



هيئة تقويم التعليم
Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 7.

T8. Field Experience Specification

Department of English Language & Literature

College of Arts

King Saud University

Field Experience Specifications

For direction on the completion of this template, refer NCAAAA guidebooks.

Institution: King Saud University	Date of Report
College: College of Arts Literature	Department: Department of English Language & Literature
Program English Language & Literature Program	Track: One track only

A. Field Experience Course Identification and General Information

1. Field experience course title and code: ENG. 498 – Practicum			
2. Credit hours (if any): 6 Credit Hours			
3. Level or year of the field experience. Level 8 – Final year			
4. Dates and times allocation of field experience activities.			
a. Dates: At least two days a week depending on students’ schedules			
b. Times: (e.g., from 8:00 am to 2:30 pm) 144 hours divided by 12 weeks in the semester			
5. List names, addresses, and contact information for all field experience locations.			
	Name and Address of the Organization	Name of Contact Person	Contact Information (email address or mobile)
a.	Locations vary depending on availability and gender. General field experience locations include: <ul style="list-style-type: none"> • Ministries (Cultural, Foreign affairs, Labor and Social Development, Media etc) • Schools 		

<ul style="list-style-type: none"> • English language institutions • Hospitals • Private companies 		
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B. Learning Outcomes

Learning Outcomes for Field Experience in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge Students should be able to:		
1.1	Describe the work/training environment, responsibilities and rights of the trainee.	1. Meetings with supervisor at the field experience institution 2. Providing trainees with a job manual or a handbook in which those responsibilities and rights are specified	1. Weekly reports 2. Final presentation 3. Trainee's performance should reflect this knowledge
1.2	Write about the training experience as a whole		
1.3	Recognize professional behavior in the work place		
2.0	Cognitive Skills		

	Students should be able to:		
2.1	Assess the training process through writing reports	1. Initial observing and assisting 2. Hands-on experience with authentic tasks 3. Supervising trainees' work by a professional at the field experience institution and by a faculty member from the department	1. Trainees' professional performance reflects the skills 2. weekly reports 3. Final presentation
2.2	Perform tasks competently		
2.3	Solve problems creatively to professional problems when they arise		
2.5			
3.0	Interpersonal Skills & Responsibility Students should be able to:		
3.1	Carry out the training according to schedule	1. Incorporating teaching of basic meta-cognitive strategies of time management, self-monitoring and evaluation 2. Giving students course description and outline of the different phases of the courses with dates of submission of reports to help them manage their time 3. Individual counseling on areas of concern to the student during meetings with supervisor.	1. Overall performance of trainees is evidence of their acquisition of interpersonal skills and capacity to carry responsibility. 2. Final evaluation submitted by the field experience institution.
3.2	Comment, ask, and sound their opinion		
3.3	Act responsibly including attending regularly		
3.4	Hand in reports at the specified times		
3.5	Build and maintain good professional relationship with superiors and colleagues at the work place.		
3.6			
4.0	Communication, Information Technology, Numerical Students should be able to:		
4.1	Apply IT Skills needed in the profession	Students will receive training in those skills, if needed by providing different workshops during orientation week	Overall performance of trainees is evidence of their acquisition of the needed IT skills
4.2	Use the internet to communicate with the teacher.	The use of LMS and email.	The use of a professional email address and language
4.3	Follow instructions carefully given by supervisors at university and at the field experience institution	This should be emphasized by the supervisor at university throughout the training period.	Students will be penalized in the evaluation submitted by the field

			experience institution if they fail to follow instructions.
5.0	Psychomotor		
5.1	The psychomotor skills needed in a certain profession. (For instance, body posture and voice volume for teachers and TV presenters)	<ol style="list-style-type: none"> 1. Students observe professionals 2. Students perform tasks where they are observed by peers and professionals; trainees receive feedback from peers and professionals on their psychomotor skills 	<ol style="list-style-type: none"> 1. Weekly meetings with supervisors to emphasize important notes and instructions. 2. Overall performance of trainees is evidence of their acquisition of the needed psychomotor skills

C. Description of Field Experience Activity

<p>1. Describe the major student activities taking place during the field experience. The activities students commit to during the field experience vary depending on the places of training. The students mostly use their knowledge of the English language as the backbone of their work. Activities students go through vary from writing reports, assisting in the teaching process, content producers, content editors, and doing administrative tasks.</p>
<p>2. List required assignments, projects, and reports.</p> <p>a. Written reports submitted throughout the semester (reflections on process of performing tasks and self-assessment of the quality of the performance) and Final presentation by the student to the Practicum committee and faculty supervisors (40%). Suggest grade distribution is as follows:</p> <p style="padding-left: 40px;"><i>Report 1 = 5 pts.</i> <i>Report 2 = 10 pts.</i> <i>Report 3 = 10 pts.</i> <i>Workshop attendance = 5 pts.</i> <i>Final presentation = 10 pts.</i></p> <p>b. Final assessment on the overall professional performance of the student to be submitted by the field experience supervisor (60%)</p>

3. Follow up with students. What arrangements are made to collect student feedback?

1. Practicum supervisors are required to do three visits throughout the training semester:
 - The first visit is on the first day of training to introduce oneself, provide the field supervisor with the required paperwork and to explain the expectations of tasks.
 - The second visit to meet with the field supervisors and trainees to discuss the tasks done and discuss the trainees performance.
 - The third visit is on the last week of training to receive the final field evaluation from the supervisor and to receive feedback to improve the training process.
2. The field supervisor assesses each student out of 60 marks based on several criteria including: attendance, commitment, attitude etc. There is a specified evaluation rubric.
3. Three written reports are submitted by each student.
4. Each student conducts a final presentation to all practicum supervisors on the overall training experience. There is a specified evaluation rubric.

