هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission

اعتماد
NCAAA

2024
TP-155

Field Experience Specification
— (Bachelor)

Course Title: **Field Training**

Course Code: **MAT 1497**

Program: **Bachelor of Science in Applied Mathematics**

Department: **Mathematics and Statistics**

College: **Science**

Institution: **Imam Mohammad Ibn Saud Islamic University**

Field Experience Version Number: **2024 – V1**

Last Revision Date: *Pick Revision Date.* **08/10/2024**

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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 | (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 120 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	Demonstrate knowledge of the context of the professional career before graduation.	K1	Participation with the field supervisor at the workplace	Discussions/ Debate, Specific Rubric	Supervisor/teaching staff
1.2	Demonstrate an understanding of a range of professional interests in related fields of Mathematics program.	K2	Subject-based study essays	Written Short Answer/Long Answer/Report, Rubric of Evaluation	Teaching staff
1.3	Label all opportunities for learning,	K2	Oral Test	Presentation, Written	Supervisor/teaching staff

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
	development and mentoring throughout the duration of the training. development and mentoring throughout the duration of the training.			Report, Student Discussion Evaluation	
2.0	**Skills**				
2.1	Apply what has been learned in the classroom to real-world situations.	S1	Workplace Performance	Oral Presentations, Portfolio, Student Diary/Journey	Supervisor/teaching staff
2.2	Acquire 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, Student Portfolio	Supervisor/teaching staff
2.3	proficiently communicate oral and written information in a manner that reflects professional social work skills.	S5	Written Tasks	Discussion, Evaluation of Reports and Emails	Supervisor/teaching staff
2.4	Deal with the various pressures that he/she may face in the labor market.	S1, S3	Participation with the field supervisor	Direct Observation	Supervisor
2.5	Proficiently interact with other professionals.	S4	Participation with the field supervisor	Direct Observation	Supervisor
3.0	**Values, autonomy, and responsibility**				
3.1	Develop discipline, self and social responsibility	V1, V2	Discussion, Behavior	Portfolio, Direct Observation	Supervisor/teaching staff

Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
3.2	Apply ethical principles of the profession.	V1, V3	Discussion, Behavior	Direct Observation, Portfolio	Supervisor
3.3	Enhance integrity and honesty.	V1	Discussion, Behavior	Direct Observation	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.
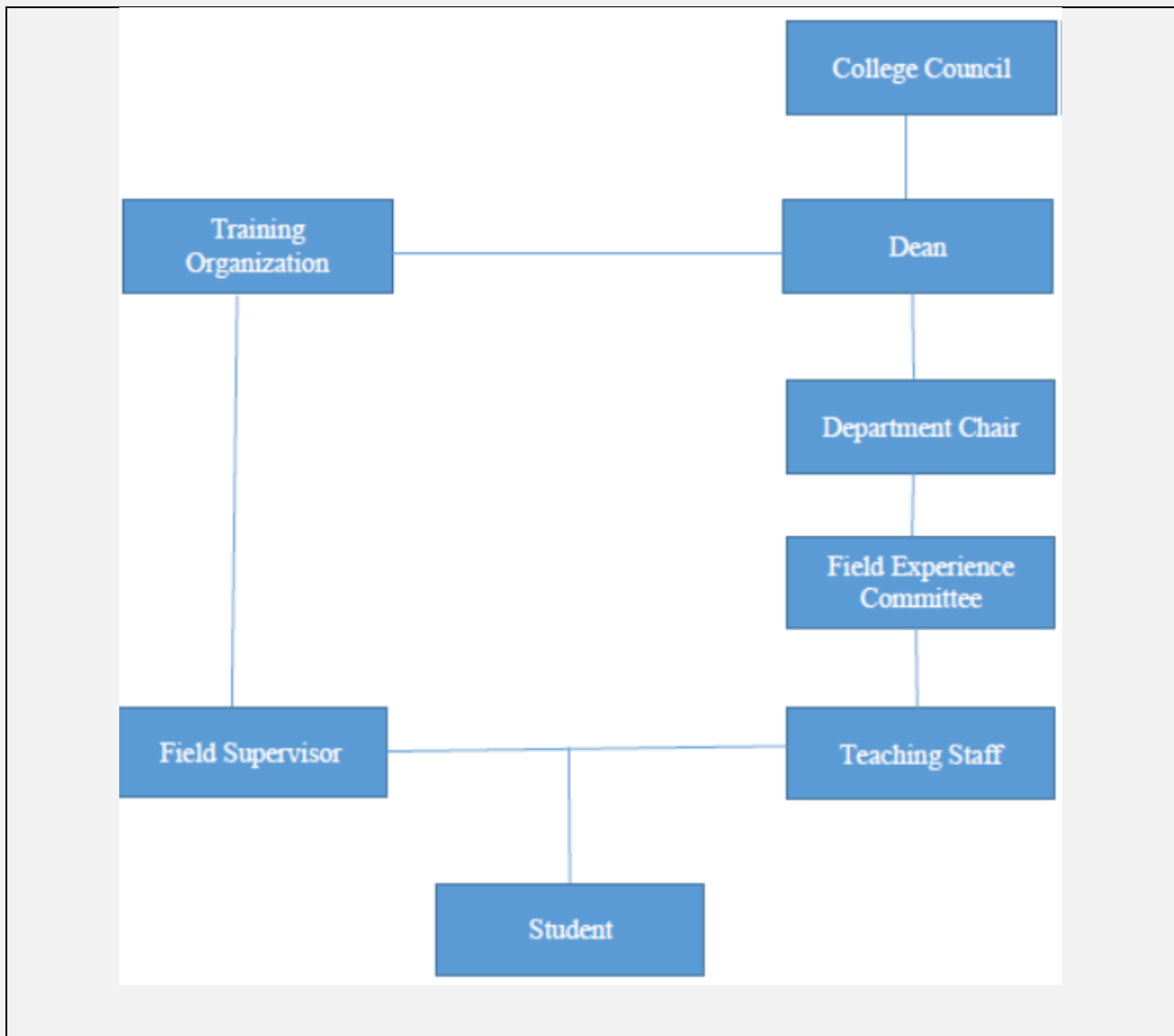
In addition, the College should develop a comprehensive Field Training Guide (FTG) that serves as a valuable resource for both students and supervisors, enhancing the overall field training experience. This guide will maximize learning opportunities and help ensure successful training outcomes.

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

Activity	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		☑			☑
Adjusting 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**
Maaden Saudi Aramco KACST The Zakat, Tax and Customs Authority (ZATCA) Public School Private School General Authority for Statistics	The workplace must be registered and approved by the competent Saudi instances. Legal status as determined by the law in Saudi Arabia. Efficiency and safety.	The field experience location activities must be appropriate and consistent with the mission of Imam university and the requirements for field experience learning outcomes.

* 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. Potential sources of harm and hazards should	Basic safety rules and tips that need to be followed at the worksite. Safety guidelines must be established and maintained: safety	• Respecting the last updated version of the booklet "Implementation of Risk Management and Safety Culture" published by The Ministry of Labor and Social development. • providing an understanding of how to deal with different types of work-

		training to help reduce exposure risks.
be identified. This issue should be discussed with Training Organization before starting the training	procedures for laboratory investigations and field trips should be implemented.	• 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. Student performance	Teaching staff	Indirect
Evaluation of the field Experience (workspace, Quality of learning resources, supervisory, achievements, skills, behavior, time)	Student	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)