



## Field Experience Specifications

<b>Course Title:</b>	<b>Field Training</b>
<b>Course Code:</b>	<b>2063204-3</b>
<b>Program:</b>	<b>Bachelor in Food Sciences and Nutrition</b>
<b>Department:</b>	<b>Food Sciences and Nutrition Department</b>
<b>College:</b>	<b>College of Science</b>
<b>Institution:</b>	<b>Taif University</b>

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## A. Field Experience Identification

<b>1. Credit hours: 3 Hours</b>
<b>2. Level/year at which this course is offered: 11<sup>th</sup> Level / 4<sup>nd</sup> year</b>
<b>3. Dates and times allocation of field experience activities.</b> <ul style="list-style-type: none"> <li>• Number of weeks: (10) week</li> <li>• Number of days: (10) day</li> <li>• Number of hours: (90) hour</li> </ul>
<b>4. Pre-requisites to join field experience (if any): None</b>

## B. Learning Outcomes, and Training and Assessment Methods

### 1. Field Experience Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding</b>	
1.1	Student defines the basic knowledge of practical food and nutrition sciences.	<b>K1</b>
1.2	Student recognizes the technical and managerial processes in the large-scale food processing plants.	<b>K3</b>
1.3	Student outlines the most common nutritional disorders in different age groups.	<b>K1</b>
<b>2</b>	<b>Skills:</b>	
2.1	Student suggests proper solves for the technical problems of food industry.	<b>S5</b>
2.2	Student designs nutrition programs and diets appropriate for all classes of population.	<b>S1</b>
<b>3</b>	<b>Values:</b>	
3.1	Student adheres to work effectively in groups, interact with colleagues and exercise leadership when appropriate.	<b>V1</b>
3.2	Student interprets the data based on the standard values, which provide current knowledge and upgrading of skills in food industry, nutrition and food quality control and present scientific lab-reports and training report.	<b>V3</b>

### 2. Alignment of Learning Outcomes with Training Activities and Assessment Methods

Code	Learning Outcomes	Training Methods/Activities	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding</b>		
1.1	Student defines the basic knowledge of practical food and nutrition sciences.	Discussions Presentations assignment online instruction.	Case presentations, formative theory assessment, written Reports; peer-evaluation.
1.2	Student recognizes the technical and managerial processes in the large-scale food processing plants.		
1.3	Student outlines the most common nutritional disorders in different age groups.		
<b>2.0</b>	<b>Skills</b>		
2.1	Student suggests proper solves for the technical problems of food industry.	Lab meeting, discussions, Case presentations, assignment preparation.	Case presentations, written reports; peer- evaluation, oral discussion, and report evaluation
2.2	Student designs nutrition programs and diets appropriate for all classes of population.		
<b>3.0</b>	<b>Values</b>		
3.1	Student adheres to work effectively in groups, interact with colleagues and exercise leadership when appropriate.	Group assignment, Term-papers, lab demonstration, special assignments, Case- studies including, issues involving ethical, and moral responsibility.	Assessments the cooperation with the group, Assessment of lab work, and special assignments, and report evaluation
3.2	Student interprets the data based on the standard values, which provide current knowledge and	Oral presentations. Lab meeting, seminars,	Assessment of communication skills,

Code	Learning Outcomes	Training Methods/Activities	Assessment Methods
	upgrading of skills in food industry, nutrition and food quality control and present scientific lab-reports and training report.	discussions, case presentation	Oral discussion, and report evaluation

### 3. Field Experience Learning Outcomes Assessment

#### a. Students Assessment Timetable

#	Assessment task*	Assessment timing (Week)	Percentage of Total Assessment Score
1	Student commitment to attendance times	Weekly	5%
2	Student commitment to leave times	Weekly	5%
3	Student adheres to dress and health requirements while working	Weekly	5%
4	The student's interest in training and the extent of her enthusiasm for work	Weekly	5%
5	Student cooperation with others	Weekly	5%
6	Productivity and quality of work	Weekly	5%
7	The student was keen on writing the training diary	Weekly	5%
8	Students' use of theoretical information	Weekly	5%
9	The student completes the training period	10 week	5%
10	The general assessment of student training	10 week	5%
11	After ten weeks of training in field, students write a technical report and submit it to the coordinator of the field training followed by presentation.	11 week	50%
<b>Total</b>			<b>100%</b>

\*Assessment task (i.e., Practical test, oral test, presentation, group project, essay, etc.)

#### b. Assessment Responsibilities

#	Category	Assessment Responsibility
1	Teaching Staff	Course instructors
2	Field Supervisor	Supervising the students. Student supervisors. Follow and monitor students' performance and progress.
3	Others (specify)	-----

### C. Field Experience Administration

#### 1. Field Experience Locations

##### a. Field Experience Locations Requirements

Suggested Field Experience Locations	General Requirements*	Special Requirements**
a. Quality of food processing lines, food inspection labs, food service departments at hospitals and hotels.	Follow safety and risk management instructions at the food processing lines, food inspection labs and food service departments of hospitals and hotels.	Must cover the basic disciplines and instructions of each relevant institution.
b. Availability of equipment.	Follow safety and risk management instructions at the food processing lines, food inspection labs and food service departments of hospitals and hotels.	Must cover the basic disciplines and instructions of each relevant institution.

