Field Experience Specification
(Bachelor)

Course Title:	**FIELD TRAINING**
Course Code:	**CHM 1497**
Program:	**Bachelor of Science in Chemistry**
Department:	**Chemistry**
College:	**Science**
Institution:	**Imam Mohammad Ibn Saud Islamic University**
Field Experience Version Number:	**2024 V1**
Last Revision Date:	**10 october 2024**

Table of Contents

A. Field Experience Details:

1. Credit hours: (6).		
6 (6)		
2. Level/year at which Field Experience is offered: (4/2) or (8/4.)		
Level 4-Year 2 (Exit Point) **Level 8- Year 4 (Bachelor's Degree)**		
3. Time allocated for Field Experience activities		
(12)Weeks	**(24 = 2days/week) Days**	**(192h= 8h/day) Hours**
4. Corequisite (or prerequisites, if any) to join Field Experience		
Bachelor's Degree Requirements: Students must accumulate a minimum of 126 credits. **Exit-Point Requirements:** Students must complete at least 54 credits.		
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	To perform knowledge of the context of the professional career joined with her/his program of Chemistry before graduation	K1, K2	Participation with the field supervisor at the workplace.	Direct: Discussion Specific rubric	Field Supervisor/teaching staff
1.2	To recognize a range of professional interests in related fields of her/his academic program on Chemistry	K3, S2	Subject-based study essays written-short answer/long answer/report	Direct: Subject-based study essays written-short answer/long answer/report (Rubric)	Field Supervisor-Teaching Stuff

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
1.3	**To outline all opportunities for learning, development, applying the gained knowledge and mentoring throughout the duration of the training.**	**K4**	Oral test Presentation Written report	Direct: Evaluate student's Discussion	Field Supervisor
2.0	**Skills**				
2.1	**To summarize the obtained knowledge and information in classroom and laboratories to real-world situations and labour market**	**S1**	workplace performance; Oral Presentations	Direct: Portfolio Student's diary/journal.	Field Supervisor Student Teaching staff
2.2	**To rate new skills by becoming accustomed to critical and innovative for problem solving, thinking analysis and making practical decisions with confidence and rigor.**	**S1, S2**	Written research questions/ Reflection	Direct: Student portfolio	Field Supervisor
2.3	**To plan efficient use of their time during the field exercise**	**S3**	Written tasks Discussion	Direct: Evaluation of Report and mails reply.	Field Supervisor Teaching staff

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
2.4	**To demonstrate collaboration skills with other professionals**	**S1**	participation with the field supervisor at the workplace	Direct: Direct observation	Field Supervisor
2.5	**To show the communication skills through oral, written and technological methods with persons inside and outside the training organization in a manner that reflects advanced professional practice.**	**S3, S4**	participation with the field supervisor at the workplace	Direct: Direct observation	Field Supervisor Teaching staff
3.0	**Values, autonomy, and responsibility**				
3.1	**To demonstrate discipline, self, and social responsibility**	**V1, V2**	Discussion, behavior	Direct: Portfolio and direct observation	Field Supervisor
3.2	**To show integrity and honesty and apply ethic principles of the profession**	**V2**	Discussion, behavior	Direct: Direct observation portfolio	Field Supervisor

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

Assessment Methods (tools)

