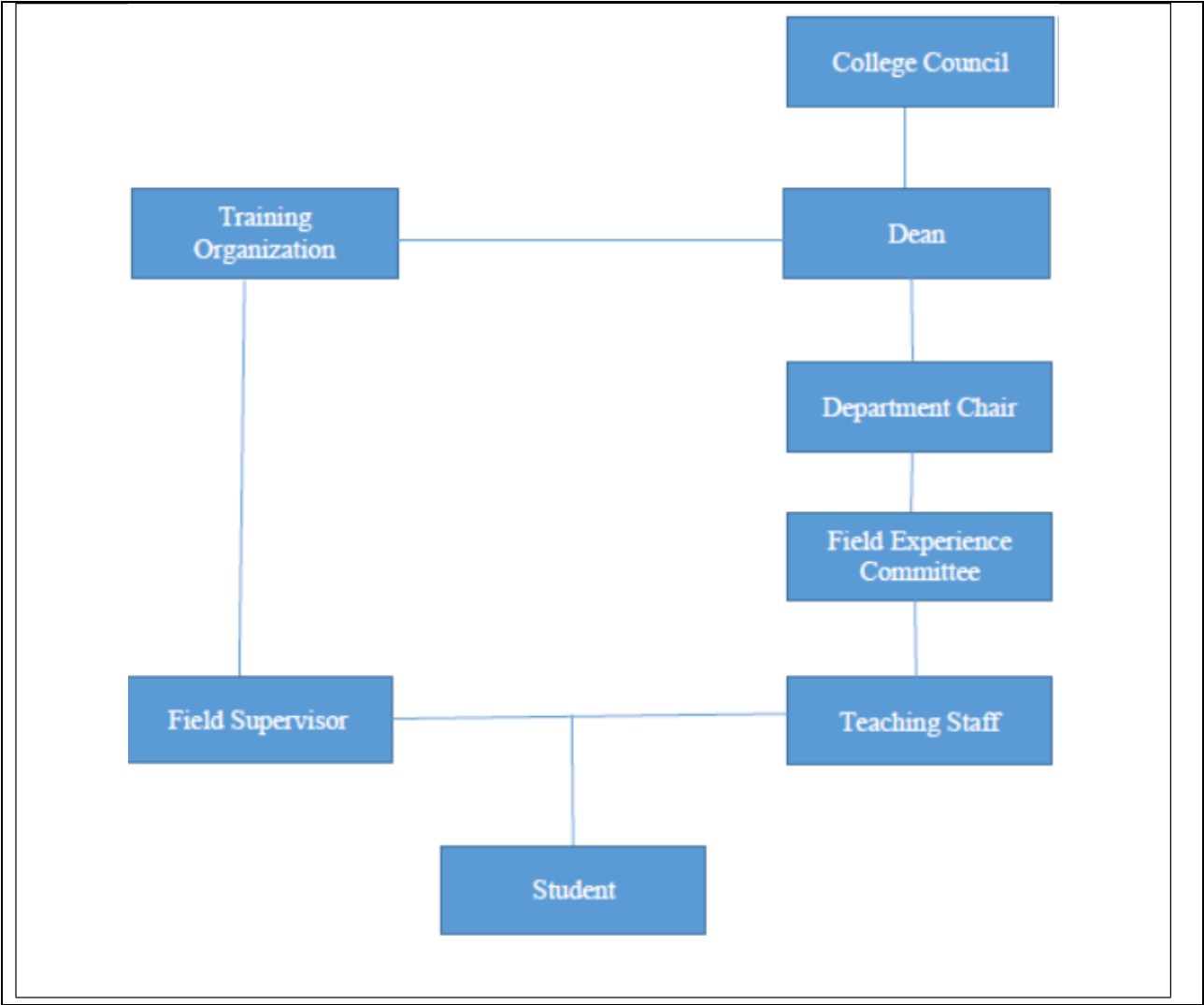
Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
2.0	Skills				
2.1	Apply the acquired knowledge and skills to real-world situations.	S1, S3	Work performance. place Oral Presentations	Direct: Portfolio Student's diary/journal.	Field Supervisor Student Teaching staff
2.2	Employ the critical thinking and innovative problem-solving skills in a professional manner	S1, S2	Written research questions/ Reflection	Direct: Student portfolio	Field Supervisor
2.3	Analyze the data in a manner reflecting the professional social work skills.	S2, S3	Written tasks Discussion	Direct: Evaluation of Report and mails.	Field Supervisor Teaching staff
2.4	Propose and design a plan for a field research work	S2, S3	Participation with the field supervisor at workplace	Direct: Direct observation	Field Supervisor
3.0	Values, autonomy, and responsibility				
3.1	Demonstrate the ability to undertake lifelong learning, self and social responsibility.	V1, V2	Discussion, behavior	Direct: Portfolio and direct observation	Field Supervisor
3.2	Adhere to the ethical principles relevant to the specific professional practice.	V1, V2	Discussion, behavior	Direct: Direct observation portfolio	Field Supervisor
3.3	Co-operate in a teamwork and show the ability to work independently.	V1, V3	Discussion, behavior	Direct: Direct observation	Field Supervisor

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

C. Field Experience Administration

1. Field Experience Flowchart for Responsibility

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



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**
National Center for Wildlife Development	The relevant curriculum courses and practical sessions	<ul style="list-style-type: none"> 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.
Ministry of Environment, Water and Agriculture	The relevant curriculum courses and practical sessions	<ul style="list-style-type: none"> 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**
National Center for Sustainable Environmental Compliance Oversight Center	The relevant curriculum courses and practical sessions	<ul style="list-style-type: none"> • 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.
Saudi Agricultural Investment and Animal Production Company "SALIC"	The relevant curriculum courses and practical sessions	<ul style="list-style-type: none"> • 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.
Green Riyadh project	The relevant curriculum courses and practical sessions	<ul style="list-style-type: none"> • 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.
Agriculture Research and Development	The relevant curriculum courses and practical sessions	<ul style="list-style-type: none"> • 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.
Riyadh City Municipality	The relevant curriculum courses and practical sessions	<ul style="list-style-type: none"> • 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

Before starting the process for field training, the college should state a range of partnerships with potential training organizations that may provide high-level training opportunities.

The list of partnerships should be available in website of college of science.

These partnerships should be based on requirements listed above.

The college should communicate the present document (including qualifications and responsibilities) to the training organization to: ensure skills requirements and determine an appropriate field supervisor.

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.	<ul style="list-style-type: none">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	Biology Department Council
Reference No.	17/1445
Date	12/06/1445 (25/12/2023)