### ATTACHMENT 2 (i)

### Field Experience Specification

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**T8. Field Experience Specification**

**Field Experience**

**AMAR 3599**

**Field Experience Specifications**

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

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| Institution **King Saud University** Date of Report **1436-1437 H** |
| College **Riyadh Community College** Department **Administrative Sciences Department**Program **Human Resource Management**  Track **Human Resource Management**   |

A. Field Experience Course Identification and General Information

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| 1. Field experience course title and code [**AMAR 3599 – Field**](http://fcit.kau.edu.sa/moodle/html/course/view.php?id=42) **Training** |
|  2. Credit hours (if any) **Credit hour (3)** |
| 3. Name and title of faculty or teaching staff member responsible for the field experience.

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| **Name of teaching staff member** | **Title of teaching staff member** | **Department**  |
| **Dr. Mehdi HAJRI** | **Assistant professor****(Coordinator)** | **Administrative Sciences** |

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| 4. Dates and times allocation of field experience activities.a. Dates: **Duration of 240 hours of training for the semester**b. Times: **8 hours a day by two days a week**  |
| 5. Level or year of the field experience. After the Fourth Level of the Program- (**After completion of 56 credit hours**) |
| 6. List names, addresses, and contact information for all field experience locations. |

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|  | Name and Addressof the Organization | Name of Contact Person | Contact Information(email address or mobile |
| a. | Al Yusr Leasing & Financing | Mohammed AlHarthi | mharthi@alyusr.com.sa |
| b. | Al Jumih Company | Salman Ruili | **0556336106** |
| c. | Saudi Chemical | Ahmed Ben Saad Aljehimi | Hr@saudichemical.com |
| d. | Group Touch | Abdullah Alamer | info@touch.sa |
| e. | SACO | Saad Hamdan Alenizi | [www.saco-ksa.com](http://www.saco-ksa.com) |

B. Learning Outcomes

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| 1. Learning Outcomes for Field Experience in Domains of Learning, Assessment Methods and Teaching Strategy.
2. **Help students to adapt the work environment.**
3. **Linking theoretical study with the practical reality in the specialty of human resource management.**
4. **Provide students with practical experience.**
5. **Skills to communicate with others and listen to their opinions and discussion.**
6. **Gain the skill of writing reports.**
7. **Help the students to take responsibility.**
8. **Provide the companies / institutions a distinctive cadres in order to employ them after graduation.**

**Make the students capable of applying a number of skills taught in the program on realistic situations in the field of human resource management.** |
| 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.  |

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|  | **NQF Learning Domains** **and Learning Outcomes** | **Teaching****Strategies** | **Assessment****Methods** |
| **1.0** | **Knowledge** |
| 1.1 | Broaden students' understanding in their field of specialty. | * The supervisors of college academician and the training companies provide advice and guidance to the students about the work systems and procedures.

 Collaborative report which is written by the students at the end of the training period is required. | * Training evaluation report which measures the knowledge gained during the training and the nature of the work assigned is given in order to know the regulations, and the training instructions rules..

