

ATTACHMENT 2 (i)

Field Experience Specification

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Field Experience Specification

FSN 400

Field Experience Specifications

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

Institution King Saud University	Date of Report 25/02/2014
College: Food and Agriculture Sciences	Department: Food Science and Human Nutrition
Program: Corporative education	Track: 1/ Food science. 2/ Nutrition

A. Field Experience Course Identification and General Information

1. Field experience course title and code Corporative education FSN 400			
2. Credit hours (if any) 12 Credits			
3. Name and title of faculty or teaching staff member responsible for the field experience. Dr. Omar Alhaj			
4. Dates and times allocation of field experience activities. a. Dates: Summer and Second semester 1433-1434 Hijri (27 weeks full time) b. Times: 8.00 am – 3.00 pm			
5. Level or year of the field experience. Third year, Seventh level.			
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.	Alrabie Saudi Foods Co.	Mr./ Abdul Mohsin Abuharba	abuharba@alrabie.com
b.	Gulf Union Juice Factory	Dr./ Sulaiman Alroshody	abdiwe@gulf-union.com
c.	Untied Food Industries Corporation Co.	Eng./ Mahmood Mousa	mousa@deemah.com
d.	King Saud Medical City	Mr./ Mohamad Alahmad	0505220255
e.	Prince Sultan Medical Military City	Colonel/ Ahmad Alhomadi	0555408120
f.	Security Forces Hospital	Mr./ Sulaiman Aldawod	0505202391

B. Learning Outcomes

1. List learning outcomes for the field experience.

- a. Gain practical experience.
- b. Improve student skills and team work.
- c. Practice taught courses at hospitals and food industries.
- d. Orient students to the work environment and increase student opportunity for the job markets.
- e. Improve student's practical skills and experience.
- f. Improve student writing skills and presentation.
- g. Improve their English language skills.

2. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

The department adopts a training program called corporative education for the students to train them in the local industries, hospitals and at the Ministry of Municipal and Rural Affairs. The student shall train continually for 27 weeks in selected institutions to improve and develop their learning through the experience gained in the field. However, faculty members from the department visit the field for observations and consultations with students and meet with the field supervisors often enough to provide proper oversight and support to the student.

Students are required to write a report about the experience gained in the field and their positive and negative oversight in the field. Students are assessed by the field supervisor (30 point), faculty members (45 point) for presenting the report, and for writing the report (10 points), and seminar delivered by the student to the department staff member (15 point).

Suggested assessment methods and teaching strategies:

The teaching strategies in the field experience are wide and various which includes; Students are required to write a report about the experience gained in the field and their positive and negative oversight in the field. Students are assessed by the field supervisor (30 point), faculty member (45 point), report (10 points), and required to deliver an individual presentation in front of the department's faculty members (15 point). In addition to other assessments including undertake short assignments and prepare short leaflet (marks are given by the field supervisor).

The teaching strategies in the field experience are wide and various these include; practice work, lectures, play scientific videos, individual presentation, open discussion and lab demonstration.

All trainees join their institutions at the same time depending on their track.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	List basic components of meat, dairy and cereal products	Practice work and lectures	Open discussion, Where the student will be asked questions by a number of faculty members
1.2	Recognize principles of food safety and security	Practice work and lectures	Written exam
1.3	Describe the use and practice first aid course	Practice work and lectures	Open discussion
2.0	Cognitive Skills		
2.1	Explain a specific concept of a food related matter	lectures	Marking the report by Faculty member
2.2	Ability to evaluate a situation during training	lectures	Marking the report by Faculty member
2.3	Measure the effect of a specific process on food such as HACCP and ISO systems	Gained experiences	Field supervisor evaluation
3.0	Interpersonal Skills & Responsibility		
3.1	First aid skills	Practice work	Written exam
3.2	Fire extinguish skills	Practice work	Written exam
3.3	Ability to hold work responsibility	Gained experiences	Open discussion
4.0	Communication, Information Technology, Numerical		
4.1	Illustrate capability to use sophisticated instruments in food control, analysis and examinations	lectures	Open discussion
4.2	Justify meal planning suggested for specific patient	Practice work and lectures	Open discussion
4.3	Design a food analysis experiment and assess the outcome	Practice work and lectures	Open discussion
5.0	Psychomotor		
5.1	Practice CPR process	Practice work and lectures	Field supervisor evaluation
5.2	Follow procedures for receiving raw materials and demonstrate ability to decide compliance with the companies quality requirements	Practice work and lectures	Field supervisor evaluation
5.3	Should be able to design experiment, collect data, analyze data, present data in a table or graph format, and defend its outcome	Practice work and lectures	Field supervisor evaluation
Suggested Learning Outcome Verb, Assessment, and Teaching Methods			