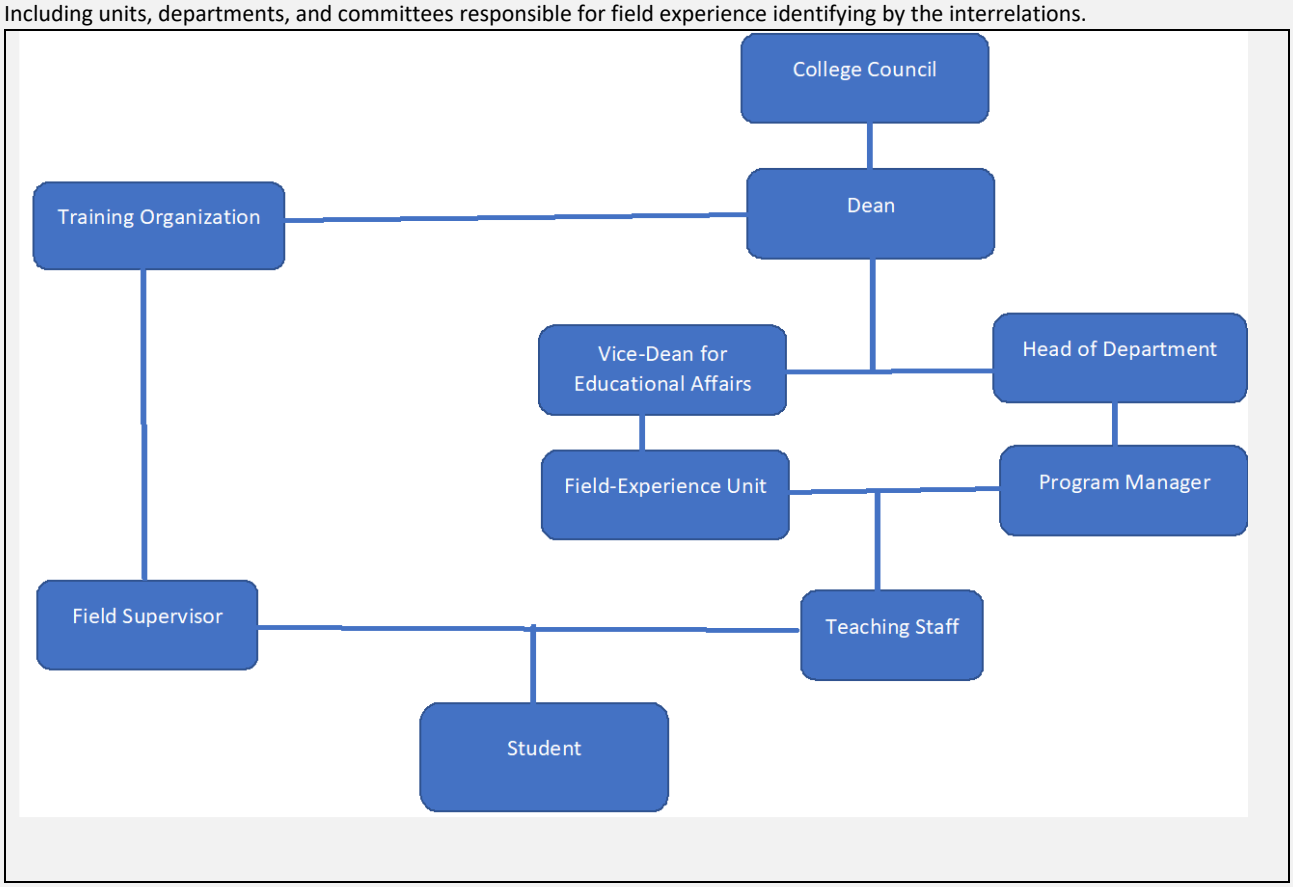
- **Discussions/Debates**: Encourage comprehension and active engagement with key concepts.
- **Written Tasks**: Comprise essays and reports to assess understanding and critical thinking.
- **Oral Presentations**: Evaluate communication skills and the effectiveness of information delivery.
- **Portfolios**: 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

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**

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**
Inorganic Industries	IT, Appropriate knowledge of the principles and utilities of different instruments, their functional applications, and Chemical Data analysis	✓ 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.
Saudi Standards, Metrology, and Quality Organization (SASO)	IT, Appropriate knowledge of the principles and utilities of different instruments, their functional applications, and Chemical Data analysis	✓ 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.
Saudi Food and Drug Authority (SFDA)	✓ IT, Appropriate knowledge of the principles and utilities of different instruments, their functional applications, and Chemical Data analysis, ✓ Appropriate awareness of the impact of chemicals, biological materials, and hazardous ones on society and the environment.	✓ 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.
SABIC	✓ IT, Appropriate knowledge of the principles and utilities of different instruments, their functional applications, and Chemical Data analysis	✓ 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.
KACST	✓ IT, Appropriate knowledge of the principles and utilities of different instruments, their functional applications, and Chemical Data analysis	✓ The field experience location activities must be appropriate and consistent with the mission of IMSUI and the requirements for field training learning outcomes

Suggested Field Experience Locations	General Requirements*	Special Requirements**
		✓ Safe environment for both male and female students. ✓ awareness of the Ethical Code of Conduct.
Saudi Aramco	✓ IT, Appropriate knowledge of the principles and utilities of different instruments, their functional applications, and Chemical Data analysis	✓ 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.
Pharmaceutical Industries	✓ IT, Appropriate knowledge of the principles and utilities of different instruments, their functional applications, and Chemical Data analysis	✓ 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.
Detergent Factories	✓ IT, Appropriate knowledge of the principles and utilities of different instruments, their functional applications, and Chemical Data analysis	✓ 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.

* 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 field training process, the college should establish and manage the following:

- ✓ **Establish Partnerships:** The college should develop diverse partnerships with potential training organizations that offer high-quality training opportunities.
- ✓ **Availability of Partnerships:** The College of Science website should provide a comprehensive list of these partnerships.
- ✓ **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

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.	Potential Risks depend on the workspace and production activities of the training organization.	Potential Risks depend on the workspace and production activities of the training organization.
Potential sources of harm and hazards should be identified. This issue should be discussed with the Training Organization before starting the training.	Safety guidelines must be established and maintained: safety procedures for laboratory investigations and field trips should be implemented.	•Provide 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, Student**	**Indirect**
Student performance	**Teaching staff, Program manager**	**Indirect**

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Evaluation of the field Experience (workspace, Quality of learning resources, supervisory, achievements, skills, behavior, time)	**Student, 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	**COUNCIL OF DEPARTMENT OF CHEMISTRY**
Reference No.	
Date	