 Supervisor opinion of the college, which makes a frequent visits to the training field during the training period is very important. |
| 1.2 | Give students an opportunity to learn on work systems and the environment before graduation |
| 1.3 | Familiarize students with the best career opportunities available after graduation |
| 1.4 | Students will be able to know the reality of the labor market in their field and get the training in the same field.. |
| 1.5 | In order to evaluate the performance of college students, get to know them more closely during the training period and take advantage of them by the training organization regular visits are arranged by the academic supervisor to assure cooperation between all parties. |
| **2.0** | **Cognitive Skills** |
| 2.1 | Enable the studentS to apply a number of the skills taught in the program on realistic situations in the field of financial management | * urged the trainee how tobe initiative by asking financial solutions to the issues gained in the training environment.
* Help the trainee to think logically to resolve the issues through a specific sequence of steps.
* Discuss the issues in a realistic training environment.
 | * Preparing training report, which measures the skills acquired through training and self-reliance.
* Supervisor opinion which makes a frequent visits to the trainee during the training period is very important.
 |
| 2.2 | The ability to understand the financial issues gained in the training environment and diagnose problems encountered and recommend solutions based on the theories studied. |
| **3.0** | **Interpersonal Skills & Responsibility** |
| 3.1 |  Students will be able to deal with the work environment, take responsibility and be punctual at work. | * The training supervisors to provide advice and guidance to the trainee about his role as a member or chairman of the group in a discussion group.
* Assigning the trainee to study the issues directly related to his specialty, and advise him after giving him enough time to make Proposals about it.
* Include trainee completed work tasks in various sources of information.
 | * Training report which measures how to deal with others and taking into account the training instructions rules and accept the directions
* College supervisor opinion by the college, which makes a frequent visitor to the training providers during the training period.
 |
| 3.2 | The trainee will learn how to be initiative to identify the financial issues that require a solution, and the appropriate way to deal with them individually, or through the work team. |
| 3.3 | Ability to take responsibility to learn new work tasks, and to identify the sources of information which will help them to do the work. |
| 3.4 | Ability to discuss financial issues and resolve them with the staff during the training period.  |
| **4.0** | **Communication, Information Technology, Numerical** |
| 4.1 | The ability to use the appropriate mathematical and statistical methods to solve real issues gained from the training environment, and interpret the results. | * Training tasks including readings in English in the workplace.
* Directing students to use computers, the Internet and e-mail in the training organization.
* Asking students to provide visual presentations of the results of the main business assigned to them
 | * Preparing report which measures the skills acquired during training.
* supervisor opinion of the college, which makes a frequent visits to the trainee providers during the training period is very important.
 |
| 4.2 | Ability to communicate effectively, orally and in writing with others. |
| 4.3 | The ability to use information and communication technologies, especially the Internet, to gather information, and understanding and exchange information and ideas with others. |
| 4.4 | acquisition of speaking and writing, listening and reading skills in English. |
| **5.0** | **Psychomotor** |
| **N.A** | **N.A** | **N.A** |

C. Description of Field Experience Activity

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| 1. Describe the major student activities taking place during the field experience.The student trainee field activities in the area of specialization, including practical application of a number of key tasks studied in the program; including individual acts and the other within the working groups to develop the ability to work within the group and carry entrusted to him in the area of specialization of work responsibilities and is already an agreement between the college and the training the administration, which will train the student, and the nature of the training.The following activities carried out by the student.* Compliance with the rules and regulations of the work.
* Send required forms to the department head at the college in a timely manner using the mail address.
* Coordination with the supervisor of the training company regarding the final evaluation during the training period and send it to make sure the department head.
* Writing the final report on the training and submit it to the department head.

Presentation and discussion of the final report. |
| 2. List required assignments, projects, and reports. |
| 1. **Sending weekly report includes the work done during the week.**
 |
| **b. Writing the final report progressively.** |
| **c. Preparing the final presentation progressively.** |
| **d. Doing all assignments that required from organization**  |
| 3. Follow up with students. What arrangements are made to collect student feedback?**Receiving feedback of students through several channels:*** **Via e-mail.**
* **Via mobile phone.**

**Regular meetings with students** |
| 4. Insert a field experience flowchart for responsibility and decision-making (including a provision for conflict resolution). |
| 5. Supervisory Responsibilities.

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|  | **Student** | **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 faulty and teaching staff |  |  | √ |
| e. field site |  |  | √ |
| f. learning resources |  |  | √ |

b. Explain the student assessment process.

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| **No.** | **Evaluation topic** | **Marks** |
| 1 | **Final evaluation (company)** | **40%** |
| 2 | **Periodic reports**  | **18%** |
| 3 | **Interaction** | **7%** |
| 4 | **Final report** | **15%** |
| 5 | **Final presentation and discussion** | **20%** |
| # | **Total Marks** | **100%** |

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

1. Identification of Field Locations

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| List Requirements for Field Site Locations(IT, equipment, labs, rooms, housing, learning resources, clinical) | List Safety Standards | List Specialized Criteria |
| **a. Availability of modern human resource management programs.** | College is keen to guide the students field training reputable entities that have clear procedures to ensure the safety of staff | Must provide a better and latest software |
| **b. Availability of modern hardware** | College is keen to guide the students field training reputable entities that have clear procedures to ensure the safety of staff | Must provide a better and latest software |
| **c. The availability of human resource management departments** | College is keen to guide the students field training reputable entities that have clear procedures to ensure the safety of staff | It must cover the basic disciplines of human resource management. |
| **d. Availability of human resource specialized human resource instruments** | College is keen to guide the student’s field training reputable entities that have clear procedures to ensure the safety of staff. | Must provide the latest techniques and specialized programs in the same field |
| Explain the decision-making process used to determine appropriate field experience locations.**A committee training college coordination with companies and institutions the task within the KSA - in order to follow-up training program for all students candidates for training are also required from the training which the student wishes to practice them determine the field of training and nature to facilitate student get approval from the Commission, which will provide him with official approval and other information training required by the hand, and in all cases, the student review Committee to complete the required procedures.** |