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														
<p>Suggested <u>verbs not to use</u> when writing measurable and assessable learning outcomes are as follows:</p> <table> <tr> <td>Consider</td> <td>Maximize</td> <td>Continue</td> <td>Review</td> <td>Ensure</td> <td>Enlarge</td> <td>Understand</td> </tr> <tr> <td>Maintain</td> <td>Reflect</td> <td>Examine</td> <td>Strengthen</td> <td>Explore</td> <td>Encourage</td> <td>Deepen</td> </tr> </table> <p>Some of these verbs can be used if tied to specific actions or quantification.</p>		Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand	Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen
Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand									
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen									

C. Description of Field Experience Activity

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

1/ Food analysis: Be able to analyze food samples for different components

2/ Meal planning : Plan meal for patients with special diet such as diabetics

3/ Food processing and production: Learn how to prepare and process food items such milk pasteurization or fruits canning.

4/ Quality control and assurance: be able to determine the final quality of a food product and report compliance with the manufacturer or with government agencies

5/ Reception of raw materials: Examine and determine the quality of the food raw material and whether it is acceptable according to the companies standards.

2. List required assignments, projects, and reports.

a. Writing final report.

b. Show and Practice field experience.

c. Follow up a designated patient at the hospital.

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

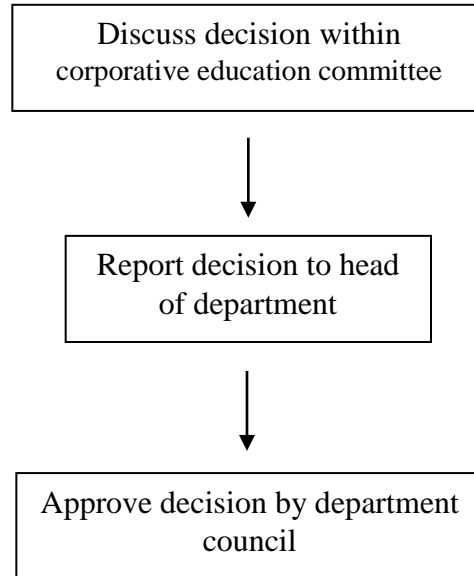
A number of follow up feedbacks with students are undertaken including:

1/ Field supervisor.: is the person who supervise trainee on the job daily

2/ Visit of faculty to the student in the institution.: based on specific schedule faculty visits students on site

3/ communication of corporative education committee with the students.: This is the committee who oversee the internship within the department

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



*The corporative education committee of the FSN department is responsible for the whole process including issues that occur at the training site such as any conflict or communication or misunderstand bwtween the student and the employer will be brought to the department chair and the department council who will take the final decision on the issue

5. Supervisory Responsibilities (Check appropriate boxes).

	Field Teaching Staff	Program Faculty and Teaching Staff
Student Activities		
a. transport to and from site	x	x
b. demonstrate learning outcome performance	√	√
c. completion of required tasks, assignments, reports, and projects	√	√
Supervision Activities		
a. field site – safety	√	x
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	√	x
d. program faculty and teaching staff	√	√
e. field site	√	√
f. learning resources	x	√

b. Explain the student assessment process.

Students are required to write a report about the experience gained in the field and their positive and negative oversight in the field. Students are assessed by the field supervisor (30 point), faculty member (45 point), report (10 points), and required to deliver an individual presentation in front of the department faculty member (15 point).

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?)

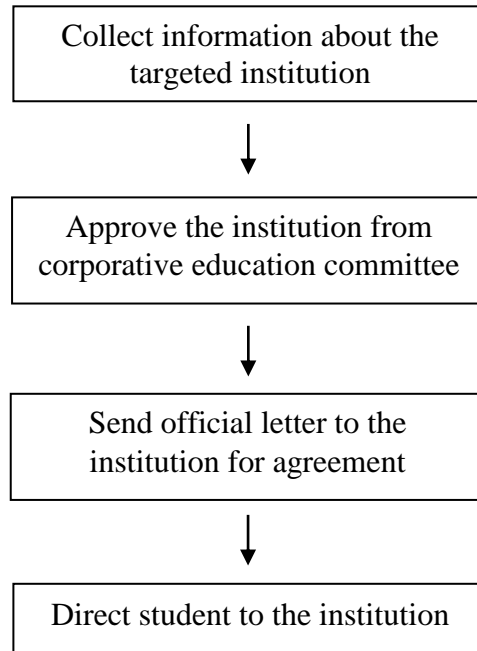
The field supervisor, who spent more time with the student during their training, is requested to report anything that might lead to conflict. The faculty who advise the student is required to look into the matter and try to resolve the issue. If the issue continues, the matter will be brought to the field experience team and to the department chair.

