Field Experience Specification
(Bachelor)

Course Title:	**Field Training**
Course Code:	**AFM 1497**
Program:	**Bachelor of Science in Actuarial and Financial Mathematics**
Department:	**Mathematics and Statistics**
College:	**Science**
Institution:	**Imam Mohammad Ibn Saud Islamic University**
Field Experience Version Number:	**2024 – V1**
Last Revision Date:	**None**

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A. Field Experience Details:

1. Credit hours: (6).		
6		
2. Level/year at which Field Experience is offered: (L8/Y4).		
Field Training is required as well as for the Exit Point		
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 remains at or above the mandatory minimum of 384 hours.		
4. Corequisite (or prerequisites if any) to join Field Experience		
Bachelor's Degree Requirements: Students must accumulate a minimum of 120 credits. **Exit-Point Requirements:** Field Experience is not required for Exit Point.		
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 knowledge of the context of the professional career before graduation.	K2	Participation with the field supervisor at workplace.	Direct: Discussion Specific rubric	Field Supervisor
1.2	Explain professional interests in related fields of actuarial and financial Mathematics.	K2, K3	Subject-based study essays written-short answer/long answer/report	Direct: Rubric of evaluation	Field Supervisor
1.3	Identify a range of opportunities for learning, development and mentoring throughout the duration of the training.	K3	Oral test Presentation Written report	Direct: Evaluate student's Discussion	Field Supervisor
2.0	Skills				

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
2.1	Apply what has been learned in classroom to real-world situations.	S1	workplace performance. Oral Presentations	Direct: Portfolio Student's diary/journal.	Field Supervisor Student Teaching staff
2.2	Create critical thinking and innovative problem-solving skills with confidence and rigor.	S1, S2	Written research questions/ Reflection	Direct: Student portfolio	Field Supervisor
2.3	Communicate oral and written information in a manner that reflects professional social work skills.	S3	Written tasks Discussion	Direct: Evaluation of Report and mails.	Field Supervisor Teaching staff
2.4	Monitor the various pressures that he/she may face in the labor market.	S1	participation with the field supervisor at workplace	Direct: Direct observation	Field Supervisor
2.5	Construct with other professionals.	S3	participation with the field supervisor at workplace	Direct: Direct observation	Field Supervisor Teaching staff
3.0	Values, autonomy, and responsibility				
3.1	Develop discipline, with the capacity to undertake lifelong learning, self and social responsibility.	V1, V2	Discussion, behavior	Direct: Portfolio and direct observation	Field Supervisor
3.2	Make ethic principles of the profession in practice.	V1, V2	Discussion, behavior	Direct: Direct observation portfolio	Field Supervisor
3.3	Generate integrity and honesty.	V1	Discussion, behavior	Direct: Direct observation	Field Supervisor

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

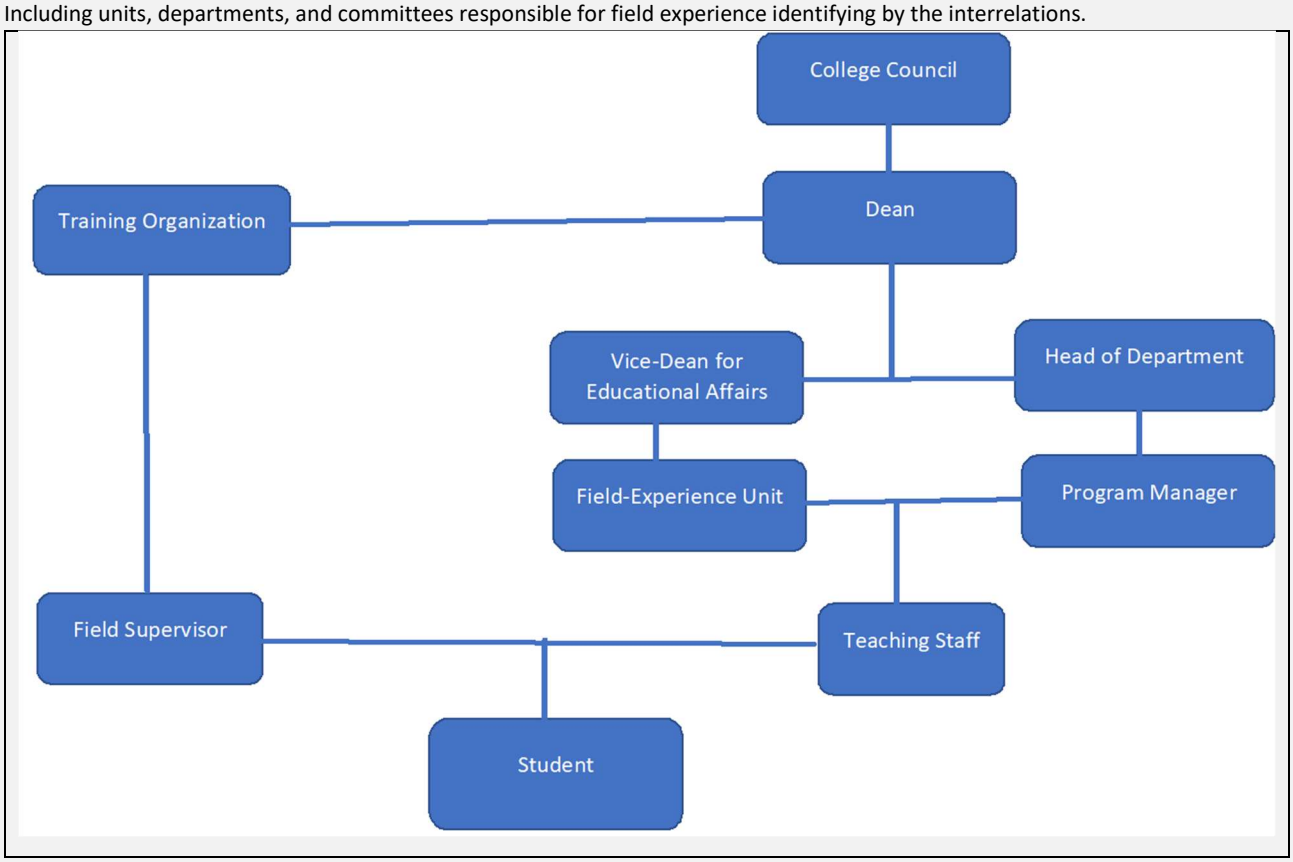
Assessment Methods (tools)

- **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 outcomes.

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 ...)		✓			✓

Activities	Department or College	Teaching Staff	Student	Training Organization	Field Supervisor
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**
Banks	IT, appropriate Software for actuarial and financial 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 Ethical Code of Conduct.
Maaden	IT, Modeling and Simulation software, Techno-Laboratories	• 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 Aramco	IT, Modeling and Simulation software, Techno-Laboratories	• 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.
KACST	IT, Modeling and Simulation software, Techno-Laboratories, office 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.
The Zakat, Tax and Customs Authority (ZATCA)	IT, Statistical Software, office 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.

Suggested Field Experience Locations	General Requirements*	Special Requirements**
General Authority for Statistics	IT, Statistical Software	• 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 School	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.
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, Student	Indirect
Student performance	Teaching staff, Program manager	Indirect
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	MATHEMATICS AND STATISTICS DEPARTMENT COUNCIL
Reference No.	8/1446
Date	05/04/1446 (08/10/2024)