

ATTACHMENT 2 (i)

Field Experience Specification

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Field Experience Specification



Field Experience Specifications

For direction on the completion of this template, refer NCAAA guidebooks or the Accreditation Management System.

Institution	Date of Report
College	Department
Program	Track

A. Field Experience Course Identification and General Information

1. Field experience course title and code			
2. Credit hours (if any)			
3. Name and title of faculty or teaching staff member responsible for the field experience.			
4. Dates and times allocation of field experience activities.			
a. Dates: _____			
b. Times: (e.g., from 8:00 am to 2:30 pm) _____			
5. Level or year of the field experience.			
6. List names, addresses, and contact information for all field experience locations currently being utilized by the program.			
	Name and Address	Name of Contact Person	Contact Information (email address or mobile)
a.			
b.			
c.			
d.			
e.			

B. Learning Outcomes

1. List learning outcomes for the field experience.

a.

b.

c.

2. Learning Outcomes 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. For Program Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

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		
1.1			
1.2			
2.0	Cognitive Skills		
2.1			
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numerical		
4.1			
4.2			
5.0	Psychomotor		
5.1			
5.2			

Suggested Learning Outcome Verb, Assessment, and Teaching Methods [\(to be moved to the end as attachment, or in the help icons\)](#)

Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

C. Description of Field Experience Activity

1. Describe the major student activities taking place during the field experience.

2. List required assignments, projects, and reports.

a.

b.

c.

d.



3. Follow up with students (Describe what arrangements are made to collect student feedback?).

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

5. Supervisory Responsibilities (Check appropriate boxes).

	Field Teaching Staff	Program Faculty and Teaching Staff
Student Activities		
a. transport to and from site		
b. demonstrate learning outcome performance		
c. completion of required tasks, assignments, reports, and projects		
Supervision Activities		
a. field site – safety		
b. student learning activities		
c. learning resources		
d. administrative (attendance)		
Planning Activities		
a. student activities		
b. learning experiences		
c. learning resources		
d. field site preparations		
e. student guidance and support		
Assessment Activities		
a. student learning outcomes		
b. field experience		
c. field teaching staff		
d. program faculty and teaching staff		
e. field site		
f. learning resources		

b. Explain the student assessment process.

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

D. Planning and Preparation by the Program

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.		
b.		
c.		
d.		
e.		
Explain the decision-making process used to determine appropriate field experience locations.		

2. Identification of Field Staff and Supervisors

List Qualifications	List Training Required (if any)
a.	
b.	
c.	
d.	

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a.		
b.		
c.		
d.		
Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.		

4. Safety and Risk Management by the Program

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a.			
b.			
c.			
d.			
Explain the decision-making process used to protect and minimize safety risks.			

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

List recommendations for improvement

b. Supervising staff in the field setting
Describe evaluation process

List recommendations for improvement

c. Supervising faculty from the institution
Describe evaluation process

List recommendations for improvement



e. Others—(e.g. graduates, independent evaluator, etc.)
Describe evaluation process

List recommendations for improvement

2. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Processes	Start Date	Completion Date	Person Responsible
a.				
b.				
c.				
d.				
e.				

Name of Instructor: _____

Signature: _____ Date Report Completed: _____

Name of Field Experience Teaching Staff _____

Program Chair/ Coordinator: _____

Signature: _____ Date Received: _____