\*Ex: provides information technology ,equipment ,laboratories ,halls ,housing ,learning sources ,clinics etc.

\*\*Ex: Criteria of the training institution or related to the specialization, such as: safety standards, dealing with patients in medical specialties, etc.

## b. Decision-making procedures for identifying appropriate locations for field experience

- In coordination with health affairs department and food and drug authority at Taif city.
- Food processing plants provide all or at least the basic training facilities.
- Laboratories of food and drug authority, and food service departments at Public and Military hospitals will provide all or at least the basic laboratory sub-specialties.

## 2. Supervisory Staff

### a. Selection of Supervisory Staff

Selection Items	Field Supervisor	Teaching Staff
Qualifications	a. Holds no less than bachelor. b. At least has 3-year work experience. c. Holds a degree of science or agricultural sciences in food science and nutrition.	The faculty member must have at least a PhD with the degree of Assistant Professor.
Selection Criteria	Periodical meeting with the senior and direct supervisor and discussing all issues related to food science and nutritional practice process.	

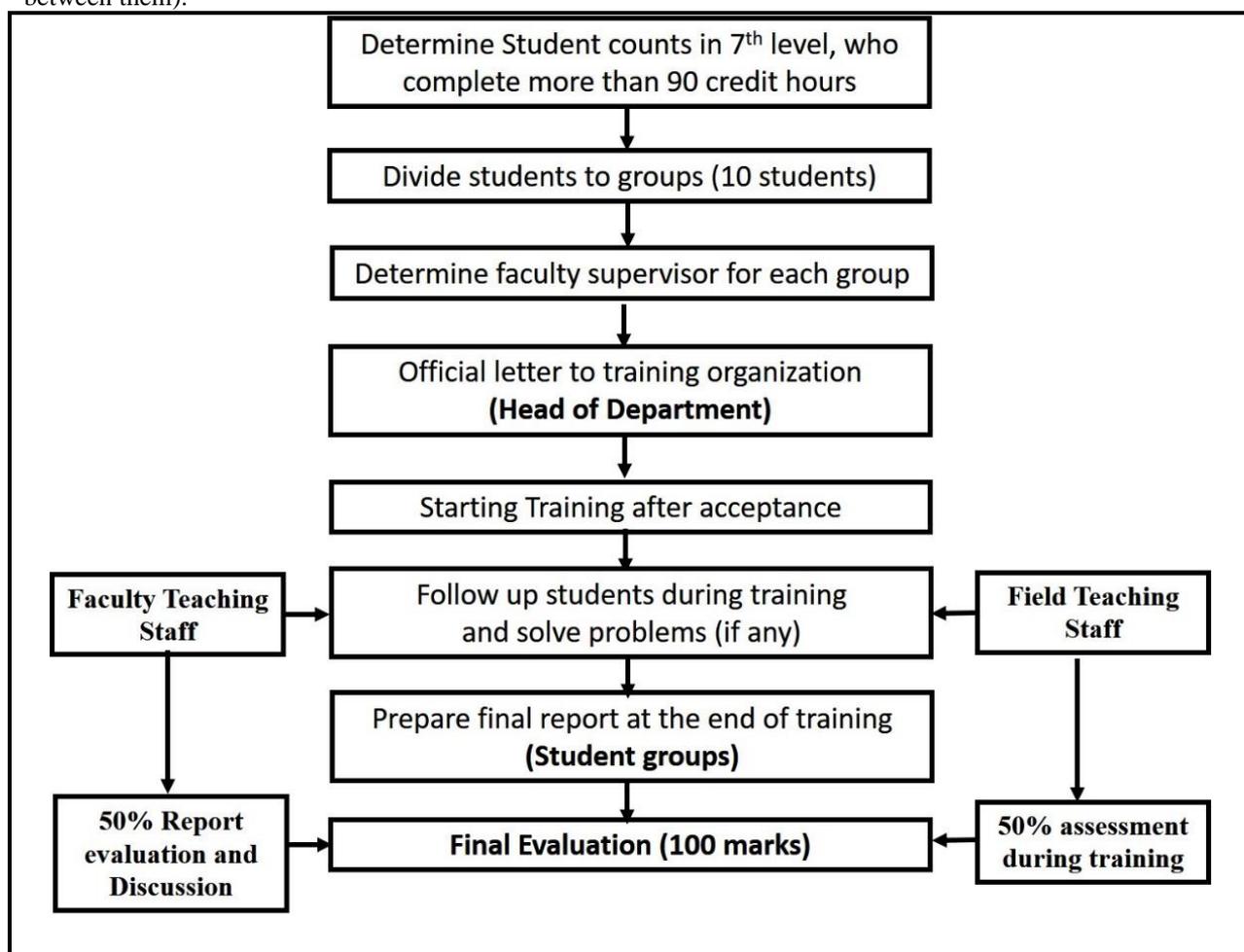
### b. Qualification and Training of Supervisory Staff

(Including the procedures and activities used to qualify and train the supervisory staff on supervising operations, implementing training activities, the follow-up and evaluation of students, etc.)

