هيئة تقويم التعليم والتدريب
Education & Training Evaluation Commission
اعتماد
NCAAA
2024
TP-155

Field Experience Specification
(Bachelor)

Course Title:	**Field Training**
Course Code:	**STA 1497**
Program:	**Bachelor of Science in Applied Statistics**
Department:	**Mathematics and Statistics**
College:	**Science**
Institution:	**Imam Mohammad Ibn Saud Islamic University**
Field Experience Version Number:	**2024 – V1**
Last Revision Date:	**02/10/2024**

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A. Field Experience Details:

1. Credit hours: (.....).		
6		
2. Level/year at which Field Experience is offered: (.....).		
Level 4/ year 2 (Field training is required as well as for the exit- point) or Level 8/year 4 (last term of the program).		
3. Time allocated for Field Experience activities		
(15) Weeks	**(30 : 2days per week) Days**	**(224 : 8h per 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	To demonstrate knowledge of the context of the professional career before graduation.	**K1**	Participation with the field supervisor at workplace.	**Direct:** Discussions / Debate, Specific	Field Supervisor / Teaching staff
1.2	To demonstrate an understanding of a range of professional interests in related fields of applied statistics.	**K2, K3**	Subject-based study essays,	**Direct:** Written short or long answer and short or long report / Rubric of evaluation	Teaching staff
1.3	To label all opportunities for learning, development and mentoring throughout the duration of the training.	**K2**	Oral Test	**Direct:** Presentation, Written Report, Student Discussion Evaluation	Field Supervisor / Teaching staff
2.0	Skills				