2. Identification of Field Staff and Supervisors

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| List Qualifications | List Responsibilities | List Training Required |
| a. . Holds at least a Ph.D. | Evaluate the supervisor of the reality of the field visits | Training in human resource management department. |
| b. At least he has experience working for 2 years | Evaluate the trainee through the attendance record approved by the training and leave | Training in training management department. |
| c. He holds a degree in Management Science or related field | Directed assess and report writing, language and discussion | Training in recruitment and selection department. |
| Explain the decision-making process used to determine appropriate field staff and supervisors.* + **Provide field supervisors evidenced by field training specialization required to oversee the process and models.**
	+ **Provide counseling service for supervisors of field training specialization official**

**Meeting supervisors during training or after it ends to discuss any observations with regard to the program to avoid them in the future** |

3. Identification of Students

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| List Pre-Requisite Requirements | List Testing Requirements | List Special Training Required |
|  **The Student must complete 56 credit hours.** | **No special requirements** | **No special requirements** |
| Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities. |

4. Safety and Risk Management.

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| List Insurance Requirements | List Potential Risks | List Safety Precautions Taken | List Safety Training Requirements |
| a. Not to expel the trainee of the program without giving convincing reasons. | The expulsion of training without compelling reasons | Contract an agreement with the company. | Select companies with an agreement in advance. |
| b. carrying all damages infected trainee during training | Injury the trainee during training | Contract an agreement with the company. | Select companies with an agreement in advance. |
| c. Bear all the financial requirements of the training. | Claim the college with the financial receivables | Contract an agreement with the company. | Select companies with an agreement in advance. |
| Explain the decision-making process used to protect and minimize safety risks. |

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| 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?* **Develop Rules to assess students by selecting 40 degrees private coach field and 60 degrees private academic administrator.**
* **Responsible for training the faculty meeting with both: the academic field supervisor and the supervisor to resolve differences.**
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E. Evaluation of the Field Experience

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| 1. Describe the evaluation process and list recommendations for improvement of field experience activities by:**a. Students** **Describe evaluation process*** **Field visits- A periodic report.- Preparation of a final report.- The final presentation and discussion**
* **Evaluation of the training.**

 **List recommendations for improvement*** **Show the importance of training for students**
* **Show the importance of learning new skills**
* **Show the importance of applying the skills learned**

**b. Supervising staff in the field setting** **Describe evaluation process*** **fill the evaluation forms.- Fill in a questionnaire to assess training- Accept the guidance and counseling**

 **List recommendations for improvement*** **Develop a new evaluation form that covers more criteria.**
* **Develop more than one evaluation e.g. technical evaluation, managerial evaluation.**

**c. Supervising faculty from the institution** **Describe evaluation process****- Periodic reports evaluation.- Evaluation the final report of.- Evaluation of the final presentation- Follow through field visits** **List recommendations for improvement*** **Doing a workshop describes the goals of training.**
* **Also describes the objective of training.**
* **Show the importance from training.**
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| 2. Action Plan for Next Semester/Year  |
| Actions Recommended for Further Improvement(list from E.1. above) | Intended Action Points (should be measurable) | StartDate | CompletionDate | Person Responsible |
| **a. Doing a workshop for students** | **To describe a goals and objectives of training.** | **18 Sep-16** | **22- Sep-16** | **Dr. Mehdi HAJRI** |
| **b. Develop a new evaluation form.** | **To be more specific and accurate evaluation.** | **1-jun-2016** | **In progress**  | **Hamad Almessad** |
| **c. Create a workshop with cooperating companies** | **In order to clear the full vision of the student on the tasks and skills required and gained from training** | **1-jun-2016** | **In progress**  | **Hamad Almessad** |
| **d. The development of field training specialization guide** | **To be more specific and accurate evaluation.** | **1-jun-2016** | **In progress**  | **Hamad Almessad** |

Name of Instructor: Dr. Mehdi HAJRI

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: **24/05/2016**

Name of Field Experience Teaching Staff **Dr. Mehdi HAJRI**

Program Coordinator: **Dr. Mehdi HAJRI**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_