## 3. Responsibilities

### a. Field Experience Flowchart for Responsibility

(including units, departments, and committees responsible for field experience, as evidenced by the relations between them).



## b. Distribution of Responsibilities for Field Experience Activities

Activity	Department or College	Teaching Staff	Student	Training Organization	Field Supervisor
<b>Planning Activities</b>					
a. Student activities.	-	√	-	-	√
b. Learning experiences.	-	√	-	-	√
c. Learning resources	-	√	-	√	√
d. Field site preparations	-	√	-	√	√
e. Student guidance and support	-	√	-	-	√
<b>Supervision Activities</b>					
a. transport to and from site.	-	None	√	-	None
b. Demonstrate learning outcome performance.	-	√	√	-	√
c. Completion of required tasks, assignments, reports, and projects.	-	√	√	-	√
d. Field site – safety.	-	√	-	√	√
e. Student learning activities.	-	√	-	-	√
f. Providing learning resources	-	√	-	√	√
g. Administrative (attendance)	√	√	-	√	√
<b>Assessment Activities</b>					
a. Student learning outcomes	-	√	-	√	√
b. Field experience	-	√	-	√	√
c. Field teaching staff	√	-	√	-	-
d. Program faulty and teaching staff	√	-	√	-	-
e. Field site	√	-	√	-	-
f. Learning resources	√	√	√	√	√

## 4. Field Experience Implementation

### a. Supervision and Follow-up Mechanism

#### Follow up with students

1. The student fill the form of the field training survey to detect the strength and weak points during the training.
2. Quality Assurance Committee analyses all questionnaires results and files a full detailed report and provide the department council with the suggested modification.
3. Proper actions based on the suggested modifications and recommendations will be taken by the department management and faculty deanship to improve the performance and overcome the challenges faces the field training course practice.

#### Supervising staff in the field setting

##### Description of evaluation process

- Fill the evaluation forms.
- Fill in a questionnaire to assess the field training.

##### List recommendations for improvement

- Develop a new evaluation form that covers more criteria.
- Develop more than one evaluation e.g. technical evaluation, managerial evaluation.

#### Supervising faculty from the institution

##### Description of evaluation process

- Evaluating the weekly reports.
- Evaluating the final report.
- Evaluating the final presentation.

##### List recommendations for improvement

- Holding a workshop describes the goals of training.

- Describe the objective of training.
- Signify the importance of training.

**Others (e.g. graduates, independent evaluator, etc.)**

Description of evaluation process

1. External reviewers from a reputable university will be invited to evaluate the field training course binder as well as review the accuracy of the assessment and evaluation policies.
2. Independent faculty members who are familiar with the same course are requested to evaluate the assessment and the outcomes.

**b. Student Support and Guidance Activities**

Description of evaluation process:

- Send a Weekly report.
- Doing a Final report.
- Doing a Final presentation.

List recommendations for improvement

- Show the importance of training for students.
- Show the importance of getting new skills.
- Show the importance of applying the skills earned.

**5. Safety and Risk Management**

Potential Risks	Safety Actions	Risk Management Procedures
The expulsion of training without compelling reasons.	<b>Contract an agreement with food processing plants, hospitals and laboratories of Saudi FDA.</b>	Select a food processing plant, a hospital and/or a laboratory relevant to Saudi FDA, with an agreement in advance.
Injury the trainee during training.	Contract an agreement with food processing plants, hospitals and laboratories of Saudi FDA.	Select a food processing plant, a hospital and/or a laboratory relevant to Saudi FDA, with an agreement in advance.

**G. Training Quality Evaluation**

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students, faculty, program leaders and peer reviewer	-Continuous monitoring by directors of program and quality assurance unit (Direct) -Applying questionnaires received from the Deanship of Academic Development for student evaluation (indirect) -Evaluation of course report (indirect)
Extent of achievement of course learning outcomes	Students, faculty, program leaders and peer reviewer	-Applying questionnaires for student evaluation (indirect) -Evaluation of course report (indirect)
Quality of learning resources	program leaders and peer reviewer	-Continuous monitoring by directors of program and quality assurance unit (Direct) -Applying questionnaires for student evaluation (indirect) -Evaluation of course report (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**

<b>Council / Committee</b>	<b>Department council - Academic Development Committee</b>	
<b>Reference No.</b>	<b>Department council NO: 2</b>	<b>Subject NO: 1</b>
<b>Date</b>	<b>30 /02 /1444 H</b>	