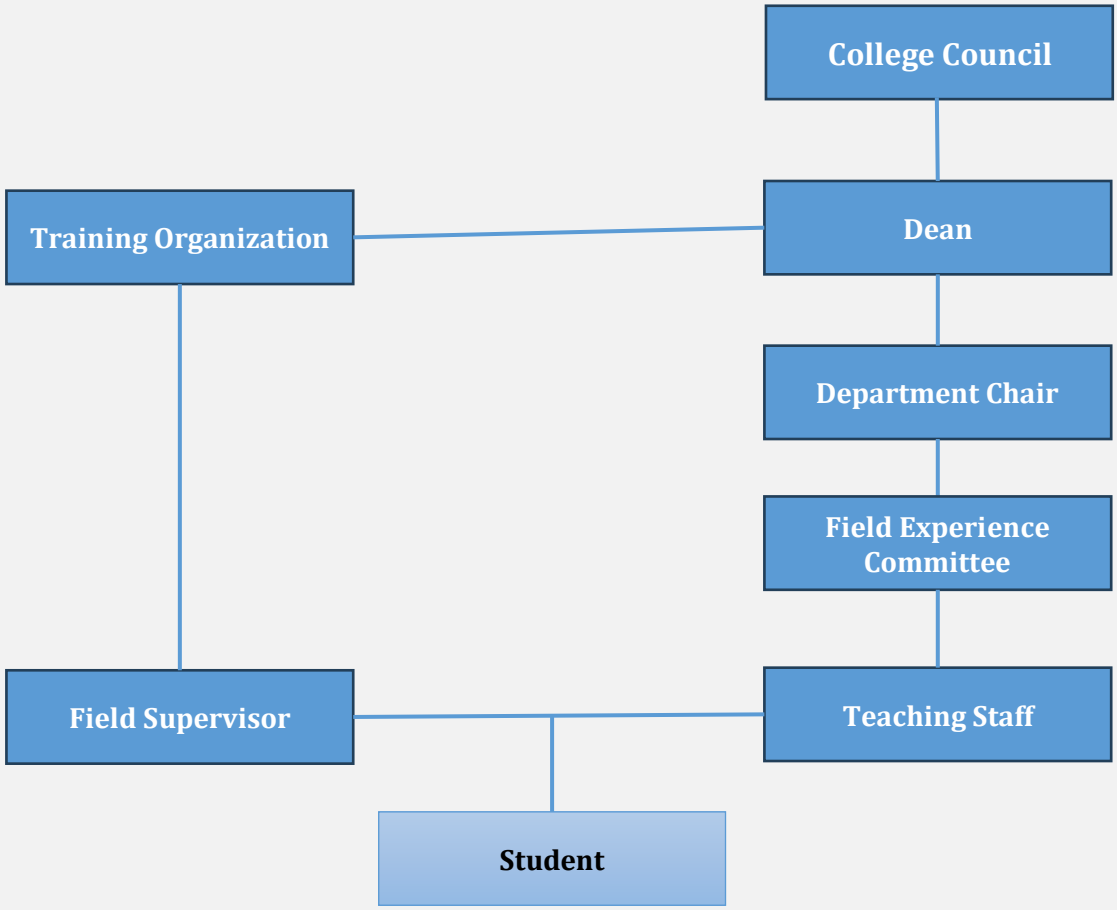
Code	Learning Outcomes	Aligned PLO Code	Training Activities	Assessment Methods	Assessment Responsibility
2.1	To apply what has been learned in classroom to real-world situations.	**S1**	Workplace performance	**Direct:** Oral Presentations Portfolio, Student's diary/journal.	Field Supervisor / Teaching staff
2.2	To develop 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	**Direct:** Reflecion Student portfolio	Field Supervisor / Teaching staff
2.3	To communicate proficiently oral and written information in a manner that reflects professional social work skills.	**S4, S5**	Written tasks	**Direct:** Discussion Evaluation of Report and Emails.	Field Supervisor / Teaching staff
2.4	To operate with the various pressures that he/she may face in the labor market.	**S1, S2**	Participation with the field supervisor at workplace	**Direct observation**	Field Supervisor
2.5	To test the theoretical learning in practical situations by accomplishing the tasks assigned during the internship period.	**S3**	Participation with the field supervisor at workplace	**Direct observation**	Field Supervisor
3.0	**Values, autonomy, and responsibility**				
3.1	To develop discipline, self, and social responsibility.	**V1, V3**	**Discussion Behavior**	**Direct:** Portfolio and direct observation	Field Supervisor / Teaching staff
3.2	To apply ethic principles of the profession.	**V1, V2**	**Discussion Behavior**	**Direct:** Portfolio and direct observation	Field Supervisor
3.3	To enhance integrity and honesty.	**V1**	**Discussion Behavior**	**Direct:** Portfolio and 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.



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.

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	☒				

Activities	Department or College	Teaching Staff	Student	Training Organization	Field Supervisor
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**
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.
Capital Market Authority		
General Organization for Social Insurance		
The Zakat, Tax and Customs Authority (ZATCA)		
Saud Central Bank		
Maaden		
Saudi Aramco		
KACST		
Public School		
Private School		

* 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

Here's a structured outline of the decision-making procedures for identifying appropriate locations for field experience in the Field Experience Administration Course for the Bachelor of Science in Applied Statistics

- ***Establish Criteria for Selection***

Define the goals of the field experience program, ensuring alignment with the curriculum and intended learning outcomes of the Bachelor of Science in Applied Statistics.

- ***Criteria Development***

Develop specific criteria for evaluating potential field experience locations, including:

  - **Relevance to Applied Statistics:** The extent to which the location provides opportunities to apply statistical methods and techniques.
  - **Data Availability:** Access to relevant datasets that students can work with during their experience.
  - **Quality of Supervision**: Availability of qualified mentors or supervisors to guide students.
  - **Ethical Standards:** Adherence to ethical practices in data handling and research.

- ***Research Potential Locations***
  - **Industry Exploration:** Identify industries and sectors where applied statistics is utilized (e.g., healthcare, finance, marketing).
  - **Networking:** Leverage faculty connections, alumni networks, and industry partnerships to identify potential organizations.
  - **Online Resources:** Utilize online databases and directories to find organizations that align with program objectives.