Students give their feedback through their reflective reports submitted throughout the semester. At the end of their training, they must fill out an evaluation form to give feedback on their training experience as a whole, the field experience institution and their field supervisor.

4. Insert a field experience flowchart for responsibility and decision-making (including a provision for conflict resolution).

The Practicum committee consists of two chairs in the department – one male member who is in charge of the male students and one female member who is in charge of the females.

Each Chair then has a committee to work with which consists of faculty members in the department. This committee is responsible for:

- Finding and contacting field experience institutions
- Providing workshops to students (if necessary)
- Attending all practicum meetings
- Explaining the supervisor's responsibilities to new supervisors
- Writing and editing official letters to field experience institutions

The students' supervisors, who are appointed by the Schedules Committee in the department, are responsible for the following:

- Meeting regularly with the trainees
- Visiting the field experience institutions at least three times per semester
- Correcting the students' reports and attending and marking their presentations
- Receiving regular feedback and updates from the field supervisor

In the case that there is a problem with a student, the supervisors and committee members hold a meeting to resolve the problem.

5. Responsibilities.

	Student	Field Supervisor	Academic Supervisor	Department or College
Planning Activities				
a. Student activities.	x	√	x	x
b. Learning experiences.	x	√	√	x
c. Learning resources	√	√	√	x
d. Field site preparations	x	√	√	√
e. Student guidance and support	x	√	√	√
Supervision Activities				
a. transport to and from site.	√	x	x	x
b. Demonstrate learning outcome performance.	√	√	√	x
c. Completion of required tasks, assignments, reports, and projects.	√	√	√	x
d. Field site – safety.	x	√	√	x
e. Student learning activities.	x	√	√	x
b. Providing learning resources	√	√	√	x
c. Administrative (attendance)	x	√	x	x
Assessment Activities				
a. Student learning outcomes	x	√	√	x
b. Field experience	x	√	x	x
c. Field supervisor	x	x	√	√
d. Academic supervisor	X	x	√	√
e. Field site	x	√	x	x
f. Learning resources	x	√	√	x

b. Explain the student assessment process.

- a. Written self-critiques submitted throughout the semester (reflections on process of performing tasks and self-assessment of the quality of the performance) (30%)
- b. Final evaluation on the overall professional performance of the student to be **submitted by the field supervisor** (60%)
- c. Final presentation by the student to the Practicum committee and faculty supervisors (10%)

c. Explain the resolution of differences process (If the field supervisor and the academic supervisor share responsibility for student assessment, what process is followed for resolving differences between them?)

No interference can be made once the marks have been finalized by the field experience supervisor.

D. Planning and Preparation

1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a. Office desk and chair	Standard safety requirements	None

Explain the decision-making process used to determine appropriate field experience locations.

1. The committee collect a list of all the possible locations
2. Field experience locations are evaluated by the committee to choose the appropriate locations.
3. Students are able to recommend institutions of their own, but the committee has the final say in allowing the training to take place there.

2. Identification of Field Staff and Supervisors

List Qualifications	List Responsibilities	List Training Required
a. Managerial position b. Previous training experience	1. take trainees' attendance 2. supervise trainees' work 3. mentor trainees for the first two weeks before they start working	NA

Explain the decision-making process used to determine appropriate field staff and supervisors.

Field staff and supervisors are chosen by the field training institution. The department has no say in

this choice; however, if there is a problem with a field supervisor, the faculty supervisor may deal with it and may request a replacement the following semester.

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. To have completed 113 credit hours	None	None
b. To attend workshops provided by the Practicum committee (if necessary)		

Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.
No student is allowed to be trained unless 113 credit hours have been completed. Otherwise, (s)he must wait until the following semester.

4. Safety and Risk Management.

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. Not Applicable			

Explain the decision-making process used to protect and minimize safety risks.
During the first visit to the institution, the faculty supervisor ensures that the institution is completely safe. Otherwise, the students do not train there.

5. Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them?

The field supervisor assesses the students with a specified rubric provided by the faculty supervisor.

No marks can be modified in any way.

The faculty supervisor assesses the written reports and presentations only.

The field and faculty supervisors do not share responsibility for the same assessment.

E. Evaluation of the Field Experience

1. Describe the evaluation process and list recommendations for improvement of field experience activities by:

a. Students

Describe evaluation process

1. Submit reflective reports throughout the training period
2. Fill in an evaluation form about the field experience institution and the supervisor

List recommendations for improvement

1. Modifying the evaluation form to be more detailed

b. Supervising staff in the field setting
Describe evaluation process

1. Informal evaluation and feedback throughout the training period.
2. Fill in the evaluation form at the end of the training period and give it to the faculty supervisor.

List recommendations for improvement
NA

c. Supervising faculty from the institution
Describe evaluation process

1. Correct reflective reports throughout the semester
2. Attend and evaluate the final presentations

List recommendations for improvement
Fill in a field report or a form in which they evaluate the places in order to filter them in the future

e. Others—(e.g. graduates, independent evaluator, etc.)
Describe evaluation process
Not Applicable
List recommendations for improvement

2. Action Plan for Next Semester/Year				
Actions Recommended for Further Improvement (list from E.1. above)	Intended Action Points (should be measurable)	Start Date	Completion Date	Person Responsible
a. Evaluating field experience institutions based on student feedback				
b. To write a new evaluation form for the faculty supervisor to evaluate the field experience institution				

Name of Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Coordinator: _____

Signature: _____ Date Received: _____