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. Laboratory	1/ Wear gloves 2/ Wear goggles 3/ Protective coat 4/ Health certificate 5/ Wear mask	Good Laboratory Practice Guidelines (GLB)
b. Learning resources	Product standard criteria	Saudi Arabian standard organization (SASO)
c. Learning resources	Books, references and leaflets	Hospital health and safety list
d. Clinic	1/ Health certificate 2/ Protective coat	Hospital health and safety list
e. Production line	1/ HACCP 2/ ISO 3/ GMP	International criteria

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



- The criteria used for collecting the companies to be used for internship training are:
 1. It has to a food industry or any agency involved in nutrition such as hospitals.
 2. Willingness of the company to training students
 3. the company should have the a processing facility, quality control lab, and safety regulations
- Companies are approached and selected by the corporative education committee of the FSN department which is formed and chaired by the department chair.
- The committee organizes the whole process such as contact companies, distribute students, decide advisers for students, organize students reports and presentations in front of the faculty.

2. Identification of Field Staff and Supervisors

List Qualifications	List Training Required (if any)
a. High qualification in the field	Not required
b. Have excellent experience	Not required

3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. Food analysis	Pass grad	N/A
b. Meal planning	Pass grad	N/A
c. Food processing and preservation	Pass grad	N/A

Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.

- 1/ Pass 102 credit hours in the study plan.
- 2/ Fulfil pre-requisite requirements.

Students ready for training contact the committee. The committee looks at the students' record and sees if



they completed 102 credit hours and whether they have successfully completed the course listed above as prerequisite. There is no minimum grade point average required for enrolment if the filed experience

4. Safety and Risk Management by the Program

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. Medical report	Risks of diseases spread	Issue health certificate	N/A
b. Safety precautions	Wounds, injury and burns	Attend various training workshops related to safety precautions	Orientation course

Explain the decision-making process used to protect and minimize safety risks.

1/ Identify hazards and safety precautions during training period.
2/ Allocate lectures during the orientation course, which is a prerequisite, to adopt students how to protect themselves from any hazards.

E. Evaluation of the Field Experience

<p>1. Describe the evaluation process and list recommendations for improvement of field experience activities by:</p> <p>a. Students Describe evaluation process</p> <p>1/ Students write monthly report about the institution that they are training at throughout training. 2/ Students provide faculty members and corporative education committee with the positive or negative aspects of each institution during individual presentation.</p> <p>List recommendations for improvement</p> <p>Department council has taken action to establish subsidiary committees in the department to evaluate the selection of hospitals and factories for trainee.</p> <p>b. Supervising staff in the field setting Describe evaluation process</p> <p>N/A</p> <p>List recommendations for improvement</p> <p>N/A</p>
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c. Supervising faculty from the institution
Describe evaluation process

- 1/ Faculty visit to the institutions.
- 2/ Faculty contacts with the student and field supervisors.
- 3/ Attend night meeting at the department.
- 4/ Monthly report on students performance.

List recommendations for improvement

Department council has taken action to establish subsidiary committees in the department to evaluate the selection of hospitals and factories for trainee.

e. Others—(e.g. graduates, independent evaluator, etc.) - Corporative education committee

Describe evaluation process

- 1/ Identify positive and negative points in the institutions.
- 2/ Collect information about the institution through students, faculty member and graduates.

List recommendations for improvement

Detailed in different section of the form.

2. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Processes	Start Date	Completion Date	Person Responsible
a. Establish handouts containing all required information on dairy, cereals and food analysis.	Collect information from books and references	First semester 1434 Hijri	First semester 1435 Hijri	Faculty member and Corporative education committee
b. Plan and deseing for the next orientation course	1/ prepare the scientific program for the orientation course. 2/ select lecturers.	First semester 1436 Hijri	Second semester 1436 Hijri	Corporative education committee
c. Polarize new institutions for trainee.	Personal visit for the new institutions.	First semester 1436 Hijri	Second semester 1436 Hijri	Corporative education committee



d. Prepare booklet for corporative education	Collect information and roles about corporative education	First semester 1434 Hijri	Second semester 1435 Hijri	Corporative education committee
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Name of Instructor: Dr. Omar Alhaj

Signature: _____

Date Report Completed: 25/02/2014

Name of Field Experience Teaching Staff **Dr. Omar Alhaj**

Program Chair/ Coordinator: Dr. Mohammad Alamri

Signature: _____

Date Received: 25/02/2014