- ***Preliminary Evaluation***
  - **Site Visits:** Conduct preliminary visits to prospective locations to assess the environment, resources, and suitability (to assess organization's ability to provide necessary resources, including data access, software, and mentorship).
  - **Interviews:** Meet with key personnel (can be Field Supervisor) to discuss their capacity to host students and the types of projects available (to consider feedback from previous experiences), and alumni (to consider feedback from previous cohorts regarding their field experience locations to identify successful placements).

- ***Gather Stakeholder Input***
  - **Surveys and Questionnaires:** Distribute surveys to students (solicit preferences and interests from students to ensure alignment with their career goals and aspirations), faculty (who may have insights into industry needs and reputable organizations), and alumni to gather preferences and insights regarding potential locations.
  - **Focus Groups:** Organize focus groups with stakeholders to discuss needs and expectations.
  - **Feedback Sessions:** Hold sessions for stakeholders to share their experiences and suggestions based on previous field placements.

- ***Assessment of Organizational Capacity***
  - **Evaluate Resources:** Assess the organization's ability to provide necessary resources, including data access, software, and mentorship.
  - **Review Past Experiences:** Consider feedback from previous cohorts regarding their field experience locations to identify successful placements.

- ***Final Selection Process***
  - **Ranking of Locations:** Develop a scoring or a ranking system to evaluate potential locations based on established criteria (e.g., relevance, support, ethical practices).

- **Approval from Committees:** Present the top choices to the Field Experience Committee for final approval.

- ***Formalize Agreements***
  - **Memorandum of Understanding (MOU):** Draft and sign agreements outlining the expectations, responsibilities, and support provided by both the institution and the organization.
  - **Orientation Preparation:** Prepare orientation materials to inform students about the selected locations and their responsibilities.

- ***Continuous Monitoring and Feedback***
  - **Ongoing Communication:** Maintain regular contact with organizations to address any issues that may arise during the field experience.
  - **Feedback Collection:** After the experience, gather feedback from students and organizational contacts to assess the quality and effectiveness of the placement.

These decision-making procedures provide a structured approach to identifying appropriate locations for field experience in the Bachelor of Science in Applied Statistics program. By involving various stakeholders and establishing clear criteria, the program ensures that students receive valuable, relevant, and ethical experiences that enhance their learning and professional development.

5. Safety and Risk Management

Potential Risks	Safety Actions	Risk Management Procedures
Physical Risks: Environmental Hazards	Provide training on safe practices in field environments.	Conduct site assessments to identify hazards.
Physical Risks: Environmental Hazards	Ensure availability of personal protective equipment (PPE) where necessary.	Use checklists to document safety measures in place.
Physical Risks: Transportation Risks	Educate students on safe transportation practices.	Implement a travel safety protocol for field trips.
Physical Risks: Transportation Risks	Ensure vehicles are well-maintained and inspected before use.	Require students to report any travel concerns immediately.
Health Risks: Infectious Diseases	Encourage vaccinations where applicable (e.g., flu, COVID-19).	Provide health assessments before fieldwork.
Health Risks: Infectious Diseases	Promote hygiene practices (handwashing, sanitization).	Develop a health reporting mechanism for students.
Health Risks: Mental Health Strain	Offer mental health resources and support services.	Conduct regular check-ins to assess student well-being.
Data Privacy Risks: Confidentiality Breaches	Train students on data handling and confidentiality protocols.	Establish clear guidelines for data access and sharing.
Data Privacy Risks: Confidentiality Breaches	Use secure methods for data storage and transfer.	Monitor compliance through regular audits.
Ethical Risks: Informed Consent Issues	Provide training on ethical data collection practices.	Require students to submit consent forms before data collection.

Ethical Risks: Informed Consent Issues	Ensure clear communication with participants about their rights.	Review research protocols for ethical compliance.
Ethical Risks: Misrepresentation of Data	Emphasize the importance of accurate reporting and analysis.	Implement peer review processes for data analysis and reporting.

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)**